

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Wednesday, August 14, 2019 — 8:30 to 11:30 a.m., only**

**Student Name** \_\_\_\_\_

**School Name** \_\_\_\_\_

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

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

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

**Part III** is based on several documents:

**Part III A** contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

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

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

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

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

## Part I

### Answer all questions in this part.

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

- 1 Which geographic features contributed to the economic development of the plantation system in the South?
  - (1) rocky soil and deep harbors
  - (2) short rivers and many waterfalls
  - (3) rich soil and warm climate
  - (4) high mountains and numerous rivers
- 2 The slogan “no taxation without representation” was first used by Americans to protest Britain’s
  - (1) policy of salutary neglect
  - (2) issuance of the Proclamation of 1763
  - (3) passage of the Coercive Acts
  - (4) attempts to raise revenue through the Stamp Act
- 3 Weaknesses in the central government under the Articles of Confederation exposed by Shays’ Rebellion contributed directly to the
  - (1) signing of the Declaration of Independence
  - (2) creation of the United States Constitution
  - (3) development of a policy of neutrality
  - (4) passage of the Northwest Ordinance
- 4 A central issue in the debate between Federalists and Antifederalists over the ratification of the United States Constitution was the
  - (1) power of judicial review being granted to the judicial branch
  - (2) threat posed by a strong central government to the rights of citizens
  - (3) role of the president as commander in chief of the armed forces
  - (4) danger of unrestricted interstate commerce
- 5 During the 1790s, which factor best explains why the United States was able to stay out of foreign conflicts?
  - (1) Europe depended on farm products from the United States.
  - (2) The United States had announced the Monroe Doctrine.
  - (3) France and Great Britain agreed to end colonialism.
  - (4) The Atlantic Ocean helped the United States remain isolated from foreign threats.
- 6 Which statement describes an effect of the Louisiana Purchase (1803)?
  - (1) The size of the United States was doubled.
  - (2) The boundary with Mexico was finally established.
  - (3) The Northwest Territory became part of the United States.
  - (4) The Mississippi River became the western boundary of the United States.
- 7 Many New England citizens opposed United States participation in the War of 1812 because they
  - (1) feared a Russian invasion in the Northwest
  - (2) worried that France might try to regain Canada
  - (3) resented disruption of their trade with England
  - (4) resisted the extension of slavery into western territories
- 8 The protection against double jeopardy and the right to a speedy trial are evidence that the United States Constitution supports the principle of
  - (1) eminent domain
  - (2) due process of law
  - (3) representative democracy
  - (4) reserved powers

- 9 During the early 1800s, advances in democratic government included
- (1) eliminating property ownership as a voting requirement
  - (2) ending the role of the electoral college
  - (3) increasing education and religious requirements for voting
  - (4) giving states the right to secede from the Union

- 10 One reason abolitionists were unpopular with many Northerners from the 1830s to 1860 was because the abolitionists
- (1) favored the growth of slavery
  - (2) encouraged the annexation of Texas
  - (3) advocated views that increased tensions with the South
  - (4) supported the Fugitive Slave Law

- 11 The Compromise of 1850 was an attempt to resolve issues related to
- (1) the protection and spread of slavery
  - (2) boundary disputes between the United States and Britain over the Oregon Country
  - (3) relations with the Native American Indians of the Great Plains
  - (4) the role of the federal government in industrial development

- 12 One reason the decision in *Dred Scott v. Sanford* (1857) was so controversial is that it
- (1) strengthened the idea of popular sovereignty
  - (2) gave enslaved persons full citizenship
  - (3) ruled that Congress had no power to limit slavery in the territories
  - (4) supported Harriet Beecher Stowe’s point of view in *Uncle Tom’s Cabin*

- 13 When Andrew Carnegie stated, “The man who dies rich, dies disgraced,” he was supporting
- (1) consumer credit
  - (2) charitable giving
  - (3) Social Darwinism
  - (4) antitrust legislation

Base your answer to question 14 on the chart below and on your knowledge of social studies.

**Buffalo Population:  
1800 to 1895**

Date	Population
1800	40,000,000
1850	20,000,000
1865	15,000,000
1870	14,000,000
1875	1,000,000
1880	395,000
1885	20,000
1889	1,091
1895	Less than 1,000

Source: U.S. Department of Interior  
(adapted)

- 14 A major impact of the trend shown on the chart was that
- (1) frontier trading posts became more prosperous
  - (2) Plains Indians lost their main source of food, shelter, and clothing
  - (3) reservations were relocated closer to buffalo migration routes
  - (4) white settlers became dependent on buffalo products

- 15 “A government’s primary role is to provide a favorable atmosphere for business, including a stable currency, hands-off regulation, and domestic order.”

A supporter of this idea would most likely favor

- (1) establishing consumer protection laws
- (2) securing collective-bargaining rights
- (3) levying high taxes on business
- (4) following laissez-faire economics

Base your answer to question 16 on the photograph below and on your knowledge of social studies.



Source: Solomon Butcher, 1886

16 Which act of Congress most directly contributed to the situation shown in this photo?

- (1) the Homestead Act
- (2) the Sherman Antitrust Act
- (3) the purchase of Alaska
- (4) the Interstate Commerce Act

Base your answer to question 17 on the passage below and on your knowledge of social studies.

... We think the enforced separation of the races, as applied to the internal commerce of the State, neither abridges the privileges or immunities of the colored man, deprives him of his property without due process of law, nor denies him the equal protection of the laws within the meaning of the Fourteenth Amendment . . .

17 Which Supreme Court decision is reflected in this passage?

- (1) *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886)
- (2) *United States v. E. C. Knight Co.* (1895)
- (3) *In Re Debs* (1895)
- (4) *Plessy v. Ferguson* (1896)

18 In the late 1800s, one reason labor unions struggled to gain support was because

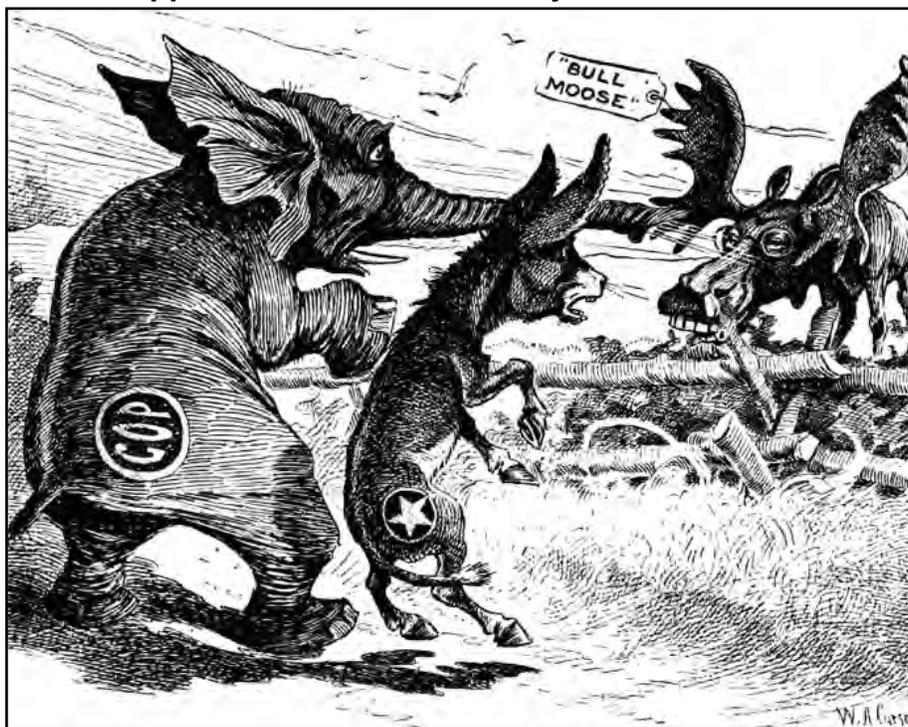
- (1) employers could easily replace striking employees
- (2) the wages of industrial laborers were high
- (3) government-funded public-works jobs were readily available
- (4) corporations ended the use of court injunctions

19 Which term is most closely associated with the start of the Spanish-American War?

- (1) socialism
- (2) populism
- (3) yellow journalism
- (4) isolationism

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

### The Appearance of the New Party in the Political Field



Source: W. A. Carson, *Utica Saturday Globe*, 1912 (adapted)

20 What is the main idea of this 1912 cartoon?

- (1) The Democratic Party is losing support.
- (2) Republicans outnumber Democrats in the United States.
- (3) The political process has no room for more than two parties.
- (4) A third political party can threaten the two major parties.

21 In the late 1800s, the major goal of United States policy in both the annexation of Hawaii and the acquisition of the Philippines was to

- (1) obtain coaling stations and seaports for United States ships
- (2) expand United States fishing rights in international waters
- (3) limit the spread of Japanese influence
- (4) protect the area around the Panama Canal

22 **“Income Tax Amendment Passes”**  
**“Congress Enacts Federal Reserve Act”**  
**“Pure Food and Drug Act Passed by Congress”**

Which reform movement supported the actions described by these headlines?

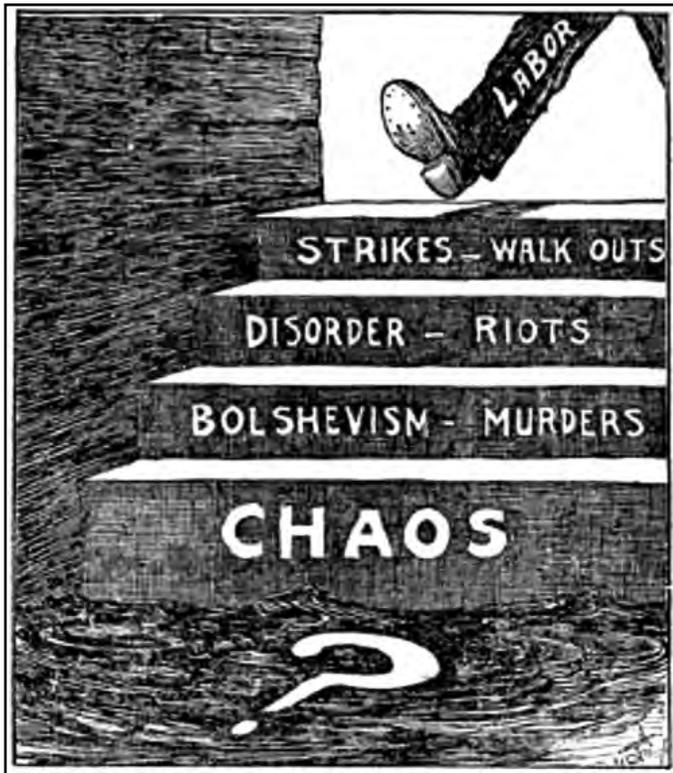
- (1) Progressive
- (2) Prohibition
- (3) labor
- (4) conservation

23 In his war message to Congress, President Woodrow Wilson urged the United States to enter World War I in order to

- (1) protect the empires of European countries
- (2) create a new world government
- (3) make the world safe for democracy
- (4) stop a British attack on the United States

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

### Step by Step

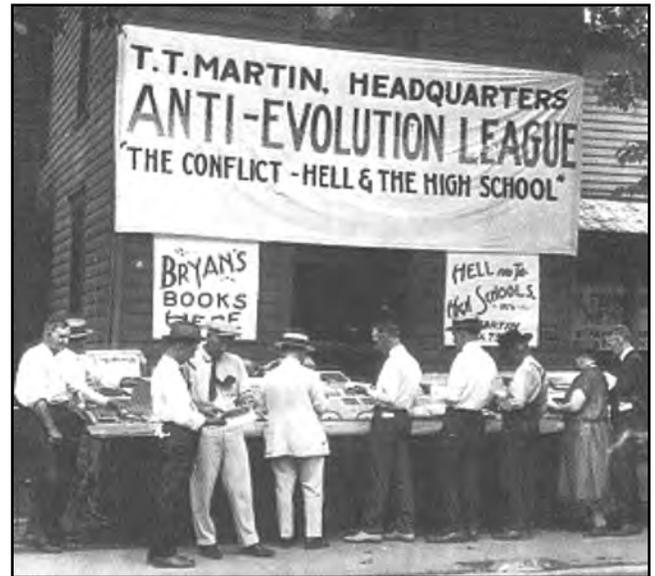


Source: Sid Greene, *New York Evening Telegram*, 1919  
(adapted)

24 What is the cartoonist's point of view in this 1919 cartoon?

- (1) Immigrants will easily assimilate into American society.
  - (2) Industrial production will expand and create more jobs.
  - (3) Civil liberties will be restricted and ordinary American citizens will be hurt.
  - (4) The actions of labor unions threaten the American way of life.
- 

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



Source: Photo taken in Dayton, Tennessee, 1925;  
University of Missouri-Kansas City, School of Law (adapted)

25 This photograph shows one side of the 1920s conflict between

- (1) union men and factory owners
  - (2) science and religion
  - (3) nativists and immigrants
  - (4) censorship and free press
-

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

### I, TOO

I, too, sing America.

I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.

Tomorrow,  
I'll be at the table  
When company comes.  
Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.

Besides,  
They'll see how beautiful I am  
And be ashamed—

I, too, am America.

—Langston Hughes, "I, Too," 1926

26 During the 1920s, which development was most closely associated with this poem?

- (1) growth of the motion-picture industry
- (2) emergence of an antiwar party
- (3) blossoming of African American culture
- (4) expansion of mass consumption

27 In the 1920s, authors such as F. Scott Fitzgerald, Ernest Hemingway, and Sinclair Lewis wrote primarily about

- (1) the intolerance of the Ku Klux Klan
- (2) post-World War I disillusionment and materialism
- (3) the failure of cultural pluralism
- (4) the lack of educational opportunities for younger Americans

28 The Federal Deposit Insurance Corporation (FDIC) and the Securities and Exchange Commission (SEC) were part of President Franklin D. Roosevelt's efforts to

- (1) reduce the power of business monopolies during the Great Depression
- (2) give organized labor a stronger voice in politics
- (3) reform economic problems that contributed to the Great Depression
- (4) bring electricity to rural areas

29 President Franklin D. Roosevelt proposed a plan in 1937 to add justices to the Supreme Court primarily because the Court

- (1) lacked representation from minority groups
- (2) had declared major New Deal laws unconstitutional
- (3) had little judicial experience
- (4) supported a loose interpretation of the Constitution

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



Source: *Historical Statistics of the United States: Colonial Times to 1970*, U.S. Census Bureau, 1975 (adapted)

- 30 What was the major reason for the change in unemployment shown on the graph between 1933 and 1937?
- (1) Banks increased their lending to new businesses, who hired more workers.
  - (2) The profits of corporations were heavily taxed by the states.
  - (3) Job opportunities were created by New Deal public-works projects.
  - (4) The federal government nationalized the transportation and utility industries.
- 31 What was the main cause of the trend in employment shown on the graph between 1942 and 1945?
- (1) increased manufacturing to meet the needs of World War II
  - (2) the success of the Social Security Act
  - (3) the impact of a high inflation rate
  - (4) a decline in the number of women in the work force

- 
- 32 The Neutrality Acts (1935–1937) were passed to
- (1) support the policy of appeasement
  - (2) provide troops to halt Italian aggression
  - (3) increase the profits of United States weapons manufacturers
  - (4) avoid the actions that led the United States into World War I

- 33 Which government action was a response to the Japanese attack on Pearl Harbor?
- (1) drafting all Japanese American men into the United States Army
  - (2) passing labor laws banning the employment of immigrants
  - (3) ending all oil sales to Japan
  - (4) forcing the relocation and internment of Japanese Americans

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



Source: New York State Works Progress Administration Art Project



Source: Office for Emergency Management

34 Which United States government action was most similar to the goal shown in these World War II posters?

- (1) institution of the draft by the Selective Service Act (1940)
- (2) aid to Russia under the Lend-Lease Act (1941)
- (3) rationing by the Office of Price Administration (1941)
- (4) development of the Manhattan Project (1942)

35 The Servicemen's Readjustment Act of 1944 (GI Bill) made a significant impact on post-World War II America because it provided for

- (1) aid to veterans for housing and college costs
- (2) the rapid demobilization of soldiers
- (3) pensions for soldiers from World War I
- (4) the establishment of a draft for all males over 18 years of age

36 Following World War II, the United States adopted the foreign policy of containment primarily to

- (1) return to pre-war isolationism
- (2) limit the spread of communism
- (3) force European nations to end colonialism
- (4) support the work of the World Court

37 One important effect of President Eisenhower's proposal for interstate highways was a significant increase in

- (1) health-care spending
- (2) suburban communities
- (3) educational opportunities
- (4) sectional differences

Base your answer to question 38 on the passage below and on your knowledge of social studies.

The people of the United States share with the people of the Soviet Union their satisfaction for the safe flight of the astronaut in man's first venture into space. We congratulate you and the Soviet scientists and engineers who made this feat possible. It is my sincere desire that in the continuing quest for knowledge of outer space our nations can work together to obtain the greatest benefit to mankind.

—President John F. Kennedy,  
Telegram to Nikita Khrushchev, April 12, 1961

38 One way President Kennedy responded to the Soviet action referred to in the telegram was to support

- (1) a decrease in the budget for space exploration
- (2) an expansion of the Peace Corps to aid impoverished nations
- (3) the removal of Soviet troops from East Berlin
- (4) the commitment to a Moon landing by the end of the decade

- 
- 39 • Establishing a direct telephone line between Washington and Moscow
- Negotiating a limited nuclear test-ban treaty
  - Selling surplus wheat to the Soviet Union

These actions by presidents John F. Kennedy and Richard Nixon are examples of their attempts to

- (1) meet the Soviet Union's Cold War demands
- (2) establish peaceful coexistence with the Soviet Union
- (3) support Soviet troops fighting in Afghanistan
- (4) weaken the military power of the Soviet Union

40 During the 1960s, the escalation of United States involvement in the Vietnam War was based on the belief that

- (1) restoring French colonial power was necessary for political stability in Southeast Asia
- (2) a strong military presence would limit Japanese trade with Vietnam
- (3) a North Vietnamese victory would lead to further losses as predicted by the domino theory
- (4) a cease-fire agreement would increase college protests

41 What was the major effect of the Civil Rights Act of 1964?

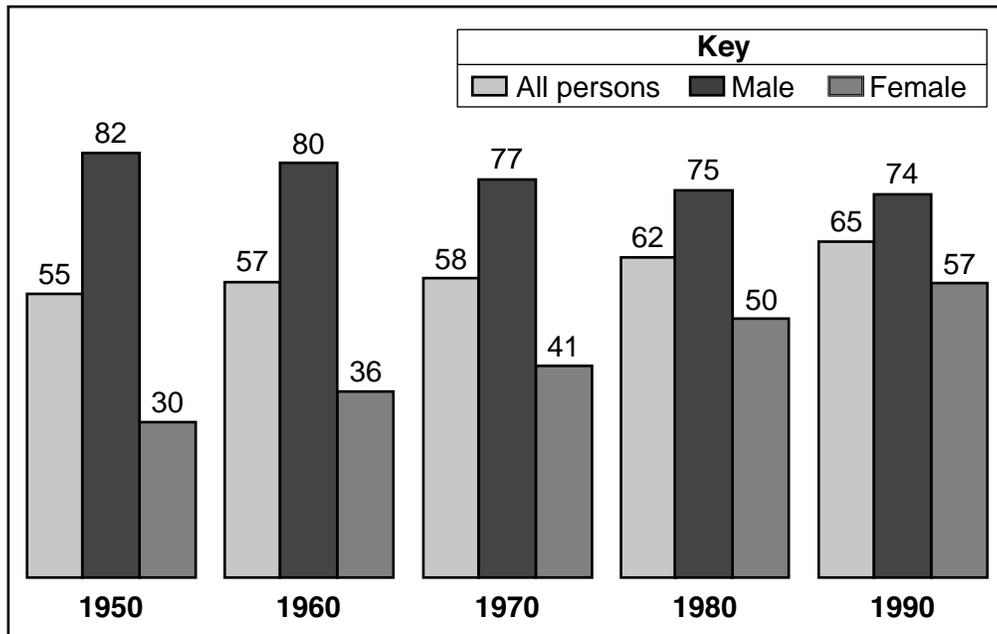
- (1) Racial discrimination in public facilities was banned.
- (2) Citizenship and voting rights were extended to Native American Indians.
- (3) The use of poll taxes and literacy tests for voting were outlawed.
- (4) Busing to integrate schools was authorized.

42 Which pair of Supreme Court cases upheld the right to counsel for defendants in state criminal cases?

- (1) *Mapp v. Ohio* (1961) and *Heart of Atlanta Motel v. United States* (1964)
- (2) *Baker v. Carr* (1962) and *Engel v. Vitale* (1962)
- (3) *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966)
- (4) *Tinker v. Des Moines* (1969) and *Roe v. Wade* (1973)

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

**Percent of Men and Women in Labor Force: 1950 to 1990**



Source: U.S. Census Bureau, 1990 (adapted)

- 43 Which conclusion is most clearly supported by information in the graph?
- (1) Older Americans remained in the labor force longer in 1990 than in 1950.
  - (2) All Americans born during the baby boom after World War II joined the labor force.
  - (3) Half as many men were in the labor force in 1990 as compared to 1950.
  - (4) In every decade shown, the percentage of women in the labor force grew while the percentage of men in the labor force declined.

44 During the Persian Gulf War (1991), the primary aim of the United States was to force Iraq to

- (1) withdraw its troops from Kuwait
- (2) hold democratic elections
- (3) increase the price of its oil exports
- (4) submit to weapons inspections by the United Nations

45 In 1993, many labor union leaders opposed United States membership in the North American Free Trade Agreement (NAFTA) because they feared it would

- (1) cause Americans to lose jobs to foreign nations
- (2) reduce the number of immigrants to the United States
- (3) result in higher exports from the United States to Mexico and Canada
- (4) outlaw wage increases for workers in the United States

Base your answer to question 46 on the cartoon below and on your knowledge of social studies.



Source: Steve Breen, *San Diego Union-Tribune*, 2004 (adapted)

- 46 According to the cartoonist, the investigation of intelligence failures related to the 9/11 terrorist attacks resulted in
- (1) praise for government efforts to stop intelligence leaks
  - (2) open immigration from all regions of the world
  - (3) recommendations to limit dependence on foreign intelligence
  - (4) various federal agencies attempting to avoid criticism by shifting responsibility

- 47 Between 1881 and 1921, one major cause of the increasing number of immigrants to the United States was the
- (1) availability of free land in the Southeast
  - (2) increased job opportunities in industry
  - (3) increased need for military personnel
  - (4) federal aid to pay the housing costs of new arrivals

- 48 Prior to its military involvement in both the War of 1812 and World War I, the United States attempted to maintain a policy of
- (1) neutrality
  - (2) internationalism
  - (3) collective security
  - (4) détente

49 “. . .We conclude that, in the field of public education, the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.” . . .

These statements were included in which Supreme Court decision?

- (1) *Schenck v. United States* (1919)
- (2) *Korematsu v. United States* (1944)
- (3) *Brown v. Board of Education of Topeka* (1954)
- (4) *Vernonia School District v. Acton* (1995)

- 50
- Alien and Sedition Acts of 1798
  - Espionage Act of 1917
  - USA Patriot Act of 2001

One common effect of these wartime laws has been to

- (1) expand government regulation of the economy
- (2) increase the nation’s military defenses
- (3) promote immigration from neighboring nations
- (4) protect national security at the expense of civil liberties

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**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: Amendments**

The writers of the United States Constitution included an amending process to respond to changing times and unforeseen circumstances. Since the Civil War, important amendments have had an impact on the United States and/or on American society.

#### **Task:**

Select **two** amendments to the United States Constitution *since* the Civil War and for **each**

- Describe the historical circumstances surrounding the adoption of the amendment
- Discuss the impact of this amendment on the United States and/or on American society

You may use any constitutional amendment that has been added *since* the Civil War. Some suggestions you might wish to consider include:

13th amendment—abolition of slavery (1865)

15th amendment—African American male suffrage (1870)

16th amendment—graduated income tax (1913)

17th amendment—direct election of United States senators (1913)

18th amendment—Prohibition (1919)

19th amendment—woman’s suffrage (1920)

26th amendment—18-year-old vote (1971)

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

#### **Guidelines:**

**In your essay, be sure to:**

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

## Part III

## DOCUMENT-BASED QUESTION

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

**Historical Context:**

The president of the United States has been granted power as the commander in chief by the Constitution. Although the president has used his military powers to commit troops overseas, he has also used this power to respond to domestic challenges. These challenges have included *President Grover Cleveland and the Pullman strike*, *President Herbert Hoover and the Bonus Army*, and *President Harry Truman and segregation in the armed forces*.

**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

Select *two* domestic challenges mentioned in the historical context and for *each*

- Describe the historical circumstances that led to the president's action
- Discuss how the president's action influenced the United States and/or 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 nation's worst depression of the 19th century began in 1893. In 1894, the worst year of the depression, workers at the Pullman Company went on strike in Chicago.

... The rents Pullman charged were excessive, running about 25 percent higher than in neighboring towns. He sold at ten cents per thousand gallons water that he bought from Chicago at four cents. He forced his tenants to buy their food and other necessities from company stores, where prices far exceeded those of regular outlets. The simmering cauldron of protest boiled over when in 1894 the company cut wages an average of 25 percent, without a comparable cut in rent or in the cost of necessities. Pullman refused to listen to complaints and dismissed from their jobs those who persisted in the outcry. He then closed the plant.

At this juncture [time], the American Railway Union, which had a membership of 150,000, including several thousand Pullman employees, joined the struggle, ordering its members not to handle trains with Pullman cars attached. The strike was quickly turned into a national disruption. Within a month, railroad traffic, particularly in the western states, was almost at a standstill. The beset [besieged] railroad owners hit on the scheme of coupling Pullman cars to trains that carried mail, confident that any interference with the mail was a federal crime. When the strikers still refused to man the trains, the railroads persuaded Attorney General Olney to swear in an army of special deputies—actually in the pay of the railroads—in order to help keep the trains moving.

The leader of the union was Eugene V. Debs, a gentle but dynamic person who had made the interests of workingmen the consuming enthusiasm of his life. He had instructed his members to avoid violence. But it broke out now anyhow between the deputies and the strikers. The railroads in their frustration asked President Cleveland to send federal troops to keep order and to guarantee the safe handling of the mails. . . .

Source: Henry F. Graff, *Grover Cleveland*, Henry Holt and Company, 2002

1a According to Henry F. Graff, what was **one** reason Pullman workers went on strike? [1]

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Score

b According to Henry F. Graff, what was **one** reason President Grover Cleveland was asked to send federal troops to Chicago? [1]

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Score

## Document 2a

President Grover Cleveland responded to the strike and to the riots that followed by sending federal troops to Chicago.

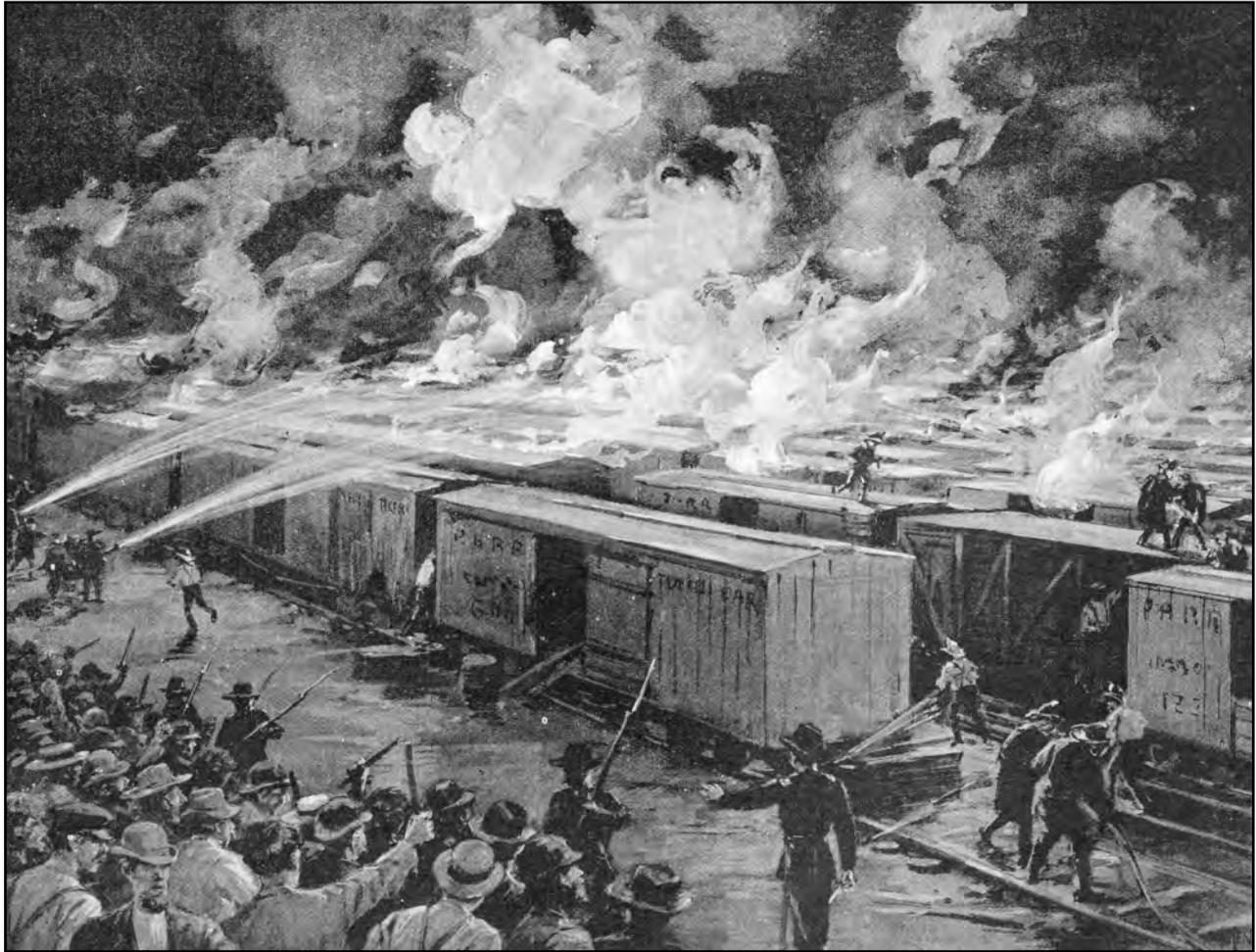
. . . Cleveland also feared the worst, and responded accordingly. Federal troops arrived to quell [stop] the riots, ironically, on July 4. While patriotic citizens set off fireworks, in the city of Chicago they set fires. Thousands of angry protestors lay waste to the city. At the Chicago rail yards more freight trains were flipped over and cars set ablaze. A huge fire that night destroyed the expositions on the grounds of the World's Fair. Chicago degenerated into lawlessness and chaos.

It continued for four days. On July 6, a rail deputy shot two men, inciting the largest riot of all—6,000 rail workers destroyed over \$340,000 worth of railroad property on a single day as over 700 railroad cars were torched. The next day, a mob attacked the state militia. The soldiers fired back, killing 4 rioters and wounding 20 others. Reinforcements for the federal troops were called up from surrounding states. No American city had ever experienced such anarchy in peacetime. . . .

Source: Chris Wallace, *Character: Profiles in Presidential Courage*, Rugged Land, 2004

Document 2b

**Burning of Six Hundred Freight-Cars on the Panhandle Railroad,  
South of Fiftieth Street, on the Evening of July 6th.**



Source: G. A. Coffin and Charles Mente, *Harper's Weekly*, July 21, 1894

2 Based on these documents, what was **one** effect of President Cleveland's decision to send federal troops to end the Pullman strike? [1]

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Score

### Document 3

The Pullman Strike of 1894 was the first national strike in United States history. Before coming to an end, it involved over 150,000 persons and twenty-seven states and territories and would paralyze the nation's railway system. The entire rail labor force of the nation would walk away from their jobs. In supporting the capital side [railroad owners] of this strike President Cleveland for the first time in the Nation's history would send in federal troops, who would fire on and kill United States Citizens, against the wishes of the states. The federal courts of the nation would outlaw striking by the passing of the Omnibus indictment [federal charges against the leaders of the American Railway Union]. This blow to unionized labor would not be struck down until the passing of the Wagner act in 1935. This all began in the little town of Pullman, Illinois, just south of Chicago. . . .

Source: Keith Ladd and Greg Rickman, "The Pullman Strike," kansasheritage.org, 1998 (adapted)

3 According to Keith Ladd and Greg Rickman, what was **one** effect of President Cleveland's decision to support railroad owners during the Pullman strike? [1]

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Score

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**Document 4a**

**Veterans' sheds, tents, and shanties sprawled across the Anacostia Flats in Washington, D.C., in 1932.**



Source: National Archives (adapted)

**Document 4b**

**Violent clash between police and veterans on the morning of July 28, 1932.**



Source: General Douglas MacArthur Foundation

**Document 4c**

. . . No “civil commotion” attracted as much attention as the march of the “bonus army.” Demanding immediate and full payment of bonuses for their service in World War I, 15,000 to 20,000 unemployed veterans moved on Washington in the spring of 1932. The House passed the bonus bill, but when the Senate voted it down by an overwhelming margin, half the men stayed on; they had no jobs, no homes, no place else to go. Most of them lived in mean shanties on the muddy Anacostia flats, some camped in unused government buildings. General Glassford, the head of the District police, treated the men decently and with discretion, but, as the men stayed on day after day, federal officials panicked. On July 28, 1932, the government decided precipitately [suddenly] to evict bonus marchers from vacant buildings on Pennsylvania Avenue. Two veterans were killed and several District police were injured in a scuffle that followed. President Hoover summoned the U.S. Army to take over. . . .

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–1932*, University of Chicago Press, 1993

4a Based on these documents, state **one** reason World War I veterans marched on Washington, D.C., in 1932. [1]

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Score

b Based on these documents, state **one** reason President Hoover sent the United States Army to remove the Bonus Marchers. [1]

---

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Score

What happened, where, when, and who was involved? That is the essence of NEWS—and given to you completely, accurately, and with desired brevity by The Washington Post.

# The Washington Post.

Today—Local showers, cooler.  
Tomorrow—Fair, moderate temperature.  
Yesterday—High 82, lowest 71.  
1932—High 81, lowest 72.  
Details on Back Page.

NO. 20,497.

ENTERED AS SECOND-CLASS MATTER POSTOFFICE WASHINGTON, D. C.

WASHINGTON: FRIDAY, JULY 29, 1932.

\*\*\*

Copyright, 1932, BY THE WASHINGTON POST CO.

THREE CENTS.

## ONE SLAIN, 60 HURT AS TROOPS ROUT B. E. F. WITH GAS BOMBS AND FLAMES

### Troops Burn Bonus Billets in Shadow of Capital as Rout Begins



## ANACOSTIA HUTS FIRED; MEN ARE DENIED RIGHT TO RETURN TO CAPITAL

### All Bonus Groups in Western Section of Capital Are Evicted Amid Disorder.

### CONCERTED DRIVE FOLLOWS HOOVER EDICT FOR ACTION

### Shacks in Pennsylvania Avenue Area Are Also Burned; Reserve Police Added at White House.

By DANIEL B. MAHER.

Tear gas bombs and torches, unleashed by Federal troops in a sweeping offensive, routed the ragged bonus army yesterday from every major encampment in the Capital in a day of wild disorder that took the life of one veteran.

In a relentless drive, infantrymen, cavalrymen and tanks opened the drive against the veterans on Pennsylvania avenue, herded them from the Southwest section and stopped their offensive at Camp Marks, the largest of the bonus army encampments.

In front of Camp Marks, Chief of Staff Douglas A. MacArthur, on orders from a high authority, ordered cessation of the drive, but it was needless, for the 5,000 veterans in the camp were in full retreat. They set fire to their rickety shacks and early today the flames were burning a memorial across the sky in what may be the epitaph of the bonus army.

More Than 60 Hurt in Clashes.

Though peace again reigned, the hospitals held the more than 60 suffering victims of the series of clashes that forced

#### CASUALTY LIST IN BONUS RIOTING

**DEATH.**  
William J. Haska, 37, Chicago bonus supporter, shot through the heart, body at Providence Hospital morgue.

**SERIOUSLY INJURED.**  
Private Edgar G. Smith, 27, of 2113 Seventh street northwest, fractured skull, at Emergency Hospital.

Private John O. Hill, 31, of 1128 Twenty-fourth street northwest, fell on left side with gas, at Emergency Hospital.

Earl Cochran, 38, bonus supporter, of Oakland, Calif., shot in pelvic, at Casualty Hospital.

John Butt, colored, bonus member, of Norfolk, N. C., gunshot wounds, in the shoulder, at Emergency Hospital.

Earl McElroy, 42, a bonus supporter from Burton City, Mich., gunshot wound, struck on head at Eleventh and N streets southeast, at Casualty Hospital.

**OTHER INJURED.**  
Private Mann Zammerman, of 1203 W place northwest, hit on head with a brick, treated at Emergency and sent home.

Private Robert Floyd, of 807 Col. Irving street northwest, fractured skull, multiple lacerations at Emergency Hospital.

James Scott, colored, of 433 Ewa street southeast, a volunteer, shot through shoulder, condition an urgent one at Emergency Hospital.

Private John E. Wheeler, of 1601 E street southeast, injured about the head in clash, treated at Emergency Hospital and sent home.

Private Samuel H. Hogg, of 138 Chapin street northwest, injured about the head and body by brick.

Source: Washington Post, Friday, July 29, 1932

**Document 5b**

. . . A storm of protest followed. Americans who viewed the photographs and read the reports over the next few days found the actions of their government inexcusable. Any remaining faith they still had in Washington was now called into question, especially when Hoover and MacArthur attempted to justify their orders by saying that the marchers were criminals and communists. Far from a revolutionary crowd, the veterans seemed to most people to be little different than the rest of the nation: they had no work and they wanted to feed their families. Squeezed from all directions, the people needed an ally—desperately—and in the Democratic candidate for president in 1932, they finally found one. . . .

Source: Peter Jennings and Todd Brewster, *The Century*, Doubleday, 1998

5 According to these documents, what were **two** reasons many Americans thought the government's action against the veterans was wrong? [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Document 6

. . . American history is punctuated by moments and incidents that become prisms through which larger events are better understood—the Boston Tea Party, Nat Turner’s Rebellion, the Alamo, John Brown’s Raid. The march of the Bonus Army belongs in such company. But its significance has been obscured [dimmed] by time, even to its direct beneficiaries—the millions of later veterans whose bonus would be the GI Bill and the benefits that have followed to the present day. And, its legacy is everlasting. The First Amendment of the Constitution grants Americans the right “to petition the government for redress of grievances.” Millions of Americans have since peacefully marched on Washington in support of various causes, their way paved by the veterans of 1932.

Source: Paul Dickson and Thomas B. Allen, *The Bonus Army: An American Epic*, Walker and Company, 2004

6 According to Paul Dickson and Thomas B. Allen, what was **one** impact of the Bonus Army? [1]

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Score

## Document 7a

In 1941, civil rights activist A. Philip Randolph demanded an end to racial segregation in the Armed Forces.

. . . Roosevelt ignored Randolph's call for a desegregated army. By that time, all branches of the military separated black soldiers into their own units, deployed them on segregated trains, and housed them in old, dilapidated barracks. Most black soldiers served as stewards and cooks or performed menial labor such as maintaining latrines [bathrooms]. As late as 1940, the U.S. armed services included only five black commissioned officers, including Benjamin O. Davis, Sr., the first African-American to reach the rank of general, and Benjamin O. Davis, Jr., the 20th century's first black graduate of West Point. Military leaders routinely denied black soldiers entry into many training classes that would have enabled them to advance in rank. . . .

Source: Mark Bauerlein et al., *Civil Rights Chronicle: The African American Struggle for Freedom, Legacy*, 2003

## Document 7b

. . . Not surprisingly, black organizations pressed hard for equality within the armed services. They viewed the military as a key institution in American life. A direct arm of the government, and a direct expression of the people, it personified the democratic values for which the United States fought. Ending racial discrimination in the armed forces would have a powerful effect on civil society. Moreover, if blacks made an equal contribution to the war effort, their claim to full citizenship would be much stronger. . . .

Source: Adam Fairclough, *Better Day Coming: Blacks and Equality, 1890–2000*, Viking, 2001

7 Based on these documents, what were **two** reasons African American civil rights leaders called for an end to racial segregation in the Armed Forces? [2]

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

\_\_\_\_\_  
Score

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

\_\_\_\_\_  
Score

## Document 8a

Following World War II, on orders from President Truman, the Army, Navy, and Air Force abolished their traditional Jim Crow units and with very little fanfare integrated themselves. On a recent [September 1963] 3,200-mile tour of the South, we viewed the impressive results.

We saw Negro and white servicemen eating at the same mess-hall tables, drinking at the same on-base bars, playing ball on the same teams. They sleep in the same barracks, share lavatories and showers, borrow money from one another until pay day.

In on-base homes assigned without regard for race, white and Negro families live next door to one another, baby-sit for one another, watch TV together, share backyard barbecues. They swim together in on-base pools, worship together in military chapels. Their children play and squabble happily together on the lawns, attend on-base schools and Sunday schools together. All this has for years been accepted practice on military bases, including many in the Deep South. . . .

Source: Ruth and Edward Brecher, "The Military's Limited War Against Segregation,"  
*Reporting Civil Rights*, The Library of America

Document 8b

Soldiers from the U.S. Army's Integrated Second Infantry Division in Korea



Source: Defense Media Network (adapted)

8 Based on these documents, what were *two* results of President Harry Truman's executive order abolishing segregated "Jim Crow units" in the military? [2]

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

Score

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

Score

## Document 9

. . . The military's last all-black unit disbanded in 1954, and the services, with the exception of the navy, which lagged somewhat behind, recruited African Americans for all specialties. Acceptance in the ranks did not, however, mean acceptance in communities adjacent to military installations. While black service personnel had equal access to integrated military family quarters on bases, they faced the same discrimination in housing in local civilian communities that had always existed. . . .

Black military personnel also faced discrimination in furthering their own education. Universities near military installations, especially in the South, refused to accept black students.

Outside the gates of their bases, black military personnel found that civilian communities treated them in the same manner as they did their local minority population. Jim Crow laws, again mostly in the South but to some degree throughout the country, separated black from white in shopping, eating, housing, transportation, and recreational facilities. Frequently these public areas exhibited Whites Only signs, and the towns had police more than willing to enforce these policies. . . .

The arrival of the 1960s brought increased impatience in the black military and civilian communities. Protests continued, with sit-ins the dominant form of nonviolent action as blacks and their supporters challenged local Jim Crow laws restricting their access to eating establishments and other public facilities. . . .

Source: Lt. Colonel (Ret.) Michael Lee Lanning,  
*The African-American Soldier: From Crispus Attucks to Colin Powell*,  
Citadel Press, 2004 (adapted)

9 According to Michael Lee Lanning, what was **one** way discrimination against African Americans continued after President Truman's executive order? [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:

The president of the United States has been granted power as the commander in chief by the Constitution. Although the president has used his military powers to commit troops overseas, he has also used this power to respond to domestic challenges. These challenges have included ***President Grover Cleveland and the Pullman strike, President Herbert Hoover and the Bonus Army, and President Harry Truman and segregation in the armed forces.***

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

Select ***two*** domestic challenges mentioned in the historical context and for ***each***

- Describe the historical circumstances that led to the president's action
- Discuss how the president's action influenced the United States and/or 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

**August 2019 Regents Examination in United States History and Government****Scoring Key: Part I (Multiple-Choice Questions)**

<b>Examination</b>	<b>Date</b>	<b>Question Number</b>	<b>Scoring Key</b>	<b>Question Type</b>	<b>Credit</b>	<b>Weight</b>
United States History & Government	August '19	1	3	MC	1	1
United States History & Government	August '19	2	4	MC	1	1
United States History & Government	August '19	3	2	MC	1	1
United States History & Government	August '19	4	2	MC	1	1
United States History & Government	August '19	5	4	MC	1	1
United States History & Government	August '19	6	1	MC	1	1
United States History & Government	August '19	7	3	MC	1	1
United States History & Government	August '19	8	2	MC	1	1
United States History & Government	August '19	9	1	MC	1	1
United States History & Government	August '19	10	3	MC	1	1
United States History & Government	August '19	11	1	MC	1	1
United States History & Government	August '19	12	3	MC	1	1
United States History & Government	August '19	13	2	MC	1	1
United States History & Government	August '19	14	2	MC	1	1
United States History & Government	August '19	15	4	MC	1	1
United States History & Government	August '19	16	1	MC	1	1
United States History & Government	August '19	17	4	MC	1	1
United States History & Government	August '19	18	1	MC	1	1
United States History & Government	August '19	19	3	MC	1	1
United States History & Government	August '19	20	4	MC	1	1
United States History & Government	August '19	21	1	MC	1	1
United States History & Government	August '19	22	1	MC	1	1
United States History & Government	August '19	23	3	MC	1	1
United States History & Government	August '19	24	4	MC	1	1
United States History & Government	August '19	25	2	MC	1	1
United States History & Government	August '19	26	3	MC	1	1
United States History & Government	August '19	27	2	MC	1	1
United States History & Government	August '19	28	3	MC	1	1
United States History & Government	August '19	29	2	MC	1	1
United States History & Government	August '19	30	3	MC	1	1
United States History & Government	August '19	31	1	MC	1	1
United States History & Government	August '19	32	4	MC	1	1
United States History & Government	August '19	33	4	MC	1	1
United States History & Government	August '19	34	3	MC	1	1
United States History & Government	August '19	35	1	MC	1	1
United States History & Government	August '19	36	2	MC	1	1
United States History & Government	August '19	37	2	MC	1	1
United States History & Government	August '19	38	4	MC	1	1
United States History & Government	August '19	39	2	MC	1	1
United States History & Government	August '19	40	3	MC	1	1
United States History & Government	August '19	41	1	MC	1	1
United States History & Government	August '19	42	3	MC	1	1
United States History & Government	August '19	43	4	MC	1	1
United States History & Government	August '19	44	1	MC	1	1
United States History & Government	August '19	45	1	MC	1	1
United States History & Government	August '19	46	4	MC	1	1
United States History & Government	August '19	47	2	MC	1	1
United States History & Government	August '19	48	1	MC	1	1
United States History & Government	August '19	49	3	MC	1	1
United States History & Government	August '19	50	4	MC	1	1

MC = Multiple-choice question

## August 2019 Regents Examination in United States History and Government

### Scoring Key: Parts II, IIIA, and IIIB

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
United States History & Government	August '19	<b>Part II: Thematic Essay</b>	-	ES	5	3
United States History & Government	August '19	<b>Part IIIA - 1a</b>	-	SCF	1	1
United States History & Government	August '19	<b>Part IIIA - 1b</b>	-	SCF	1	1
United States History & Government	August '19	<b>Part IIIA - 2</b>	-	SCF	1	1
United States History & Government	August '19	<b>Part IIIA - 3</b>	-	SCF	1	1
United States History & Government	August '19	<b>Part IIIA - 4a</b>	-	SCF	1	1
United States History & Government	August '19	<b>Part IIIA - 4b</b>	-	SCF	1	1
United States History & Government	August '19	<b>Part IIIA - 5</b>	-	SCF	2	1
United States History & Government	August '19	<b>Part IIIA - 6</b>	-	SCF	1	1
United States History & Government	August '19	<b>Part IIIA - 7</b>	-	SCF	2	1
United States History & Government	August '19	<b>Part IIIA - 8</b>	-	SCF	2	1
United States History & Government	August '19	<b>Part IIIA - 9</b>	-	SCF	1	1
United States History & Government	August '19	<b>Part IIIB: DBQ Essay</b>	-	ES	5	3

SCF = Scaffold Question

ES = Essay

The chart for determining students' final examination scores for the **August 2019 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.

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# FOR TEACHERS ONLY

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

## UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 14, 2019 — 8:30 to 11:30 a.m., only

VOLUME  
**1** OF **2**  
THEMATIC ESSAY

### 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.

#### Contents of the Rating Guide

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 United States History and Government*.

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

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

**United States History and Government**  
**Content-Specific Rubric**  
**Thematic Essay**  
**August 2019**

**Theme: Amendments**

The writers of the United States Constitution included an amending process to respond to changing times and unforeseen circumstances. Since the Civil War, important amendments have had an impact on the United States and/or on American society.

**Task:** Select *two* amendments to the United States Constitution *since* the Civil War and for *each*

- Describe the historical circumstances surrounding the adoption of the amendment
- Discuss the impact of this amendment on the United States and/or on American society

You may use any constitutional amendment that has been added *since* the Civil War. Some suggestions you might wish to consider include:

13th amendment—abolition of slavery (1865)

18th amendment—Prohibition (1919)

15th amendment—African American male suffrage (1870)

19th amendment—woman’s suffrage (1920)

16th amendment—graduated income tax (1913)

26th amendment—18-year-old vote (1971)

17th amendment—direct election of senators (1913)

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

**Scoring Notes:**

1. This thematic essay has a minimum of *four* components (for *each* of *two* amendments, discussing the historical circumstances surrounding the adoption of the amendment and *at least one* impact of the amendment on the United States and/or on American society).
2. The historical circumstances that led to the adoption of the amendment may be discussed from a broad or a narrow perspective, e.g., a discussion of the 13th amendment may consider the efforts of antebellum abolitionists or the provisions of the Emancipation Proclamation during the Civil War.
3. A description of the amendment’s provisions may or may not be included in the discussion of the historical circumstances or in the discussion of the impact of the amendment on the United States and/or on American society.
4. Amendments with similar issues may be discussed as long as the response includes distinct and separate information for each.
5. The response may discuss the impact of the amendment from any perspective as long as the position taken is supported by accurate facts and examples.
6. The impact may be immediate or long term.
7. Choosing an amendment to discuss that was adopted prior to the Civil War should receive no credit.
8. If more than two amendments are discussed, only the first two amendments may be scored. However, an additional amendment may be included in the discussion as a historical circumstance or an impact.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** amendments, discussing the historical circumstances surrounding the adoption of the amendment and **at least one** impact of the amendment on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *18th amendment*: connects the antebellum temperance movement, the moral crusade of the Women’s Christian Temperance Union against alcohol abuse, and the Progressive campaign to rid cities of crime and poverty to the 18th amendment that resulted in the rise of organized crime, widespread disrespect for the law, eventual repeal, and a continuing debate over alcohol and drug policies; *19th amendment*: connects the failure of the 15th amendment to enfranchise women, Susan B. Anthony’s tireless quest for woman’s suffrage, and the efforts of Progressive suffragists during World War I to the 19th amendment that vastly increased women’s political influence because they are over half of the electorate, hold almost every political office, and continue to champion social legislation
- Richly supports the theme with many relevant facts, examples, and details, e.g., *18th amendment*: Maine Law; Neal Dow; Frances Willard; Carrie Nation; domestic violence; nativism; rural vs. urban; wet vs. dry; Volstead Act; Al Capone; speakeasies; rum-running; impossible to enforce morality; 21st amendment; underage drinking today; increasing penalties for Driving While Intoxicated; legalization of marijuana; *19th amendment*: Seneca Falls Convention; Anthony’s arrest and conviction for voting; women’s wartime work; President Woodrow Wilson; picketing the White House; rallies; Carrie Chapman Catt; Alice Paul; League of Women Voters; holding over 20 percent of congressional seats; Hillary Clinton; glass ceiling; Planned Parenthood funding; proposed Equal Rights Amendment; “Me Too” movement; 2018 midterm elections; 2020 presidential candidates; state challenges to *Roe v. Wade*
- 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 amendment more thoroughly than the other *or* by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *18th amendment*: discusses how the Women’s Christian Temperance Union and the Progressives sought to reduce domestic violence and urban problems through the prohibition of alcohol and how the 18th amendment resulted in organized crime, disrespect for the law, and the amendment’s eventual repeal; *19th amendment*: discusses how the Progressives’ goal of expanding citizen participation in government and suffragists’ bold demonstrations during World War I led to the ratification of the 19th amendment that resulted in women’s increased political influence through voting, office-holding, and support for reforms including health care
- 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 have been thoroughly developed evenly and in depth for *one* amendment 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.**

War is often a time of great change. The North and South fought one another over differing viewpoints in the Civil War. This war broke the country in two, pitted brother against brother and neighbor against neighbor. Not surprisingly, there were a number of changes following this event, including freedom for slaves. Likewise, World War brought new responsibilities for women and resulted in their suffrage. Each came soon after war and played an important role in the American society.

To begin with, the thirteenth amendment immediately followed the end of the Civil War. Originally intending to keep the Union together with slavery intact, Lincoln eventually added another aspect to the fight, the one that primarily fueled the war to begin with. Slavery. With his Emancipation Proclamation, Lincoln freed slaves in Confederate territory, but was careful not to free all slaves in the border states because he knew the Union came first. Would Lincoln have liked to abolish slavery much earlier? Yes, but he knew there would be time for that after the Union was saved. Following the Civil War, the thirteenth amendment was added, abolishing slavery in the United States. Lobbying for its ratification was Lincoln's last great contribution to the nation before his assassination. However, this did not necessarily change attitudes much in the South. The freed slaves had nothing except the clothes on their backs and often no option but to sharecrop. This still presented African Americans in a derogatory manner and racism would persist for over a century. They were still at the mercy of their former owners being paid only after the white man got the greatest part of the profit and often minus the cost of supplies "lent" to the former slave. Sharecropping almost always left

freedmen deeply in debt and tied to the land. They were dependent on whites to survive, and they would not escape this type of enslavement for a long time. It wasn't until the early twentieth century that African Americans broke free, trading sharecropping for northern factory jobs.

As the thirteenth amendment followed the Civil War, the nineteenth amendment followed World War One. This war took many men to fight in Europe, leaving women to take on new responsibilities and decision-making outside the home. Furthermore, the women's movement had been in full swing for nearly a century by this point, since the First Industrial Revolution created the factory system that allowed some women to be able to support themselves. The Seneca Falls Convention was the first organized challenge to the so-called "Cult of Domesticity" that had dominated American Society. Many suffragists thought that the fifteenth amendment would give the vote to women, not just freed men. When women realized that they had been left out, it revitalized the growing Women's Suffrage movement and helped to pass the nineteenth amendment that allowed women to vote. This did have a reasonable impact on American Society because it started to paint the picture that women are equal to men and should not be denied equal opportunities. Some thought that the nineteenth amendment meant the struggle for equality was won because women could vote. But that was not true economically, educationally, or politically for many decades. A new feminist movement that began in the 1960s served as a sort of motivation like, "Look what our mothers and grandmothers did for us. It's our duty to honor them and finish what they started, not just by voting, but also by getting

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Anchor Paper – Thematic Essay—Level 5 – A

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elected to office." Throughout the 20th century very few women held federal offices, but the 21st century has seen a fulfillment of the nineteenth amendment. A quarter of the U.S. Senate today are women and even more serve in the House. Several even announced their intention to run for President which would finally shatter the ultimate "glass ceiling".

Clearly the 13<sup>th</sup> and 19<sup>th</sup> amendments were important. One forever eliminated a gruesome practice that will forever cast a shadow over America's greatness, but still allowed for racist and hateful acts to flourish due to the fact that the people freed had no other options. The other gave the one half of America an equal say and further motivated feminist movements.

## Anchor Level 5-A

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth for the 13th amendment and for the 19th amendment
- Is more analytical than descriptive (*13th amendment*: originally intending to keep Union together with slavery intact Lincoln eventually added another aspect to the fight that primarily fueled the war; lobbying for its ratification was Lincoln's last great contribution to nation before assassination; freed slaves had nothing except clothes on their backs and often had no option but to sharecrop; was not until early 20th century that African Americans broke free and traded sharecropping for northern factory jobs; *19th amendment*: war took many men to fight in Europe which left women to take on new responsibilities and decision-making outside home; when women realized they had been left out it revitalized growing woman's suffrage movement that allowed women to vote; not true economically, educationally, or politically for many decades; "it's our duty to honor them and finish what they started, not just by voting, but also by getting elected to office"; throughout 20th century very few women held federal offices but 21st century has seen fulfillment of 19th amendment)
- Richly supports the theme with many relevant facts, examples, and details (*13th amendment*: Civil War; Emancipation Proclamation; Confederate territory; border states; racism; former owners; part of the profit; cost of supplies; deeply in debt; tied to the land; *19th amendment*: World War I; first Industrial Revolution; Seneca Falls Convention; cult of domesticity; quarter of the United States Senate and even more in the House; intention to run for president; fully shatter the ultimate glass ceiling)
- Demonstrates a logical and clear plan of organization; includes an introduction that connects two wars to social change and a conclusion that reviews the general impact of each amendment

**Conclusion:** Overall, the response fits the criteria for Level 5. The response presents sophisticated analysis in a good discussion of all aspects of the task. It ends with a strong conclusion relating the recent political accomplishments of women.

When the United States Constitution was written, the writers decided to include a process in order to respond to changing times, this was called the amendment process. Amendments have had a great impact on the American society ever since the Civil War. There were many amendments that were added on over the years that changed the culture of the United States. Two amendments that had an impact on the United States were the 13th amendment, and the 19th amendment.

The 13th amendment was one amendment that was created in order to finally end slavery which dated all the way back to the settlement at Jamestown. Slavery was the most divisive sectional issue before the Civil War. One historical circumstance surrounding the adoption of the amendment was the Dred Scott case. In the Dred Scott case, abolitionists fought for Scott's freedom but he was declared property by the Taney Court. This meant that all slaves were property and there was no way to prevent the spread of slavery, and furthermore, African Americans had no rights as citizens. Many abolitionist including Harriet Tubman, and Harriet Beecher Stowe fought to end slavery and make it known that treating African-Americans in a cruel way should be unconstitutional. African-Americans should have rights just like white men do. Even with all their efforts, it took a northern victory in the bloody Civil War to achieve the 13th amendment. President Lincoln pressured lawmakers to finally end 250 years of the vicious practice of slavery.

The 13th amendment had a great impact on American Society. The 13th amendment was created in order to abolish slavery, because of how cruel it was to African-Americans. One way in which the 13th

amendment impacted the United States was that it led to additional amendments to give African-Americans citizenship and suffrage. Despite these amendments, after Reconstruction the Plessy v. Ferguson case declared that African-Americans could be "separate but equal" meaning that if African-Americans had segregated public facilities from whites they were not being denied "equal protection". This was a step backwards for African-American society as Jim Crow laws were upheld to maintain white supremacy even after the 13th amendment. Finally, after World War II ended the idea of segregation between blacks and whites was challenged by the Civil Rights movement. For example, Rosa Parks was arrested for sitting in a white person's seat on a Montgomery, Alabama bus, and ended up creating a boycott for blacks to end segregation. Martin Luther King, Jr emerged as the most important Civil Rights leader with his inspirational "I have a dream" speech that said everyone, no matter what their race, should have true freedom and equality.

Another amendment that was created in order to achieve equality in the United States was the 19th Amendment. The 15th amendment had not given women the same voting rights as African American men and Susan B. Anthony was even arrested for boldly voting in the next election. During World War I, women sold war bonds and nursed injured soldiers on the western front, showing that women can be just as strong as men and they should get the same rights as them. Even earlier was the meeting at the Seneca Falls Convention. The Seneca Falls Convention was a women's rights meeting in order to get women equal treatment, including the right to vote.

The 19th Amendment had a great impact on the United States.

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**Anchor Paper – Thematic Essay—Level 5 – B**

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The 19th amendment gave women the vote that they had been striving for for many years. Women finally had a say in who should be the leaders of the United States, and that helped the country overall. Getting opinions from both men and women now instead of just men highlighted the need for laws to improve the lives of families and children. Another way in which the 19th amendment had an impact on the United States was that America had a woman run for president. Hillary Clinton ran for president in the 2016 election and came up short in the electoral college. Although Clinton didn't win the election, this shows how close we are to having our very first woman president. In the following year, women across America successfully ran for office often defeating long-standing male politicians. One hundred years after the adoption of the 19<sup>th</sup> amendment, the U.S. Congress has far more female members than ever before.

## Anchor Level 5-B

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth for the 13th amendment and for the 19th amendment
- Is more analytical than descriptive (*13th amendment*: meant all slaves were property and there was no way to prevent spread of slavery; President Lincoln pressured lawmakers to finally end two and a half centuries of the vicious practice of slavery; a step backward for African American society as Jim Crow laws were upheld to maintain white supremacy even after 13th amendment; Martin Luther King Jr. emerged as most important civil rights leader with inspirational “I Have a Dream” speech that said everyone regardless of race should have true freedom and equality; *19th amendment*: the 15th amendment had not given women the same voting rights as African American men and Susan B. Anthony was even arrested for boldly voting in next election; during World War I women sold war bonds and nursed injured soldiers on western front which showed that women can be just as strong as men; getting opinions from both men and women instead of just men highlighted need for laws to improve lives of families and children; 100 years after adoption of 19th amendment the United States Congress has more female members than ever before)
- Richly supports the theme with many relevant facts, examples, and details (*13th amendment*: settlement at Jamestown; divisive sectional issue; Civil War; *Dred Scott* case; abolitionists; Taney Court; no rights as citizens; Harriet Tubman; Harriet Beecher Stowe; Northern victory; citizenship and suffrage; Reconstruction; *Plessy v. Ferguson*; “separate but equal”; segregated public facilities; equal protection; Montgomery, Alabama bus boycott; *19th amendment*: Seneca Falls Convention; Hillary Clinton; 2016 election; electoral college; defeating long-standing male politicians; far more female members)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. The response provides good detail in support of its analysis. The impacts of the amendments are discussed from Reconstruction to the modern era with solid examples provided for all aspects of the task.

The writers of the United States Constitution included an amending process to respond to changing times and unforeseen circumstances. During the Antebellum Era in the U.S. many civilians wanted reforms that involved the roles of women and slavery. The ideal role of a woman during the 19<sup>th</sup> century was to stay home and take care of the household. In terms of slavery the South depended on slave labor more than the North after the Market Revolution. After the Civil War, the 13<sup>th</sup> amendment and the 19<sup>th</sup> amendment have had an impact on African Americans and women.

During the early years when Christopher Columbus discovered the new land in the Western Hemisphere many of the European powers came to North America to colonize it. As the Europeans colonized North America which included the U.S., they were in need of free labor. Over time forced labor fell onto the Native Americans, indentured servants and African Americans. After Bacon's Rebellion the South had to substitute African American slaves for white indentured servants. The dependence on these African American slaves grew much stronger after Eli Whitney created the cotton gin. It was easier to separate the fibers of the cotton from the seed resulting in the increase dependence on slavery. More slaves were needed to grow cotton in plantations. After the election of Abraham Lincoln the Southerners who relied on slavery felt threatened by Lincoln because they believed that he would try to end slavery. The opposing views in the North and South on slavery led to the Civil War that ended in 1865. Only then did the beginning of change start to happen. Congress passed the 13<sup>th</sup> amendment which was ratified and abolished slavery in the U.S. Although this was enforced not many

southern civilians agreed to it. Abolitionists were happy with this admendment but it ended up leading to strict segregation in the South after military Reconstruction ended. Jim Crow laws were passed by southern states to keep newly freed slaves in a seperate and lower "caste". Separate public facilities were strictly segregated and always inferior. "Whites only" signs were a powerful symbol of white supremacy. This discriminatory policy was fully legalized after the Plessy v Ferguson decision upheld "separate but equal."

Women for a long time have been fighting for their rights in history. The creation of the Seneca Falls Convention was a major step in this. Women initially did not have the right to a job outside of the home, to property or to vote. Women were held to the "cult of domesticity" which kept them as second class citizens. In the early 20<sup>th</sup> century suffragists picketed, marched and even held hunger strikes to get the vote. After many years of fighting and protests the 19<sup>th</sup> amendment was passed in 1920. It allowed women to vote and they hoped their struggle for equality was complete. During the Second World War women took on many of the jobs traditionally done by men and started to get more and more jobs in factories that created weapons for the war. After that taste of freedom, feminists in the 1960s pushed women to use their votes as a way to gain equality.

After the year 1865 important amendments like the 13<sup>th</sup> and 19<sup>th</sup> admendment were passed. These amendments had lasting impacts on the society for they are the reason the U.S. does not have slavery anymore and women are granted the right to vote. These admendments have integrated the society and pieced us together over time.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the 13th amendment more thoroughly than the 19th amendment
- Is both analytical and descriptive (*13th amendment*: dependence on African American slaves grew much stronger after Eli Whitney created cotton gin; after election of Abraham Lincoln the southerners who relied on slavery felt threatened by Lincoln because they believed he would try to end slavery; Jim Crow laws were passed by southern states to keep newly freed slaves in separate and lower caste; discriminatory policy was fully legalized after *Plessy v. Ferguson* decision upheld “separate but equal”; *19th amendment*: women held to cult of domesticity which kept them second-class citizens; in early 20th century suffragists picketed, marched, and even held hunger strikes to get the vote; after taste of freedom feminists in 1960s pushed women to use vote as a way to gain equality)
- Supports the theme with relevant facts, examples, and details (*13th amendment*: Bacon’s Rebellion; white indentured servants; separate the fibers of the cotton; Civil War; ratified; abolitionists; military Reconstruction; separate public facilities; strictly segregated; always inferior; “Whites Only” signs; white supremacy; *19th amendment*: Seneca Falls Convention; Second World War; jobs in factories; weapons for war)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions the role of slaves and women in the antebellum era and a conclusion that identifies the purpose of each amendment

**Conclusion:** Overall, the response fits the criteria for Level 4. The response includes a strong factual and analytical discussion of the 13th amendment. However, the discussion of the 19th amendment is weaker, especially regarding its impact on American society.

The United States Constitution has been a constantly evolving document, originally intended to serve as a fundamental backbone to our democracy. Though the Constitution in its current form is far distinct from the constitution in the turn of the nineteenth century, all of the foundations to the United States' success in overcoming hardships are found in the constitution. While there is still great debate regarding former amendments added, since the Civil War the United States Constitution has gone from a mold for the nation to fit in, to the specifications of what must happen to uphold the democracy. Two examples of Constitutional amendment would be the 16<sup>th</sup> Amendment, as well as the 17<sup>th</sup> Amendment, both passed in 1913. The year 1913 is especially distinct in that the United States economy was rapidly evolving to be the largest in the world that it still is. This rapid industrial and urban growth indicated the need for change, which was provided by Progressives who were dedicated to political and economic reform.

The 16<sup>th</sup> amendment was the first amendment passed regarding revenue policy, and allowed for a graduated taxation brackets, where higher income individuals pay a higher percentage of their income in taxes. The specific application of this amendment has changed many times, but the principle was so revolutionary, as it so staunchly countered the way of raising federal revenue through high tariffs that had brutally abused the poor with higher prices. Instead of making all consumers using the free market pay more the 16<sup>th</sup> amendment provided a way to have a truly progressive tax. This amendment, however dull and boring internal revenue might be, fundamentally changed the dynamic of United States' fiscal policy by attempting to

place greater tax burden on the fewer, wealthier individuals and corporations. Although it never achieved true income equality, the federal income tax raised the revenue needed to fund essential New Deal programs, many of which continue today. It also funded much of the United States victory in WWII and provided the means to make it the dominant global super power after the war.

Another major target of progressive reformers was the United States Senate which was by no means democratic. This, however, was changed with the 17<sup>th</sup> Amendment. The 17<sup>th</sup> amendment made it so that senators had to be directly elected by the people in a state that they represent rather than being chosen by state legislatures. This made the very dominant and easily corruptible chamber of Congress a more responsive mechanism in the United States' legislative process. Before the 17<sup>th</sup> amendment, wealthy robber barons could guarantee that laws favorable to big business passed in the Senate.

Because of ever increasing federal power, citizen participation in Senate elections is even more critical today. Elected Senators must consider the views of their constituents who elect them, giving the people a greater voice in these decisions. Without the amending process, the United States might not be able to move into the future. Just as in the past, changes must be made to ensure the United States' global influence and high standard of living.

## Anchor Level 4-B

### **The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the 16th amendment more thoroughly than the 17th amendment
- Is both descriptive and analytical (*16th amendment*: rapid industrial and urban growth indicated need for change which was provided by Progressives who were dedicated to political and economic reform; principle was revolutionary as it countered way of raising federal revenue through high tariffs that had brutally abused the poor with higher prices; fundamentally changed dynamic of United States fiscal policy by attempting to place greater tax burden on wealthier individuals and corporations; although it never achieved true income equality the federal income tax raised revenue needed to fund essential New Deal programs, many of which continue today; *17th amendment*: another major target of Progressive reformers was United States Senate which was by no means democratic; before 17th amendment wealthy robber barons could guarantee laws favorable to big business passed in Senate; because of ever-increasing federal power citizen participation in Senate elections is even more critical today; elected senators must consider views of constituents who elect them which gives the people a greater voice in decisions)
- Supports the theme with relevant facts, examples, and details (*16th amendment*: graduated taxation brackets; progressive tax; victory in World War II; global superpower; *17th amendment*: chosen by state legislatures; easily corruptible; House of Representatives)
- Demonstrates a logical and clear plan of organization; includes a lengthy introduction that connects the two amendments to the Progressive movement and a conclusion that states the amending process allows the United States to move into the future

**Conclusion:** Overall, the response is uneven and fits the criteria for Level 4. While the response includes a good level of analysis for the 16th amendment as well as a good discussion of impact, the discussion of the 17th amendment is much less detailed.

Throughout the development of United States history, change was always a common thing whether it was a change in lifestyle or a change in government laws. Those changes, whether good or bad impact the United States and American society. Changes such as adding amendments to the United States Constitution have heavily impacted the lifestyle of American society. Amendments such as the 13th amendment in 1865, which abolished slavery, and the 19th amendment in 1920, woman's suffrage, have both steered the course of American society into a new direction. Into a lifestyle different than what they once knew.

During the settling of towns in newly discovered land by pre-Americans agriculture became a vital factor of living in some parts, heavily in the south. This need brought about the triangular trade route. The triangular trade route brought helpless, chained slaves from Africa to the Americas in exchange for goods. And these slaves quickly became essential to the economy of those living in the southern United States. Slaves were viewed as property and not as citizens. This is a fact that can be confirmed by the Dred Scott case when the Supreme court ruled a slave is property not a person. Slaves worked plantations and produced crops such as tobacco, cotton, sugar cane, and many more which were highly demanded. Northerners however were living with an economy based on industry and artistry, meaning hands on work. After the publishing of Harriet Beecher Stowe's "Uncle Tom's Cabin", Northerners were shocked by the raw and terrifying horrors of slavery. This led to the Civil War between the North, the Union, and the South, a confederacy. After a long and bloody war, the Union ended up with a victory thus leading to the

ratification of the 13<sup>th</sup> amendment in 1865 abolishing slavery. However this amendment came with negative impacts. Since the lives of African Americans were no longer owned and they were no longer property, but whites still wanted to control them. Members of a terror group known as the KKK, Ku Klux Klan, targeted African Americans known as freedmen after the abolition of slavery. Freedmen were lynched, harassed and murdered with out any protection. The economy of the Southerners was destroyed by the war. Southerners had relied on the profit from their crops which were done by slaves. Without slaves, southerners began to “employ” former slaves as sharecroppers.

A long term way of thinking had also been present in the minds of many Americans that men and women were not created equal. The idea that a womans only purpose was to serve a man, to be married and have kids, and to be a house wife. Those ideas however, started to be questioned. Some women realized there was so much more they were capable of doing than just serving a man. This new way of thinking sparked the womens suffrage movement. Although the 15<sup>th</sup> amendment to the constitution said that African American male citizens had the right to vote, women were not allowed to do so. Susan B. Anthony, a woman, challenged her lack of the right to vote and she was arrested. During her sentencing speech Susan questioned “are women not citizens? Are they not people?” She lost her court battle, but empowered other women to fight for suffrage. The womens suffrage movement went on until after World War I when the 19<sup>th</sup> amendment was added granting women the right to finally vote as freely as they pleased. This, again, changed American society.

Women were gradually becoming viewed as able and were being allowed to prove their equality to men. Elected government officials had to pay attention to them. Women were no longer stuck thinking a house wife was all they were meant to be. They could even run for President. Today, more and more women are running and winning office at every level of government, there is hope for a bigger and better future for women in America.

There was never change with out fight. Every change comes with impacts whether good or bad. The 13<sup>th</sup> and 19<sup>th</sup> ammendments were two of the many ammendments that dramatically altered a new way of living and a new lifestyle for Americans. They brought about a culture that seemed foreign compared to traditional American life. However, it brought about a necessary change.

## Anchor Level 4-C

### **The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the 13th amendment more thoroughly than the 19th amendment
- Is more descriptive than analytical (*13th amendment*: triangular trade route brought helpless chained slaves from Africa to Americas in exchange for goods; after long and bloody war the Union ended up with victory leading to ratification of 13th amendment; Freedmen were lynched, harassed, and murdered without any protection; without slaves Southerners began to employ former slaves as sharecroppers; *19th amendment*: long-term way of thinking had also been present in minds of many Americans that men and women were not created equal; although 15th amendment to Constitution said African American male citizens had right to vote women were not allowed; elected government officials had to pay attention to them; today more and more women are running for and winning office at every level of government)
- Supports the theme with relevant facts, examples, and details (*13th amendment*: *Dred Scott* case; a slave is property; plantations; tobacco, cotton, sugar cane; Harriet Beecher Stowe's *Uncle Tom's Cabin*; Civil War; Confederacy; Ku Klux Klan; *19th amendment*: Susan B. Anthony; arrested; sentencing speech; after World War I; run for president)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the amendments changed America's direction and a conclusion that notes change comes only with a fight

**Conclusion:** Overall, the response fits the criteria for Level 4. The response shows understanding of the low status of both African Americans and women in United States history, but the discussion lacks the depth of a Level 5 paper, especially regarding the impact of the 19th amendment.

In the late 1700's, when the Founding Fathers of America were building the foundations of the United States government, they created a Constitution that allowed for changes or admendments based on changing times. Because of this, admendments can be added to the Constitution to ensure that America is a just democracy for all types of people. Since the Civil War, important admendments have been added to the Constitution, including the 15<sup>th</sup> and 19<sup>th</sup> admendments, that establish voting rights for African Americans and Women. Both of these admendments have had a large impact on American Society.

The 15<sup>th</sup> admendment was added to the Constitution in 1870, and established voting rights for African American men. This admendment was added to the Constitution after the 13<sup>th</sup> admendment, which abolished Slavery in the United States and the 14<sup>th</sup> admendment, which gave freedmen citizenship. This admendment was adopted during Reconstruction because northern Republicans in Congress wanted to give former slaves the vote in order to maintain their power. After this admendment was established, African American men still faced discrimination in election seasons. Literacy tests and poll taxes were enforced in southern states, which made voting for African Americans nearly impossible. Later, during the Civil Rights Movement, an admendment was created to ban poll taxes and a law was passed to assure that all States provided equal opprotunites for both white and black citizens at the polls. The adoption of the 15<sup>th</sup> admendment made America much more democratic but it took a long time to take effect.

The 19<sup>th</sup> admendment was adopted in 1920, and it gave American Women the right to vote. In this era before the admendment was

created Feminists like Susan B. Anthony created petitions and rallies to try and gain the support of the American people. Earlier a convention was held in Niagra Falls to discuss how women could gain voting rights. Eventually, after WWI, women gained the right to vote but still faced discrimination in their daily lives.

Equal voting rights were just the beginning in the fight for complete equal treatment. In this era, women were expected to be housewives, and not have careers outside of Motherhood. Many women felt incomplete. Equal rights were shown during World War II when women took the place of men in the workforce by taking up jobs in manufacturing. Since this admendment was passed more and more women work outside the home. The 19<sup>th</sup> admendment gives women a way to fight for equal pay and equal job opportunities.

The United States became more progressive after the Civil War, and began to treat people as equals. If it weren't for the adoptive Constitution the United States has, Minorities, and women that wouldn't have the same rights as white men. The United States has a very efficient government in this aspect. New admendments can be added to the Constitution to this day, which helps America as a true, and fair democracy.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task in little depth for the 15th amendment and for the 19th amendment
- Is more descriptive than analytical (*15th amendment*: added to Constitution after 13th amendment which abolished slavery and after 14th amendment which gave Freedmen citizenship; adopted during Reconstruction because Northern Republicans in Congress wanted to give former slaves the vote in order to maintain power; literacy tests and poll taxes were enforced in Southern states which made voting for African Americans nearly impossible; during civil rights movement an amendment was created to ban poll taxes and a law was passed to assure all states provided equal opportunities for both white and black citizens at polls; *19th amendment*: feminists like Susan B. Anthony created petitions and rallies to try and gain support of American people; after World War I women gained right to vote but still faced discrimination in daily lives; 19th amendment gives women a way to fight for equal pay and equal job opportunities)
- Includes some relevant facts, examples, and details (*15th amendment*: faced discrimination; more democratic; *19th amendment*: housewives; World War II; jobs in manufacturing); includes an inaccuracy (*19th amendment*: Niagara Falls)
- Demonstrates a logical plan of organization; includes an introduction and conclusion that state that amendments ensure America will remain a just democracy for all people

**Conclusion:** Overall, the response fits the criteria for Level 3. While the discussion of the 15th amendment focuses on important issues of the Reconstruction Era, it is not particularly detailed. The discussion of the 19th amendment provides accurate but limited information.

Since the Civil War, many amendments have been added to the United States Constitution. Two amendments that have been added post Civil War, along with others, are the 18<sup>th</sup> amendment (Prohibition, 1919) and the 19<sup>th</sup> amendment (Woman's Suffrage, 1920). Amendments are important to the United States Constitution since they give citizens rights and privileges.

The 18<sup>th</sup> amendment was adopted by the United States in response to the consumption of alcohol and the consequences that followed after consuming too much of it. Wives had become unsettled after their husbands would come home drunk and be abusive toward the family. For instance, Carry Nation became famous for taking an ax into bars and smashing all the liquor bottles to make her point. Other temperance leaders worked through their churches and founded organizations like the Anti-Saloon League to fight against the evils of liquor. Once the 18<sup>th</sup> amendment was passed by Progressives, all production and sale of alcohol became illegal. This, however, did not stop many citizens from illegally consuming or selling alcohol. People who sold illegal booze became known as bootleggers or rum runners, and they were the ones moving and making the alcohol. Prohibition led to gangs and gangsters, such as Al Capone, who would fight for territory and control of alcohol sales. Formerly law abiding citizens became common criminals by going to speakeasies or making "bathtub gin." Once the government realized that the 18<sup>th</sup> amendment was ineffective, they adopted the 21<sup>st</sup> amendment, which repealed the 18<sup>th</sup> amendment. The 18<sup>th</sup> amendment was useless in American society since people were ignoring it and continuing to consume alcohol anyways. Prohibition was a failure because "you

can't legislate morality."

The 19<sup>th</sup> amendment was very important to women. The 19<sup>th</sup> amendment gave women the right to vote, and this came to them many years following the founding of the nation. Women had continually protested for women's rights and the right to vote for decades, starting at the Seneca Falls Convention where Elizabeth Cady Stanton demanded women's suffrage. After the Civil War, Susan B Anthony became famous for voting illegally. During World War I women picketed in front of the White House demanding President Wilson do something. And so, in 1920 women finally got suffrage. Women were now given the same opportunities as men in American society, and many women were also in the workplace instead of just the home. The 19<sup>th</sup> amendment was a major win for women. The early 1900s had brought major change for women after the many decades of working for this opportunity to have rights.

Many amendments have brought change into American society, some more than others. They had changed the lives of certain groups, such as women and African-Americans, and gave new unalienable rights to the people of the United States. The United States Constitution had changed majorly post Civil War, in response to the demands of the public.

### Anchor Level 3-B

#### **The response:**

- Develops most aspects of the task in some depth for the 18th amendment and for the 19th amendment
- Is more descriptive than analytical (*18th amendment*: wives unsettled after husbands would come home drunk and be abusive toward family; temperance leaders worked through churches and founded organizations like Anti-Saloon League to fight against evils of liquor; did not stop citizens from illegally consuming or selling alcohol; formerly law-abiding citizens became common criminals by going to speakeasies or making “bathtub gin”; Prohibition a failure because you cannot legislate morality; *19th amendment*: starting at Seneca Falls Convention where Elizabeth Cady Stanton demanded woman’s suffrage; during World War I women picketed in front of White House demanding President Wilson do something); includes faulty and weak analysis (*19th amendment*: women were now given the same opportunities as men in American society, and many women were also in the workplace instead of just the home)
- Includes some relevant facts, examples, and details (*18th amendment*: Carrie Nation; smashing liquor bottles; Progressives; bootleggers; rum-runners; gangsters; Al Capone; *19th amendment*: Susan B. Anthony; voting illegally)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that state amendments give citizens rights and privileges

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of Prohibition and the historical circumstances surrounding woman’s suffrage are well developed. However, the response fails to demonstrate an understanding of the impact of woman’s suffrage.

Throughout the history of the US, many amendments have been constructed. These amendments would in turn cause a change and adaptation in the US society. Some key amendments that caused major changes to society were the 13<sup>th</sup> and 19<sup>th</sup> amendments. These changes continue to be a huge influence today in the modern life of an United States citizen.

The 13<sup>th</sup> Amendment was an amendment to abolish slavery. Many steps had to be taken to reach this amendment. First, the southern states had feared that after the election of Abraham Lincoln, they'd have to release their slaves. The South didn't want that to happen, southern succession occurred and the South became the Confederates. Then, the civil war was fought and the Union won. So, Abraham Lincoln was able to abolish slavery with the 13<sup>th</sup> Amendment. This amendment drastically changed the society in the south. Former slave owners found it hard to tend to their plantations, due to all of their slaves being released. They used former slaves as sharecroppers who worked for part of the profit. Freedmen also faced much discrimination in the south, despite being free. Many laws were put up against the freedmen to restrict their freedom; such as the Black Codes and Jim Crow laws. Later, many of these blacks decided to move up North for more opportunities. These events show how one amendment subsequently changed a whole society.

Another amendment that had a major impact in society was the 19<sup>th</sup> amendment for women's suffrage. The journey to this amendment would date back to the 1800s, Seneca Falls, where the women had their first meeting on the topic of women's rights. However, they had started to make an even bigger push during the

Progressive Era (Early 1900s). This period was a period of many changes for America such as better living conditions and conditions of food. America had just begun looking at the citizens needs and to create a better society. The women had created banners and protest to obtain acknowledgement from the men to give women the right to vote. The women brought up arguments on how if it wasn't for them, there would be no man to vote. Eventually, their voices were heard and the 19<sup>th</sup> Amendment was cultivated. After, this amendment was passed, some men still didn't think it was right for women to be given this power to vote, while other were grateful for women to be acknowledged. Also, women were starting to look a little different in society, they weren't the stay home moms that everyone took them for. Now women actually had a voice to speak. They are not only voting, but many are running for office.

In conclusion, these two amendments brought about good changes in society. These changes would continue to impact the U.S for decades to come and teaches the U.S, how to handle situations like these in the future.

### Anchor Level 3-C

#### **The response:**

- Develops most aspects of the task in some depth for the 13th amendment and for the historical circumstances associated with the 19th amendment
- Is more descriptive than analytical (*13th amendment*: Southern states had feared that after election of Abraham Lincoln they would have to release slaves; Civil War was fought and Union won; former slave owners found it hard to tend to plantations due to slaves being released; Freedmen also faced much discrimination in South despite being free; *19th amendment*: journey to amendment would date back to the 1800s in Seneca Falls where women had first meeting on topic of women's rights; they started to make even bigger push during Progressive Era; now women actually had a voice to speak; not only voting but many are running for office)
- Includes some relevant facts, examples, and details (*13th amendment*: Southern secession; Confederates; sharecroppers; Black Codes; Jim Crow laws; *19th amendment*: early 1900s; created banners)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that labels the changes as good

**Conclusion:** Overall, the response fits the criteria for Level 3. The response includes some information about the background and impacts of the 13th amendment but the discussion of the 19th amendment is considerably weaker.

The passing of amendments is intended on bringing order to the changing society of the United States due to war, revolts, etc. This example of amendments passed since the events of the Civil War is the 13<sup>th</sup> amendment, abolition of slavery, and the 26<sup>th</sup> amendment, 18-year old to vote. Both of these amendments had been passed as a reaction to the protests and revolts of the American public.

The 13<sup>th</sup> amendment was passed to abolish slavery in the United States, as a result of the Civil War. Before the Civil War, African Americans were considered property, hence having no rights despite being American Citizens. (declared by the Dred Scott v. Sanford court case). However, it is seen prevailing throughout American history that the desire for freedom and equality has been a constant issue. The Civil War was a result of the conflict over slavery as well as which states were free or slave holding states, essentially beginning when Lincoln became President. South Carolina decided to secede because of the outcome of the election. The Civil War being the war with the most casualties that the United States had fought in, people realized that slavery had become too much of an issue for the United States. Therefore, when the Union used to Anaconda plan to blockade the south, eventually leading to the end of the war, the 13<sup>th</sup> amendment was then passed. The impact of the amendment on the United States was that it gave African American slaves their freedom. As a result, the south loses their source of labor in producing their desired cash crop of cotton. Eventually, they traveled to New York and participated in the start of the Harlem Renaissance, the rebirth of African culture. The music and art movements continuing to have an influence today.

Another amendment passed post-Civil War was the 26<sup>th</sup> amendment which allowed the voting age to lower down to 18 years old. This was a result of protest of the drafts for the Vietnam War. The draft began from the age of 18 to about mid to late 20's. However, this caused much conflict and riots for the American Public being that they were being drafted at a young age when they couldn't even vote. Therefore, the U.S. passed the 26<sup>th</sup> amendment to decrease the voting age. The impact that this amendment had on the United States and on American society is that it allowed for the draft to remain in place for American citizens, even today, as well as the age of 18 being the legal age to vote to still be implicated in modern society.

In conclusion, the 13<sup>th</sup> & 26<sup>th</sup> amendment, both passed post civil war, had been a result of conflicts that led to the amendments that further changed the society.

## Anchor Level 2-A

### **The response:**

- Minimally develops most aspects of the task for the 13th amendment and for the 26th amendment
- Is primarily descriptive (*13th amendment*: Civil War essentially began when Lincoln became president and was a result of conflict over slavery and which states were free or slave states; South Carolina decided to secede because of election; South lost source of labor in producing desired cash crop of cotton; *26th amendment*: result of protests of drafts for Vietnam War; caused much conflict and riots for American public because they were being drafted at young age when they could not even vote); includes faulty and isolated analysis (*13th amendment*: despite being American citizens as declared by the *Dred Scott v. Sanford* court case; when the Union used the Anaconda plan to blockade the South; *26th amendment*: it allowed for the draft to remain in place)
- Includes few relevant facts, examples, and details (*13th amendment*: considered property; having no rights; war with most casualties; Harlem Renaissance; *26th amendment*: age of 18 to about mid-to-late 20s)
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response is a bit disconnected but recognizes the role that the Civil War and Vietnam War played in the ratification of the amendments; the discussion also lacks depth, especially regarding the impact of the 26th amendment.

Throughout history, we have seen many changes being made and how exactly these changes came about. The circumstances surrounding these differences being made led to social and economic standards being changed as well. The 13<sup>th</sup> and 18<sup>th</sup> amendments are prime examples of how laws can affect a society and the people in it, and how certain civilians do not agree with the change being made within their environment.

Before the abolition of slavery, many abolitionists and protesters tried to shed light onto the harm and destruction of slavery. However, many people, majority of the populace being southerners, stood for slavery because it allowed for more work to get done without giving any pay. It was seen as “free work”. It was until Abraham Lincoln came into office that “change” was finally going to be done. Many slaves attempted to make a change on their own, including Harriet Tubman with the Underground Railroad, but failed due to the lack of support needed. Abraham Lincoln had his own ideas in order to help end slavery.

When slavery was abolished many reacted with joy but many reacted with anger and disbelief. Southerners wanted to keep their slaves and few in the North wasn't fond of sharing jobs with African Americans. This led to social and economic disruption. Slavery may have been abolished but racism was not. Many cases still considered African Americans that have been slaves to be property and not of value. This amendment impacted society as to, it was a small leap to a big start for equality. People began to notice the wrong and eventually more laws came in to place to help those who did not have a voice.

Another amendment in which led to differences within a society was the 18<sup>th</sup> amendment or Prohibition. This amendment led to the banning of alcohol. The circumstances surrounding this law being place was due to the fact, people didn't like the way humans behave when intoxicated. Many believed it made them more aggressive and seductive and didn't let them spend time with their family or be productive, therefore they banned it. When alcohol was banned many business spiked. Speakeasies were created in order to manipulate the law into believing it was just an ordinary restaurant when in reality it was a place to dance and drink. The Mafia also gained more power by taking control of the alcohol business and selling it in return for money. People had various ways of getting alcohol despite it being banned. Eventually alcohol was made legal again in the 21<sup>st</sup> amendment, but in order for someone to drink they have to be a minimum of 21 years of age.

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## Anchor Level 2-B

### **The response:**

- Minimally develops most aspects of the task for the 13th amendment and for the 18th amendment
- Is primarily descriptive (*13th amendment*: many abolitionists and protesters tried to shed light onto harm and destruction of slavery; many slaves attempted to make a change on their own but failed due to lack of support; slavery may have been abolished but racism was not; led to social and economic disruption; *18th amendment*: did not let them spend time with family or be productive; Mafia also gained more power by taking control of alcohol business; people had various ways of getting alcohol despite it being banned)
- Includes few relevant facts, examples, and details (*13th amendment*: Abraham Lincoln; Harriet Tubman; Underground Railroad; *18th amendment*: speakeasies; 21st amendment); includes an inaccuracy (*13th amendment*: majority of populace being southerners)
- Demonstrates a general plan of organization; includes an introduction that notes social and economic change may not be popular and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances surrounding abolition and the impact of Prohibition contains some relevant information. The remainder of the response includes several generalizations with minimal facts.

The United States has added several amendments since the civil war and throughout the 1900's. With women, as well as African Americans, demanding their own right to vote and the thriving economy during the 1920's, many amendments were needed to be added to the Constitution. During the 1920's, people and money were thriving, as well as crime. Women also had been fighting and protesting for suffrage and equal rights. Two of the several amendments added after the Civil War were the 18<sup>th</sup> Amendment and the 19<sup>th</sup> Amendment. The 18<sup>th</sup> was the introduction of Prohibition and the 19<sup>th</sup> granted women suffrage, both played a significant role on society.

The 18<sup>th</sup> amendment was added to the Constitution in 1919. With the invention of the automobile as well as also issues in society being harmed or affected by alcohol. The United States decided to ban all use of alcohol. Prohibition was intended to make society safer and cause less crime and less accidents. Instead, Prohibition did the opposite. Crime largely increased and the amount of alcohol consumption also increased. During the Prohibition, there were bootlegger, which smuggled alcohol, as well as speakeasies which were secret, often hidden bars and clubs with alcohol available. The 18<sup>th</sup> amendment did not succeed in its goal, it only made matters worse than they were before. Years after its creation, the 21<sup>st</sup> amendment repealed the Prohibition, due to the failure of it.

The 19<sup>th</sup> amendment was an amendment that was strongly fought for by women. This amendment granted women there right to vote. Added to the Constitution in 1920, women had been protesting and fighting non-stop for several years before. Women would strike or

protest with signs demanding equal rights to men. They would also have marches and even protested in front of the White House. They also created the Declaration of Sentiments, which was based on the format of the Declaration of Independence. It stated all the grievances that women had towards men and the government instead of the British. Eventually, through the hard work, that should not have been necessary, women gained their right to vote in 1920.

Both of these amendments play a significant role on society. They had a large impact on the women's society and a large impact on the economy. While Prohibition led to crime and increased alcohol consumption, the economy was dramatically affected, which in the led to the 21<sup>st</sup> amendment, repealling the 18<sup>th</sup>. Women suffrage played a large role in government, and also gave women a step closer to equal rights with men. Both of these amendments largely shaped the way the United States' society was lived.

## Anchor Level 2-C

### **The response:**

- Develops some aspects of the task in some depth for the 18th amendment and for the 19th amendment
- Is primarily descriptive (*18th amendment*: during Prohibition there were bootleggers who smuggled alcohol as well as speakeasies which were secret and often hidden bars and clubs with alcohol; 18th amendment did not succeed in its goal as it only made matters worse than they were; *19th amendment*: they would also have marches and even protested in front of White House; also created Declaration of Sentiments based on Declaration of Independence); includes some faulty and weak analysis (*18th amendment*: with the invention of the automobile as well as also issues in society being harmed or affected by alcohol; Prohibition was intended to make society safer and cause less crime and less accidents)
- Includes few relevant facts, examples, and details (*18th amendment*: 21st amendment repealed Prohibition; *19th amendment*: strike; protest with signs; grievances)
- Demonstrates a general plan of organization; includes a confusing introduction and conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The historical circumstances surrounding the 18th amendment address the issue of drunk driving rather than temperance. The response includes only a single impact of the 19th amendment.

The writers of the United States Constitution included an amending process to respond to changing times and unforeseen circumstances, since the Civil War, important amendments have an impact in the United States and/or American society. In such, some include the 13<sup>th</sup> amendment which abolished slavery in 1865, or women's suffrage in 1970. Both of these amendments had extreme impact when it came both to American society and the United States itself, in a mostly positive aspect. However, some negative aspects were tied to these amendments that are unfortunately still around today.

Slavery in the United States is one of the most haunting truths about the United States that cannot be hidden from even today. After the idea of indentured servants faded in the late 1600s due to revolts, the colonists decided to bring in African slaves to be a replacement for the labor force needed. They proved to be rather successful for the colonies. During the 19<sup>th</sup> century, the Northeast of the United States were starting to use more machinery to create their goods, which they then didn't rely on the slaves. However, the South still heavily relied on slaves for their own source of revenue: cotton. As such, the North, wanted abolition badly. However, the South didn't want to let go of it, because in their minds, it was part of their culture. After a bunch of failed compromises, violence, and an election, the South finally secedes. In cause of this, a huge civil war was fought due to this and the North finally wins. As a result, the 13<sup>th</sup> amendment was ratified and slaves were now considered free. In the positive aspect, this amendment granted them free from the institution that had been oppressing them for many years. There was a horrible load of negatives that were gained.

## Anchor Level 1-A

### **The response:**

- Develops only one aspect of the task in some depth for the 13th amendment
- Is descriptive and analytical (*13th amendment*: after idea of indentured servants faded in late 1600s due to revolts colonists decided to bring in African slaves as replacement labor force; South did not want to let go of it because it was part of their culture)
- Includes few relevant facts, examples, or details (*13th amendment*: revenue; cotton; failed compromises; election; South finally secedes; Civil War; North finally wins)
- Demonstrates a general plan of organization; includes an introduction that mentions the 13th and 19th amendments and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The discussion of the historical circumstances surrounding the 13th amendment contains some good insight and information but the remainder of the task is omitted.

Throughout history many changes have been made to the United States. These changes include adding amendments to the constitution. These amendments have been created to address many issues in America. For example the 13<sup>th</sup> and 15<sup>th</sup> Amendment were made to address slavery and inequality in the African American community.

During the 1800's African Americans were forced to work in bad conditions. They were often beaten or starved to death. This created the idea that those of African descent were seen less than others. This is where their mistreatment and inequality began. After several years slavery was finally abolished through the 13<sup>th</sup> Amendment. This freed the slaves but it did not completely get rid of inequality in American society. The abolishment of slavery angered many such as the KKK. This anger quickly became violent causing many African Americans to be murdered, oftentimes they would get away with this showing how African Americans still had no rights. African Americans were not allowed to vote which was unfair since they didn't have a say in the government. This would cause them to stay at the bottom of American society. In 1870 the 15<sup>th</sup> Amendment was passed which was the African American male suffrage. This gave male African Americans some rights in America and was the beginning of African Americans gaining their rights.

After the 15<sup>th</sup> amendment was passed.

## Anchor Level 1-B

### **The response:**

- Minimally develops one aspect of the task for the 13th amendment
- Is descriptive (*13th amendment*: often beaten or starved to death; created idea that those of African descent were seen as less than others; anger quickly became violent and caused many African Americans to be murdered; often they would get away with this which shows how African Americans still had no rights)
- Includes few relevant facts, examples, or details (*13th amendment*: work in bad conditions; mistreatment; Ku Klux Klan; not allowed to vote)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response observes the inhumanity of slavery and the danger facing Freedmen after the 13th amendment but does so in general terms. The 15th amendment is introduced but not discussed.

Since America post Civil-War, the government has taken several steps in building its identity. The amendment system, created as one of the aspects of checks and balances, gave people explicit, unarguable rights. These amendments since have altered the political, social and economical advancements of the United States.

In the early 1800's, American society shifted due to the Second Great Awakening. The Second Great Awakening was a time where people questioned the morality of the decisions people made. Men during this time worked long hours prior to labor laws and unions, and would therefore suffer in the work place. At home, they could not be proper fathers or husbands because they would cope with their insecurities by engaging in alcohol. Men drank during many occasions and its consumption hindered their ability to perform at home. The women, usually the wives of alcoholics, fought to end the sale of alcohol in the Temperance Movement as they proclaimed alcohol was the reason for domestic hardship. Some states like Maine actually outlawed alcohol. As more and more immigrants came for factory jobs in the United States, the temperance movement gained support across the nation. Thus, the creation 18<sup>th</sup> amendment came about, banning the sale of alcohol. Although it seemed like a well thought out plan, Prohibition actually caused an increase in crime rates and the sale of illegal moonshine. It was then that organized crime terrorized large cities like Chicago. Soon, even political leaders spoke against Prohibition, which later resulted in its repeal as a U.S. amendment.

With the same Second Great Awakening spirit that prompted temperance, Elizabeth Cady Stanton, who supported suffrage, helped encourage other women to meet at Seneca Falls in New York. There,

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**Thematic Essay—Practice Paper – A**

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women began to fight for equal rights with men. Especially with the abolition of slavery and African American male suffrage, women became overly-compelled to be granted suffrage. Women protested, wrote letters and books and challenged the ideology of the separation of sexes. During World War I, American women worked at the homefront with jobs to support the fighting men. It took a long time but the 19<sup>th</sup> amendment granted them suffrage. Women were able to vote, engage in higher education and be elected to the same offices as men. Today, there is still a gap between men and women, especially over their pay rates. And so, today, women continue to fight for equality with men by using their votes.

Ultimately, amendments helped to create the American identity after the Civil War. Members in the federal government sought to give Americans a voice. Although created with good intent, amendments can have negative results as well. Prohibition banned alcohol and brought about crime, and even being granted suffrage, women are still fighting for equal rights. Still though, without such amendments, the American identity would neglect the participation of the oppressed in politics.

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**Thematic Essay—Practice Paper – B**

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America is known to be one of the most democratic or free countries. For example, freedom of religion, speech and press are all included in the First amendment in the Constitution. Though America is politically, socially, culturally, and economically free today; it hasn't always been the case. Amendments such as the 13<sup>th</sup> and 15<sup>th</sup> forced Americans to adjust in a way that led to extreme forms of retaliation to the passing of these amendments. Before, America was actually the land of the oppressed and socially & economically divided.

Prior to the passing of the 13th amendment, African Americans were slaves and not citizens despite the many years they'd been living on American soil and more importantly most were born in America. Life for Blacks particularly in the south meant hard labor, everyday, for hours, poor living conditions, poor hygiene, no voice, and the only time they left their plantations was if they ran away or were off to be sold at an auction or traded. Abolitionists began to demand an end to these inhumane conditions. Sectional tensions over slavery finally led to Civil war. After the northern victory in 1865 the 13<sup>th</sup> amendment was ratified. It stated that Slavery or forced servitude was from then on illegal in the United States. This ratification angered many White-Americans because it meant that their status and main source of labor was now taken away. For years, Black people had been seen as property even under the law, but now because of the 13<sup>th</sup> amendment they had the right to choose a life of their own. Suddenly free, former slaves had no resources or land to earn a living and hadn't had the opportunity to get an education. Therefore, Southern Blacks stayed in the South, to live as tenant farmers or sharecroppers on former masters' plantations. They worked

for a share of the profit and were always in debt. It was nearly impossible for most to get out from under white control. Though their change in social status didn't seem like much; for them to transition from slaves to tenant farmers was a major step forward. It was only with the Great Migration starting after 1900 that blacks moved North to cities and found real economic opportunity.

Another amendment that shook southerners during Reconstruction was the 15<sup>th</sup> amendment. Prior to its ratification sectional tension was already high especially when African-Americans were granted not only freedom but citizenship under the 14<sup>th</sup> amendment. The 13<sup>th</sup> amendment stated the Blacks were no longer deemed as property, the 14<sup>th</sup> amendment made white & Black Americans equal under the law by recognizing them both as citizens. The ratification of the 15<sup>th</sup> amendment made many white-Americans furious because it granted African-American men, specifically, suffrage in 1870. The 15<sup>th</sup> amendment was passed only 5 years after the 13<sup>th</sup>, such a rapid change for the American people. Many Blacks were overjoyed. While many white-Americans, particularly those in the South became very bitter and hateful about the great changes that had taken place. Southern states quickly found ways around the 15<sup>th</sup> amendment. They enacted poll taxes and literacy tests that were unfairly applied to prevent blacks from voting. Also, angry whites took action after the 15<sup>th</sup> amendment was ratified when a hate organization called the KKK arose. KKK members would attack or scare Blacks into avoiding poll booths by lynching, burning homes, setting Black people on fire, or just parading through towns at night to make themselves known. The Constitution gave the

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**Thematic Essay—Practice Paper – B**

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right to vote but for African Americans it would take many years for the dream to come true.

In closing, the land of the free wasn't always the land of the free but it was, on many other occasions was a place full of divided, oppressive, and suffering people. Amendments like the 13<sup>th</sup> & 15<sup>th</sup> were put in place in order to liberate the oppressed and the Civil War was the spark that lit the fuse. The Civil War was an eye opener that made people realize the division within America needed to be mended. The right to be free and the right to vote may have seemed small but clearly they weren't and still are not as many efforts are still made to limit black voting in Southern states.

Over many years there have been many laws that have been added to the constitution to help more people gain rights as a human. Since the events of the Civil War, there have been countless events of amendments being added to the constitution. Two very beneficial amendments added gave way for rights to be gained for African-Americans and former slaves. These amendments include the 13<sup>th</sup> abolition of Slavery amendment and 15<sup>th</sup> African-American male suffrage amendment:

During years prior to the Civil War, slavery was a big and harsh topic that caused years of pain and agony upon the African-American Race. While some states and countries solely supported the exploitation of the African American race, others deemed the practice inhumane. President Abraham Lincoln, although a man who was often questioned whether or not he actually got rid of slavery, was very prominent in abolishing the practice of enslaving another race. Lincoln, with the help of others in his congress, passed the 13<sup>th</sup> Amendment into the constitution. This ultimately led to the abolishment of slavery widespread America.

After the effects of the 13<sup>th</sup> amendment were in place, African-Americans still had trouble getting and being accepted into society. They were still being discriminated against and segregated. African-American men to be specific had no rights and were basically not human the way they were being treated throughout society. The passage of the 15<sup>th</sup> amendment, granting African-Americans more suffrage rights, allowed for a sense of establishment into society for former slaves. The 15<sup>th</sup> amendment also stated that if you were born in the United States you were considered a citizen. Granting

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**Thematic Essay—Practice Paper – C**

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African-Americans more rights to live in the American society.

The establishment of many amendments being added to the constitution allowed for major changes to the American society.

The addition of the 13<sup>th</sup> and 15<sup>th</sup> Amendment gave way to a groundbreaking change that would inevitably alter the outcome of the future for America.

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## Thematic Essay—Practice Paper – D

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The writers of the United States Constitution included an amending process to respond to changing times and unforeseen circumstances. Since the Civil War, important amendments have had an impact on the United States and American society. Some of these important amendments are the 13<sup>th</sup> amendment and the 19<sup>th</sup> amendment. Both led to changes in this nation which has left a lasting impact even to today.

In the years before 1865, when the 13<sup>th</sup> amendment was implemented, African Americans were held as slaves in southern states. They had no rights and were forced to work without compensation. If a slave tried to rebel against a master, there were severe consequences that included lynchings, whippings and more. In the north many began to fight against it. They worked to spread awareness of the hardships faced by slaves, and hoped to influence people to join and fight against slavery. Further down the line, president Abraham Lincoln saw the end of slavery as something that not only African Americans would benefit from, but the nation as a whole. In order to prevent the southern states from breaking away and forming an independent nation, the president became favorable of the end of slavery. With this a civil war took place, and at the end the north was victorious and their ideas were now going to be used, when it came to slavery. On June 13<sup>th</sup>, the thirteenth amendment was passed, ending slavery and freeing African Americans from the bondage they once faced before. This amendment released African Americans from slavery, but also opened up a new problem from blacks in America. Even though slavery had ended, many black people weren't able to find jobs, homes and get a decent education, this

called the country to begin fighting for better treatment of African Americans. The implementation of the 13<sup>th</sup> amendment led to many things further along in the United States. Without it there wouldn't have been a civil rights movement and life today in America would have been much different.

Another important amendment was the 19<sup>th</sup> amendment. It gave women the right to vote. Before 1920, women in the United States had little rights and were unable to vote for elected officials. Due to this they weren't allowed the chance to have a say in government and change the laws of the nation. This led women to eventually begin to fight for their rights begin the womens rights movement. They held marches, and protested against the lack of fair rights for women. They called for womens suffrage and for there to be fairness between both men and women. In 1920, the 19<sup>th</sup> amendment was finally put into place allowing for women to vote. With the right to vote, women have contributed greatly to the nation as a whole and have helped to elect officials that favor the same cause they do. Even though women were allowed to vote, in many ways, they weren't treated as equals in the United States. In today's society still, women face hardships that are related to their gender. Things like inequality at the work place, and simple discriminations. But there does exist a much better relationship between women and American society.

Both these examples of important amendments helped to shape the country we know today. Without either of these the lives that we live now would be quite different and for women and African Americans, there would be many more hardships.

The writers of the United States Constitution included an amending process to respond to changing times and unforeseen circumstances. Since the Civil War, important amendments have had an impact on the United States and American society. Two amendments that have had major impacts on American society are the 15th amendment of 1870 that granted African American males suffrage and also the 18th amendment of 1919 which established Prohibition.

Many people often confuse the 13th, 14th, and 15th amendment. These amendments were major accomplishments of the Radical Republicans during Reconstruction. Slavery was abolished at the end of the Civil War by the 13th amendment. Once discrimination continued after the war the Congress passed the 14th which yes, gave African Americans citizenship, but it had a major flaw. It banned discrimination solely on race but many people found loop holes around it. Finally the 15th amendment was passed and Black men could finally vote. However, due to racial discrimination and persecution groups like the KKK and just common folk, many African American males were threatened to either not show up to voting booths or even register to vote. Also if these men were to vote they would have to pass "literacy tests" to make sure they were capable to vote. Every test that they would have to take was nearly impossible, even for a perfectly literate and educated person, but even more so for a group of people who had been prohibited from learning to read while slaves. Even though this was a very big step forward for the African Americans on paper, true suffrage would not occur until the Civil Rights movement in the 1960s. The 1965 Voting Rights Act outlawed literacy tests and other unfair practices. Voter registration for African

Americans dramatically increased and finally the 15th amendment was put into practice.

The 18th amendment was established in 1919, but the fight for Prohibition started long before this. The fight for prohibition was known as the Temperance movement, which increased during the urbanization of the late 19<sup>th</sup> century. It was led by mainly church going women in the Women's Christian Temperance Union led by Frances Willard. Many of these women knew alcohol made men rowdy, obnoxious and it increased crime, domestic abuse and poverty. There was probable cause for the amendment and it took many years of constant petitioning and rallies, but they finally got it during the Progressive Movement. Although many think drinking alcohol was breaking the 18th amendment, actually if a person drank alcohol it broke the Volstead Act which was the actual law. Even though the amendment was in place it did the exact opposite of what many were hoping for. Instead this law led to bootleggers, sold and made alcohol illegally; speakeasies, places to drink alcohol in secret; increased crime rates and gangs, with gangsters like Al Capone; etc. Many many things to break the law simply because people wanted their alcohol. It created lawlessness and chaos throughout the 20's. Gangs of New York the movie was made to show this time as well. Because of this the government ratified the 21<sup>st</sup> amendment which repealed Prohibition of alcohol. The 18th had a negative impact on society since the first day it was put in place.

The Constitution included this amendment process to respond to changing times to put in necessary laws, but also to take out laws if need be. There have been many more important amendments, not just

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**Thematic Essay—Practice Paper – E**

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the 15th and 18th, that have heavily impacted the United States and American society.

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**Practice Paper A—Score Level 3****The response:**

- Develops most aspects of the task in some depth for the 18th amendment and for the 19th amendment
- Is more descriptive than analytical (*18th amendment*: women who were wives of alcoholics fought to end sale of alcohol in temperance movement as they proclaimed alcohol was reason for domestic hardship; as more and more immigrants came for factory jobs in United States the temperance movement gained support across nation; although it seemed like a well-thought-out plan Prohibition actually caused increase in crime rates and sale of illegal moonshine; even political leaders spoke against Prohibition which later resulted in repeal; *19th amendment*: suffragist Elizabeth Cady Stanton helped encourage other women to meet at Seneca Falls in New York; with abolition of slavery and African American male suffrage women became overly compelled to gain suffrage; during World War I American women worked jobs on home front to support fighting men; women continue to fight for equality by using votes)
- Includes some relevant facts, examples, and details (*18th amendment*: Second Great Awakening; Maine; organized crime; Chicago; *19th amendment*: Second Great Awakening; Civil War; protested; higher education; pay rates)
- Demonstrates a logical plan of organization; includes an introduction that states the amending process provides checks and balances and a conclusion that points out despite good intentions, amendments can have negative results

**Conclusion:** Overall, the response fits the criteria for Level 3. The response recognizes the connection between the Second Great Awakening and reform movements, but for each amendment the discussion of the historical circumstances surrounding its ratification is more developed than the discussion of its impacts.

## Practice Paper B—Score Level 5

### The response:

- Develops all aspects of the task evenly and in depth for the 13th amendment and for the 15th amendment
- Is more analytical than descriptive (*13th amendment*: African Americans were slaves and not citizens despite many years they had been living on American soil and more importantly most were born in America; abolitionists began to demand end to inhumane conditions; suddenly free, former slaves had no resources or land to earn living; Southern blacks stayed in South to live as tenant farmers or sharecroppers on former masters' plantations; nearly impossible for most to get out from under white control; only with Great Migration after 1900 that blacks moved North to cities and found real economic opportunity; *15th amendment*: another amendment that shook Southerners during Reconstruction; African Americans were guaranteed not only freedom but citizenship under 14th amendment; Southern states quickly found ways around 15th amendment; Ku Klux Klan would attack or scare blacks into avoiding poll booths by lynching, burning homes, setting black people on fire, and parading through towns at night to make themselves known; Constitution gave right to vote but for African Americans it would take many years for dream to come true)
- Richly supports the theme with many relevant facts, examples, and details (*13th amendment*: hard labor; sold at an auction; sectional tensions; Civil War; Northern victory; in debt; *15th amendment*: no longer deemed as property; equal under the law; bitter and hateful; poll taxes and literacy tests)
- Demonstrates a logical and clear plan of organization; includes an introduction that recognizes the 13th and 15th amendments forced Americans to adjust and an analytical conclusion that connects the impacts to the modern efforts to limit African American voting

**Conclusion:** Overall, the response fits the criteria for Level 5. The response provides good analysis in the discussion of both amendments and demonstrates clear understanding of key impacts of both amendments.

## Practice Paper C—Score Level 1

### The response:

- Minimally develops some aspects of the task for the 13th amendment
- Is descriptive (*13th amendment*: during years prior to Civil War slavery was a big and harsh topic that caused years of pain and agony upon African Americans; while some states and countries solely supported exploitation of African American race others deemed practice inhumane; had trouble being accepted into society; discriminated against and being segregated); includes faulty analysis (*15th amendment*: stated that if you were born in the United States you were considered a citizen)
- Includes one relevant fact (*13th amendment*: President Abraham Lincoln)
- 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 contains several valid generalizations about the 13th amendment but fails to correctly address the 15th amendment.

## Practice Paper D—Score Level 2

### The response:

- Minimally develops all aspects of the task for the 13th amendment and for the 19th amendment
- Is primarily descriptive (*13th amendment*: if a slave tried to rebel against a master there were severe consequences that included lynching, whipping, and more; President Abraham Lincoln saw end of slavery as something that would benefit African Americans and nation as a whole; released African Americans from slavery but also opened up new problem for blacks; not able to find jobs, homes, and get a decent education; *19th amendment*: not allowed chance to have a say in government and change laws of the nation; held marches and protested against lack of fair rights for women; helped elect officials that favor the same causes they do)
- Includes few relevant facts, examples, and details (*13th amendment*: Southern states; work without compensation; forming an independent nation; Civil War; civil rights movement; *19th amendment*: inequality at the workplace; discrimination); includes an inaccuracy (*13th amendment*: on June 13 the thirteenth amendment was passed)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that observes the amendments changed the lives of African Americans and women

**Conclusion:** Overall, the response fits the criteria for Level 2. The response makes several important observations about the status of African Americans and women but lacks detail and depth, especially regarding the impact of the 19th amendment.

## Practice Paper E—Score Level 4

### The response:

- Develops all aspects of the task for the 15th amendment and for the 18th amendment
- Is both descriptive and analytical (*15th amendment*: amendments were major accomplishments of Radical Republicans during Reconstruction; banned discrimination solely on race but many people found loopholes; every test they would have to take was nearly impossible even for perfectly literate and educated person but even more so for group of people who were prohibited from learning to read while slaves; voter registration for African Americans dramatically increased and finally 15th amendment was put into practice; *18th amendment*: fight for Prohibition was known as temperance movement which increased during urbanization of late 19th century; many women knew alcohol made men rowdy, obnoxious, and it increased crime, domestic abuse, and poverty; even though amendment was in place it did exact opposite of what many were hoping; created lawlessness and chaos throughout 1920s); includes faulty application (*18th amendment*: *Gangs of New York* the movie was made to show this time as well)
- Supports the theme with relevant facts, examples, and details (*15th amendment*: Civil War; 13th amendment; 14th amendment; citizenship; Ku Klux Klan; literacy tests; civil rights movement; 1965 Voting Rights Act; *18th amendment*: church-going women; Women's Christian Temperance Union; Frances Willard; petitioning and rallies; Progressive movement; Volstead Act; bootleggers; speakeasies; gangsters; Al Capone; 21st amendment repealed Prohibition)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response uses the 13th and 14th amendments as historical circumstances surrounding the 15th amendment without making a direct connection to the reasons for adopting suffrage for Freedmen. Overall the response is well developed but lacks the level of analysis and detail found in a Level 5 paper.

# United States History and Government Specifications August 2019

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change; Citizenship; Civic Values; Constitutional Principles; Diversity; Government; Individuals, Groups, Institutions; Reform Movements	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government
Document-based Essay	Citizenship; Civic Values; Constitutional Principles; Diversity; Government; Individuals, Groups, Institutions; Presidential Decisions and Actions	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government

### *Notes:*

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

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

**The *Chart for Determining the Final Examination Score for the August 2019 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

Wednesday, August 14, 2019 — 8:30 to 11:30 a.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

#### Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

#### Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in 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**  
**Content-Specific Rubric**  
**Document-Based Question**  
**August 2019**

**Document 1**

The nation's worst depression of the 19th century began in 1893. In 1894, the worst year of the depression, workers at the Pullman Company went on strike in Chicago.

... The rents Pullman charged were excessive, running about 25 percent higher than in neighboring towns. He sold at ten cents per thousand gallons water that he bought from Chicago at four cents. He forced his tenants to buy their food and other necessities from company stores, where prices far exceeded those of regular outlets. The simmering cauldron of protest boiled over when in 1894 the company cut wages an average of 25 percent, without a comparable cut in rent or in the cost of necessities. Pullman refused to listen to complaints and dismissed from their jobs those who persisted in the outcry. He then closed the plant.

At this juncture [time], the American Railway Union, which had a membership of 150,000, including several thousand Pullman employees, joined the struggle, ordering its members not to handle trains with Pullman cars attached. The strike was quickly turned into a national disruption. Within a month, railroad traffic, particularly in the western states, was almost at a standstill. The beset [besieged] railroad owners hit on the scheme of coupling Pullman cars to trains that carried mail, confident that any interference with the mail was a federal crime. When the strikers still refused to man the trains, the railroads persuaded Attorney General Olney to swear in an army of special deputies—actually in the pay of the railroads—in order to help keep the trains moving.

The leader of the union was Eugene V. Debs, a gentle but dynamic person who had made the interests of workingmen the consuming enthusiasm of his life. He had instructed his members to avoid violence. But it broke out now anyhow between the deputies and the strikers. The railroads in their frustration asked President Cleveland to send federal troops to keep order and to guarantee the safe handling of the mails. . . .

Source: Henry F. Graff, *Grover Cleveland*, Henry Holt and Company, 2002

**1a According to Henry F. Graff, what was *one* reason Pullman workers went on strike?**

**Score of 1:**

- States a reason Pullman workers went on strike according to Henry F. Graff

*Examples:* Pullman charged excessive rents; rents charged by Pullman were about 25 percent higher than in neighboring towns; Pullman sold water he bought for 4 cents at 10 cents per thousand gallons; tenants were forced to buy their food and other necessities from company stores; prices at company stores far exceeded those of regular outlets; worst 19th century depression led to tensions at Pullman Company; company cut wages in 1894 an average of 25 percent without a comparable cut in rent or the cost of necessities; Pullman refused to listen to complaints; Pullman dismissed from their jobs those who persisted in outcry; Pullman closed the plant

**Score of 0:**

- Incorrect response  
*Examples:* rents were too low; workers were not permitted to buy at company stores; Pullman listened to complaints; American Railway Union had a membership of 150,000; the strike turned into a national disruption
- Vague response  
*Examples:* railroads were frustrated; it was a federal crime; there were regular outlets
- No response

**1b According to Henry F. Graff, what was *one* reason President Grover Cleveland was asked to send federal troops to Chicago?**

**Score of 1:**

- States a reason President Grover Cleveland was asked to send federal troops to Chicago according to Henry F. Graff  
*Examples:* to keep order; to guarantee safe handling of mails; strike was causing a national disruption; railroad traffic, particularly in the western states, was almost at a standstill; strikers refused to handle trains carrying mail that had Pullman cars attached; interference with the mail was a federal crime; railroads had persuaded Attorney General Olney to swear in an army of special deputies to keep trains moving which led to violence; violence broke out between deputies and strikers

**Score of 0:**

- Incorrect response  
*Examples:* to stop the mail; to swear in an army of special deputies; railroad traffic was increasing; to protect the strikers; Debs was the leader of the union
- Vague response  
*Examples:* members were instructed; Debs quit; enthusiasm was consuming
- No response

## Document 2a

President Grover Cleveland responded to the strike and to the riots that followed by sending federal troops to Chicago.

. . . Cleveland also feared the worst, and responded accordingly. Federal troops arrived to quell [stop] the riots, ironically, on July 4. While patriotic citizens set off fireworks, in the city of Chicago they set fires. Thousands of angry protestors lay waste to the city. At the Chicago rail yards more freight trains were flipped over and cars set ablaze. A huge fire that night destroyed the expositions on the grounds of the World's Fair. Chicago degenerated into lawlessness and chaos.

It continued for four days. On July 6, a rail deputy shot two men, inciting the largest riot of all—6,000 rail workers destroyed over \$340,000 worth of railroad property on a single day as over 700 railroad cars were torched. The next day, a mob attacked the state militia. The soldiers fired back, killing 4 rioters and wounding 20 others. Reinforcements for the federal troops were called up from surrounding states. No American city had ever experienced such anarchy in peacetime. . . .

Source: Chris Wallace, *Character: Profiles in Presidential Courage*, Rugged Land, 2004

## Document 2b

### Burning of Six Hundred Freight-Cars on the Panhandle Railroad, South of Fiftieth Street, on the Evening of July 6th.



Source: G. A. Coffin and Charles Mente, *Harper's Weekly*, July 21, 1894

**2 Based on these documents, what was *one* effect of President Cleveland’s decision to send federal troops to end the Pullman strike?**

**Score of 1:**

- States an effect of President Cleveland’s decision to send federal troops to end the Pullman strike based on these documents

*Examples:* citizens set fires in Chicago; thousands of angry protestors lay waste to the city; more freight trains were flipped over in Chicago rail yards; railroad cars were set ablaze; huge fire destroyed expositions on grounds of World’s Fair; Chicago degenerated into lawlessness and chaos; riots continued for four days; a rail deputy shot two men, inciting a large riot; 6,000 rail workers destroyed over \$340,000 worth of railroad property on a single day; over 700 railroad cars torched in a single day; mob attacked the state militia; soldiers killed four rioters and wounded 20 others; reinforcements for federal troops called up from surrounding states; 600 freight cars on Panhandle Railroad burned the night of July 6th; there were thousands of angry protestors; lawlessness and chaos; anarchy/riots

**Score of 0:**

- Incorrect response  
*Examples:* federal troops set fires in Chicago; federal troops refused to go to Chicago; reinforcements were sent back; a rail deputy was shot
- Vague response  
*Examples:* the worst was feared; he responded; citizens were patriotic; freight trains were in the rail yards; it was peacetime
- No response

### Document 3

The Pullman Strike of 1894 was the first national strike in United States history. Before coming to an end, it involved over 150,000 persons and twenty-seven states and territories and would paralyze the nation's railway system. The entire rail labor force of the nation would walk away from their jobs. In supporting the capital side [railroad owners] of this strike President Cleveland for the first time in the Nation's history would send in federal troops, who would fire on and kill United States Citizens, against the wishes of the states. The federal courts of the nation would outlaw striking by the passing of the Omnibus indictment [federal charges against the leaders of the American Railway Union]. This blow to unionized labor would not be struck down until the passing of the Wagner act in 1935. This all began in the little town of Pullman, Illinois, just south of Chicago. . . .

Source: Keith Ladd and Greg Rickman, "The Pullman Strike," [kansasheritage.org](http://kansasheritage.org), 1998 (adapted)

### 3 According to Keith Ladd and Greg Rickman, what was *one* effect of President Cleveland's decision to support railroad owners during the Pullman strike?

#### Score of 1:

- States an effect of President Cleveland's decision to support railroad owners during the Pullman strike according to Keith Ladd and Greg Rickman  
*Examples:* federal troops fired on and killed United States citizens; federal courts outlawed the strike by issuing the Omnibus indictment; federal charges were brought against the leaders of the American Railway Union; unionized labor suffered a blow that would not be struck down until the Wagner Act passed in 1935; against the wishes of the states, President Cleveland sent in federal troops; Cleveland set the precedent for using federal troops against labor unions; setbacks for labor unions

#### Score of 0:

- Incorrect response  
*Examples:* it was the first national strike in United States history; it involved over 150,000 persons/twenty-seven states and territories; it paralyzed the nation's railway system; entire rail labor force of nation walked away from their jobs; it increased the labor force of railroads; unionized labor was accepted; federal courts supported the strike
- Vague response  
*Examples:* they walked away; capital side; Pullman, Illinois; it began in a little town; they were first
- No response

## Document 4a

**Veterans' sheds, tents, and shanties sprawled across the Anacostia Flats in Washington, D.C., in 1932.**



Source: National Archives (adapted)

## Document 4b

**Violent clash between police and veterans on the morning of July 28, 1932.**



Source: General Douglas MacArthur Foundation

## Document 4c

. . . No “civil commotion” attracted as much attention as the march of the “bonus army.” Demanding immediate and full payment of bonuses for their service in World War I, 15,000 to 20,000 unemployed veterans moved on Washington in the spring of 1932. The House passed the bonus bill, but when the Senate voted it down by an overwhelming margin, half the men stayed on; they had no jobs, no homes, no place else to go. Most of them lived in mean shanties on the muddy Anacostia flats, some camped in unused government buildings. General Glassford, the head of the District police, treated the men decently and with discretion, but, as the men stayed on day after day, federal officials panicked. On July 28, 1932, the government decided precipitately [suddenly] to evict bonus marchers from vacant buildings on Pennsylvania Avenue. Two veterans were killed and several District police were injured in a scuffle that followed. President Hoover summoned the U.S. Army to take over. . . .

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–1932*, University of Chicago Press, 1993

**4a Based on these documents, state *one* reason World War I veterans marched on Washington, D.C., in 1932.**

**Score of 1:**

- States a reason World War I veterans marched on Washington, D.C., in 1932 based on these documents  
*Examples:* to demand immediate and full payment of bonuses for their service in World War I; to pressure Congress to pass the Bonus Bill; they had no jobs; they had no homes; they were unemployed

**Score of 0:**

- Incorrect response  
*Examples:* to live in shanties on Anacostia flats; the House passed the Bonus Bill; to demand gradual payment of bonuses; to find work
- Vague response  
*Examples:* a civil commotion; to move on; an overwhelming margin; to camp
- No response

**4b Based on these documents, state *one* reason President Hoover sent the United States Army to remove the Bonus Marchers.**

**Score of 1:**

- States a reason President Hoover sent the United States Army to remove the Bonus Marchers based on these documents  
*Examples:* no civil commotion had attracted such attention; federal officials panicked; even after the Bonus Bill was voted down the men stayed on day after day; two veterans had been killed and several district police had been injured in a scuffle; clash between police and veterans on morning of July 28, 1932 was violent; to end the civil commotion; violent clashes when the government suddenly decided to evict Bonus Marchers from vacant buildings on Pennsylvania Avenue

**Score of 0:**

- Incorrect response  
*Examples:* bonuses were being paid; to find them jobs; they had served in World War I; General Glassford was the head of the district police; General Glassford treated the veterans decently
- Vague response  
*Examples:* it was sudden; they were summoned
- No response

What happened; where, when, and who was involved? That is the essence of NEWS—and given to you completely, accurately, and with desired brevity by The Washington Post.

# The Washington Post.

Today—Local showers, cooler.  
Tomorrow—Fair, moderate temperature.  
Yesterday—High 82, low 64, 71, 101—High 81, low 61, 73.  
Details on Back Page.

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NO. 20,497. OFFICE: 44 SECOND-CLASS MATTER. POSTOFFICE: WASHINGTON, D. C.
WASHINGTON: FRIDAY, JULY 29, 1932. \*\*\*
COPIES: 193, BY THE WASHINGTON POST CO. THREE CENTS.

## ONE SLAIN, 60 HURT AS TROOPS ROUT B. E. F. WITH GAS BOMBS AND FLAMES

Troops Burn Bonus Billets in Shadow of Capital as Rout Begins



### ANACOSTIA HUTS FIRED; MEN ARE DENIED RIGHT TO RETURN TO CAPITAL

All Bonus Groups in Western Section of Capital Are Evicted Amid Disorder.

CONCERTED DRIVE FOLLOWS HOOVER EDICT FOR ACTION

Shacks in Pennsylvania Avenue Area Are Also Burned; Reserve Police Added at White House.

By DANIEL B. MAHER.

Tear gas bombs and torches, unleashed by Federal troops in a sweeping offensive, routed the ragged bonus army yesterday from every major encampment in the Capital in a day of wild disorder that took the life of one veteran.

In a relentless drive, infantrymen, cavalrymen and tanks opened the drive against the veterans on Pennsylvania avenue, herded them from the Southwest section and stopped their offensive at Camp Marks, the largest of the bonus army encampments.

In front of Camp Marks, Chief of Staff Douglas A. MacArthur, on orders from a high authority, ordered cessation of the drive, but it was needless, for the 5,000 veterans in the camp were in full retreat. They set fire to their rude shacks and early today the flames were burning a memorial across the sky in what may be the epitaph of the bonus army.

More Than 60 Hurt in Clashes.

Though peace again reigned, the hospitals held the more than 60 suffering victims of the series of clashes that forced

CASUALTY LIST IN BONUS RIOTING

DEATH

William J. Hunka, 37, Chicago bonus marcher, shot through the heart. Body at Providence Hospital morgue.

SERIOUSLY INJURED

Private Edgar G. Scott, 27, of 1232 Seventh street northwest, fractured skull at Emergency Hospital.

Private John O. Biss, 37, of 1109 Twenty-fourth street northwest, fell left side with sh. at Emergency Hospital.

Eric Carlson, 38, bonus marcher, of Oklahoma, Calif., shot in groin, at Casualty Hospital.

John Hall, colored, bonus marcher, of Marksville, N. C., gunshot wounds, in the shoulder, at Gallinger.

Erst Hildeck, 47, a bonus marcher from Barton City, Mich., gunshot skull fracture, struck on head at Eleventh and N streets southeast at Casualty.

OTHER INJURED

Private John Zimmerman, of 1501 W place northwest, hit on head with a brick. Treated at Emergency and sent home.

Private Robert Egan, of 207 Constitution street northwest, fractured skull through forehead at Emergency.

James Wolf, colored, of 413 First street southeast, a spectator, shot through shoulder, condition not serious at Emergency Hospital.

Private John E. Winters, of 1301 E street southeast, injured about the body by stones. Treated at Emergency Hospital and sent home.

Private Samuel H. Hartung, of 1201 Charles street northwest, injured about the head and body by bricks.

Source: *Washington Post*, Friday, July 29, 1932

. . . A storm of protest followed. Americans who viewed the photographs and read the reports over the next few days found the actions of their government inexcusable. Any remaining faith they still had in Washington was now called into question, especially when Hoover and MacArthur attempted to justify their orders by saying that the marchers were criminals and communists. Far from a revolutionary crowd, the veterans seemed to most people to be little different than the rest of the nation: they had no work and they wanted to feed their families. Squeezed from all directions, the people needed an ally—desperately—and in the Democratic candidate for president in 1932, they finally found one. . . .

Source: Peter Jennings and Todd Brewster, *The Century*, Doubleday, 1998

**5 According to these documents, what were *two* reasons many Americans thought the government’s action against the veterans was wrong?**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason many Americans thought the government’s action against the veterans was wrong according to these documents  
*Examples:* troops had used gas bombs and flames/troops burned shacks/tear gas and torches were used to rout the ragged army; Hoover and MacArthur calling the marchers criminals and communists was unwarranted; veterans were suffering like the rest of the nation; veterans had only wanted work and to be able to feed their families; the government had used extreme tactics against peaceful veterans

**Note:** To receive maximum credit, two *different* reasons many Americans thought the government’s action against the veterans was wrong must be stated. For example, *troops used gas bombs and flames* and *troops burned shacks* are 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:* troops were hurt; veterans used gas bombs and flames; veterans were criminals and communists; veterans were part of a revolutionary crowd; there was a Democratic candidate for president
- Vague response  
*Examples:* storm of protest; concerted drive follows action; faith called into question; they were squeezed; it was in the shadow of the capital
- No response

## Document 6

... American history is punctuated by moments and incidents that become prisms through which larger events are better understood—the Boston Tea Party, Nat Turner’s Rebellion, the Alamo, John Brown’s Raid. The march of the Bonus Army belongs in such company. But its significance has been obscured [dimmed] by time, even to its direct beneficiaries—the millions of later veterans whose bonus would be the GI Bill and the benefits that have followed to the present day. And, its legacy is everlasting. The First Amendment of the Constitution grants Americans the right “to petition the government for redress of grievances.” Millions of Americans have since peacefully marched on Washington in support of various causes, their way paved by the veterans of 1932.

Source: Paul Dickson and Thomas B. Allen, *The Bonus Army: An American Epic*, Walker and Company, 2004

### 6 According to Paul Dickson and Thomas B. Allen, what was *one* impact of the Bonus Army?

#### Score of 1:

- States an impact of the Bonus Army according to Paul Dickson and Thomas B. Allen  
*Examples:* GI Bill gave millions of later veterans bonuses; benefits/bonuses continue for veterans to the present day; they paved the way for millions of protestors to march peacefully on Washington; the rights of the first amendment were upheld/the right to petition the government for redress of grievances was upheld; it was a turning point that expanded the benefits of veterans/rights of protestors

#### Score of 0:

- Incorrect response  
*Examples:* it stopped bonuses for veterans; the first amendment of the Constitution was used to stop them; it ended marches on Washington; it ended rights of protestors
- Vague response  
*Examples:* American history is punctuated by moments/incidents; larger events are understood through prisms; it belongs in such company; they supported various causes
- No response

## Document 7a

In 1941, civil rights activist A. Philip Randolph demanded an end to racial segregation in the Armed Forces.

. . . Roosevelt ignored Randolph's call for a desegregated army. By that time, all branches of the military separated black soldiers into their own units, deployed them on segregated trains, and housed them in old, dilapidated barracks. Most black soldiers served as stewards and cooks or performed menial labor such as maintaining latrines [bathrooms]. As late as 1940, the U.S. armed services included only five black commissioned officers, including Benjamin O. Davis, Sr., the first African-American to reach the rank of general, and Benjamin O. Davis, Jr., the 20th century's first black graduate of West Point. Military leaders routinely denied black soldiers entry into many training classes that would have enabled them to advance in rank. . . .

Source: Mark Bauerlein et al., *Civil Rights Chronicle: The African American Struggle for Freedom, Legacy*, 2003

## Document 7b

. . . Not surprisingly, black organizations pressed hard for equality within the armed services. They viewed the military as a key institution in American life. A direct arm of the government, and a direct expression of the people, it personified the democratic values for which the United States fought. Ending racial discrimination in the armed forces would have a powerful effect on civil society. Moreover, if blacks made an equal contribution to the war effort, their claim to full citizenship would be much stronger. . . .

Source: Adam Fairclough, *Better Day Coming: Blacks and Equality, 1890–2000*, Viking, 2001

**7 Based on these documents, what were *two* reasons African American civil rights leaders called for an end to racial segregation in the Armed Forces?**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason African American civil rights leaders called for an end to racial segregation in the Armed Forces based on these documents  
*Examples:* black soldiers were still separated into their own units; African American soldiers were being deployed on segregated trains; African American soldiers were being housed in old, dilapidated barracks; most black soldiers served as stewards; most black soldiers served as cooks; most black soldiers performed menial labor/maintained latrines/bathrooms; in 1940, the United States armed services included only five black commissioned officers; military leaders routinely denied black soldiers entry into many training classes that would enable them to advance in rank; the military was viewed as a key institution in American life; military personified the democratic values for which the United States fought; ending racial discrimination in the armed forces would have a powerful effect on civil society; if African Americans made a contribution to the war effort, their claims to full citizenship would be much stronger

**Note:** To receive maximum credit, two *different* reasons African American civil rights leaders called for desegregation in the Armed Forces must be stated. For example, *African American soldiers performed menial labor* and *African American soldiers maintained bathrooms* are 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:* segregated trains were not allowed; there were no African American commissioned officers; West Point has had no African American graduates; African Americans could not fight in the United States military
- Vague response  
*Examples:* Roosevelt ignored the call; all branches; they pressed hard; it was a direct expression; it was personified
- No response

## Document 8a

Following World War II, on orders from President Truman, the Army, Navy, and Air Force abolished their traditional Jim Crow units and with very little fanfare integrated themselves. On a recent [September 1963] 3,200-mile tour of the South, we viewed the impressive results.

We saw Negro and white servicemen eating at the same mess-hall tables, drinking at the same on-base bars, playing ball on the same teams. They sleep in the same barracks, share lavatories and showers, borrow money from one another until pay day.

In on-base homes assigned without regard for race, white and Negro families live next door to one another, baby-sit for one another, watch TV together, share backyard barbecues. They swim together in on-base pools, worship together in military chapels. Their children play and squabble happily together on the lawns, attend on-base schools and Sunday schools together. All this has for years been accepted practice on military bases, including many in the Deep South. . . .

Source: Ruth and Edward Brecher, "The Military's Limited War Against Segregation," *Reporting Civil Rights*, The Library of America

## Document 8b

### Soldiers from the U.S. Army's Integrated Second Infantry Division in Korea



Source: Defense Media Network (adapted)

**8 Based on these documents, what were *two* results of President Harry Truman’s executive order abolishing segregated “Jim Crow units” in the military?**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* result of President Harry Truman’s executive order abolishing segregated “Jim Crow units” in the military based on these documents  
*Examples:* Army, Navy, and Air Force integrated with little fanfare; Negro and white servicemen ate at the same mess-hall tables; Negro and white servicemen drank at the same on-base bars; Negro and white servicemen played ball on the same teams; Negro and white servicemen slept in the same barracks; Negro and white servicemen shared lavatories; Negro and white servicemen shared showers; Negro and white servicemen borrowed money from one another; on-base homes were assigned without regard to race; white and Negro families lived next door to one another; white and Negro families baby-sat for one another; white and Negro families watched television together; white and Negro families shared backyard barbecues; white and Negro families swam together in on-base pools; white and Negro families worshiped together in military chapels; children played together on lawns; children attended on-base schools together; children attended Sunday schools together; integration an accepted practice on military bases including many in Deep South; soldiers and families of both races easily mixed together in day-to-day activities; soldiers fought in the Korean War in integrated units/United States Army’s Second Infantry division in Korea was integrated

**Note:** To receive maximum credit, two *different* results of President Harry Truman’s executive order abolishing segregated “Jim Crow units” in the military must be stated. For example, *soldiers fought in the Korean War in integrated units* and *U.S. Army’s Second Infantry division in Korea was integrated* are the same result expressed in different words. In this and similar cases, award only **one** credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* traditional Jim Crow units in Army, Navy, and Air Force not abolished; on-base homes were segregated; African American soldiers could not fight in Korea; soldiers found it difficult to adjust to integration
- Vague response  
*Examples:* practices are accepted; a 3,200-mile tour of the South; it followed World War II; it was the Deep South
- No response

## Document 9

. . . The military's last all-black unit disbanded in 1954, and the services, with the exception of the navy, which lagged somewhat behind, recruited African Americans for all specialties. Acceptance in the ranks did not, however, mean acceptance in communities adjacent to military installations. While black service personnel had equal access to integrated military family quarters on bases, they faced the same discrimination in housing in local civilian communities that had always existed. . . .

Black military personnel also faced discrimination in furthering their own education. Universities near military installations, especially in the South, refused to accept black students.

Outside the gates of their bases, black military personnel found that civilian communities treated them in the same manner as they did their local minority population. Jim Crow laws, again mostly in the South but to some degree throughout the country, separated black from white in shopping, eating, housing, transportation, and recreational facilities. Frequently these public areas exhibited Whites Only signs, and the towns had police more than willing to enforce these policies. . . .

The arrival of the 1960s brought increased impatience in the black military and civilian communities. Protests continued, with sit-ins the dominant form of nonviolent action as blacks and their supporters challenged local Jim Crow laws restricting their access to eating establishments and other public facilities. . . .

Source: Lt. Colonel (Ret.) Michael Lee Lanning,  
*The African-American Soldier: From Crispus Attucks to Colin Powell*,  
Citadel Press, 2004 (adapted)

### 9 According to Michael Lee Lanning, what was *one* way discrimination against African Americans continued after President Truman's executive order?

#### Score of 1:

- States a way discrimination against African Americans continued after President Harry Truman's executive order according to Michael Lee Lanning

*Examples:* acceptance in ranks did not mean acceptance in communities adjacent to military installations; black service personnel faced the same discrimination in housing in local civilian communities that always existed; black military personnel faced discrimination in furthering their education; some universities near military installations refused to accept black students; civilian communities treated black military personnel in the same manner as they did the local minority population; Jim Crow laws separated blacks from whites in shopping/eating/housing/transportation/recreational facilities; public areas frequently exhibited "Whites Only" signs; town police were willing to enforce "Whites Only" policies; the last all-black unit was not disbanded until 1954

#### Score of 0:

- Incorrect response  
*Examples:* services recruited African Americans for all specialties; black students were accepted at some universities; black military personnel were treated the same; sit-ins became violent; "Whites Only" signs were banned
- Vague response  
*Examples:* acceptance to ranks; outside the gates of bases; military installations in the South; treated in the same manner; towns had police; 1960s brought impatience
- No response

**United States History and Government**  
**Content-Specific Rubric**  
**Document-Based Question**  
**August 2019**

**Historical Context:** The president of the United States has been granted power as the commander in chief by the Constitution. Although the president has used his military powers to commit troops overseas, he has also used this power to respond to domestic challenges. These challenges have included *President Grover Cleveland and the Pullman strike*, *President Herbert Hoover and the Bonus Army*, and *President Harry Truman and segregation in the armed forces*.

**Task:** Select *two* domestic challenges mentioned in the historical context and for *each*

- Describe the historical circumstances that led to the president’s action
- Discuss how the president’s action influenced the United States and/or American society

**Scoring Notes:**

1. This document-based question has a minimum of *four* components (for *each* of *two* domestic challenges, describing the historical circumstances that led to the president’s action **and** discussing how the president’s action influenced the United States and/or American society).
2. The historical circumstances that led to the president’s action may be discussed from either a broad or a narrow perspective, e.g., the Pullman strike resulted from the rise of labor unions in reaction to the growth of big business after the Civil War or the strike resulted from the actions of George Pullman against the Pullman Company workers.
3. The description of historical circumstances that led to the president’s action may include information about the president’s action.
4. The influence of the president’s action on the United States and/or American society may be immediate or long term.
5. The discussion of the influence of the president’s action may be on the United States, on American society, or on both.
6. The use of language that appears in documents should not be penalized, e.g., historically accepted terms for African Americans.
7. The influence of the president’s action may be discussed from different perspectives as long as the positions are supported by accurate historical facts and examples.
8. Only two domestic challenges should be chosen from the historical context. If three challenges are addressed, only the first two should be scored.
9. For the purpose of meeting the criteria of using *at least four* documents in the response, documents 2a, 2b, 4a, 4b, 4c, 5a, 5b, 7a, 7b, 8a, and 8b may be considered as separate documents if the response uses separate, specific information from each document.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** domestic challenges by discussing the historical circumstances that led to the president's action **and** how the president's action influenced the United States and/or American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Pullman strike*: connects the rise of big business, the injustices of the Pullman Company toward workers, and the decision of Eugene Debs' American Railway Union to support striking Pullman workers to President Cleveland's decision to send federal troops to end the strike which incited violence, made military intervention a major tool of government to suppress labor, and weakened unions until passage of the Wagner Act during the New Deal; *Bonus March*: connects widespread suffering during the Great Depression, the Senate's rejection of the World War I veterans' bonus bill, and the veterans' occupation of Washington, D.C., to President Hoover's decision to use federal troops to evict the Bonus Marchers which contributed to Franklin D. Roosevelt's victory in 1932, Roosevelt's eventual proposal for veterans' benefits in the GI Bill, and reinforced the peoples' right to petition the government
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to major historical events (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Pullman strike*: laissez-faire policies; robber barons; defiance of federal injunction; *In Re Debs*; collective bargaining; role of New Deal; *Bonus March*: Hoovervilles; shantytowns; rugged individualism; combat service; first amendment rights for redress of grievances; peaceful marches on Washington
- 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 domestic challenge more thoroughly than for the second domestic challenge **or** by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Pullman strike*: discusses how the conditions faced by Pullman workers and the results of the decision of the American Railway Union to support the striking Pullman workers led to the decision by President Cleveland to send troops to end the strike which increased the use of federal injunctions and troops against strikers and weakened labor unions for decades; *Bonus March*: discusses how the denial of benefits to World War I veterans during the Great Depression and the veterans' encampment in Washington, D.C., led to Hoover's decision to send troops to evict the Bonus Marchers which helped Franklin D. Roosevelt win the presidency in 1932 and reinforced the peoples' right to petition the government
- 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 are thoroughly developed evenly and in depth for **one** domestic challenge and if the response meets most of the other Level 5 criteria, the 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.

**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.**

## President Grover Cleveland and the Pullman strike

### *Key Ideas from Documents 1–3*

Historical Circumstances	Influence of the Presidential Action
<p><b>Doc 1</b>—Panic of 1893 worst depression nation had experienced; 1894 worst year of depression</p> <p>Excessive rents charged by Pullman Company (25 percent higher than neighboring towns)</p> <p>Water Pullman bought from Chicago for 4 cents per thousand gallons sold for 10 cents</p> <p>Tenants forced to buy food and other necessities from company stores (prices far exceeded regular outlets)</p> <p>Wages cut in 1894 an average of 25 percent; no comparable cut in rent or cost of necessities</p> <p>Complaints not listened to by Pullman</p> <p>Those who persisted dismissed from jobs</p> <p>Plant in Chicago closed by Pullman</p> <p>Several thousand Pullman employees included in American Railway Union membership of 150,000</p> <p>American Railway Union members ordered not to handle trains with Pullman cars attached</p> <p>National disruption as result of strike (railroad traffic almost at standstill)</p> <p>Pullman cars coupled to trains carrying mail by railroad owners (interference with mail was a federal crime)</p> <p>Continued refusal by strikers to man trains</p> <p>Attorney General Olney persuaded by railroads to swear in army of special deputies to be paid by railroads to help keep trains moving</p> <p>American Railway Union members instructed by leader Eugene V. Debs to avoid violence</p> <p>Break out of violence between deputies and strikers</p> <p>President Cleveland asked by railroads to send federal troops to keep order and guarantee safe handling of mails</p> <p><b>Doc 3</b>—Pullman first national strike in United States history</p> <p>Over 150,000 persons and 27 states and territories involved in strike</p> <p>Nation’s railway system paralyzed by strike</p> <p>Job walkouts by entire rail labor force</p>	<p><b>Doc 2</b>—Arrival of federal troops in Chicago to stop riots on July 4, 1894</p> <p>Fires set in Chicago by thousands of angry protestors (freight trains flipped over, cars set ablaze at Chicago rail yards, destruction of expositions on grounds of World’s Fair by fire)</p> <p>Degeneration into lawlessness in Chicago and chaos for four days</p> <p>Two men shot by rail deputy on July 6 inciting largest riot (Over \$340,000 worth of rail property destroyed on single day by 6,000 rail workers, over 700 railroad cars torched, 600 freight cars burned on Panhandle Railroad)</p> <p>State militia attacked on July 7 by mob (soldiers fired back, four rioters killed, 20 wounded)</p> <p>Reinforcements for federal troops called up from surrounding states</p> <p><b>Doc 3</b>—Federal troops sent by president to end strike in support of railroad owners (against wishes of states; first time in nation’s history)</p> <p>United States citizens fired on and killed by federal troops</p> <p>Strikes outlawed by federal courts (Omnibus indictment; federal charges against leaders of American Railway Union)</p> <p>Blow to unionized labor not struck down until Wagner Act in 1935</p>

## President Grover Cleveland and the Pullman strike

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>Historical Circumstances</b>	<b>Influence of the Presidential Action</b>
<p>Impact of industrialization on workers' status (low wages, long hours, dangerous working conditions, lockouts, blacklists, yellow dog contracts, easily fired, few legal rights, abundant strikebreakers, child labor)</p> <p>Strong government connections to railroads (land grants, subsidies, military needs, postal needs)</p> <p>Control by company towns of all aspects of life (schools, churches, water and gas lines, expenses deducted from paychecks, spies)</p> <p>Growing worker support for unions (Knights of Labor, American Federation of Labor)</p> <p>Violent strikes and precedent for federal troops as a result of economic downturns (Panic of 1873; after request from state governor federal troops sent by President Hayes to end Baltimore and Ohio Railroad strike)</p> <p>Disruption of national economy (distribution of farm goods, closing of factories)</p> <p>Use of Sherman Antitrust Act by courts to restrict union activities ("no combination in restraint of trade")</p>	<p>Negative public opinion created by violence (worker reaction to arrival of federal troops; public opinion divided about strikes)</p> <p>Court injunction defied by Debs (imprisonment without jury trial)</p> <p>Debs's sentence upheld by Supreme Court (<i>In Re Debs</i>, injunctions legalized as weapon against workers, Debs becomes socialist and eventual leader of party)</p> <p>Increased fear of government by unions with use of injunctions that limit or prohibit strikes</p> <p>Growth of concern that big business is in collusion with courts</p> <p>Few legislative victories for organized labor until New Deal (limited state labor victories during Progressive Era)</p> <p>Intervention by President Theodore Roosevelt in Anthracite Coal strike (1902), creating a precedent with an arbitration commission</p> <p>Significant legislative victories for organized labor during New Deal (Fair Labor Standards Act, Social Security Act)</p>

## President Herbert Hoover and the Bonus Army

### *Key Ideas from Documents 4–6*

<b>Historical Circumstances</b>	<b>Influence of the Presidential Action</b>
<p><b>Doc 4</b>—Erection of sheds, tents, and shanties by veterans on Anacostia Flats, Washington, D.C., in 1932 (15,000 to 20,000 unemployed veterans)</p> <p>Immediate and full payment of bonuses demanded by veterans for service in World War I</p> <p>Bonus Bill passed by House of Representatives but voted down by Senate with overwhelming margin</p> <p>Camping by some veterans in unused government buildings</p> <p>Veterans treated decently and with discretion by head of district police General Glassford</p> <p>Panic of federal officials as men stayed on day after day</p> <p>Violent clash with sudden decision of government to evict Bonus Marchers from vacant buildings on Pennsylvania Avenue (two veterans killed, several district police injured)</p>	<p><b>Doc 5</b>—Gas bombs and flames used to rout veterans</p> <p>Veterans denied right to return to capital</p> <p>Eviction of all Bonus groups in western section of capital amid disorder</p> <p>Shacks in Pennsylvania Avenue area burned</p> <p>Reserve police added at White House</p> <p>Storm of protest followed (actions of government viewed as inexcusable; faith in Washington called into question)</p> <p>Orders justified by Hoover and MacArthur (marchers criminals and communists)</p> <p>Veterans seen by most people as not much different than rest of nation (had no work, needed to feed families)</p> <p>Ally found in 1932 Democratic presidential candidate</p> <p><b>Doc 6</b>—Benefits for later veterans with GI Bill and other benefits that followed</p> <p>Rights of first amendment of Constitution upheld (right to petition government for redress of grievances)</p> <p>Precedent established for peaceful marches on Washington in support of various causes</p>

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>Historical Circumstances</b>	<b>Influence of the Presidential Action</b>
<p>Minimal assistance for veterans when World War I ended</p> <p>Congressional approval of Bonus Bill in 1924 to be paid in 1945 to all who served</p> <p>Impact of Great Depression (unemployment; mortgage foreclosures on homes and farms; limited direct relief available; lost savings; hunger)</p> <p>Hoover's belief in rugged individualism limited recommendations for government assistance (balanced budgets)</p> <p>Conditions in Hoovervilles where Bonus Marchers living (government claims of menace to public health)</p> <p>View by Hoover that failure to evacuate remaining Bonus Marchers challenged authority of United States government</p>	<p>Injuries and death as result of presidential orders being exceeded by General Douglas MacArthur</p> <p>Hoover blamed for consequences (popularity plummeted; politically damaging; seen as insensitive to suffering)</p> <p>Growth in support for Franklin D. Roosevelt's candidacy</p> <p>Revision of Bonus Bill passed (payments to start in 1936 instead of 1945)</p> <p>Details about GI Bill for World War II veterans</p> <p>Future marches on Washington (antiwar marches, March on Washington)</p>

## President Harry Truman and segregation in the armed forces

### *Key Ideas from Documents 7–9*

<b>Historical Circumstances</b>	<b>Influence of the Presidential Action</b>
<p><b>Doc 7</b>—Demand by civil rights activist A. Philip Randolph to end racial segregation in armed forces was ignored by Roosevelt</p> <p>Segregation of black soldiers in all branches of military (separated into own units; deployed on segregated trains; housed in old, dilapidated barracks)</p> <p>Menial labor performed by most black soldiers (stewards, cooks, maintaining bathrooms)</p> <p>Only five black commissioned officers in United States armed services by 1940 (General Benjamin O. Davis Sr., Benjamin O. Davis Jr.)</p> <p>Black soldiers routinely denied entry into many training classes to advance in rank</p> <p>Black organizations pressed for equality within armed services</p> <p>Military personification of democratic values for which United States fought</p> <p>Belief of black organizations that ending racial discrimination in armed forces would have powerful effect on civil society</p> <p>Stronger claim to full citizenship if blacks made equal contribution to war effort</p>	<p><b>Doc 8</b>—Traditional “Jim Crow units” abolished in Army, Navy, and Air Force</p> <p>In South, Negro and white servicemen eating at same mess-hall tables, drinking at same on-base bars, playing ball on same teams, sleeping in same barracks, sharing lavatories and showers, borrowing money from each other</p> <p>On-base homes assigned without regard to race, white and Negro families living next door to one another, baby-sitting for one another, watching television together, sharing backyard barbecues</p> <p>White and Negro families swimming together in on-base pools, worshipping together in military chapels</p> <p>White and Negro children playing together on lawns, attending on-base schools and Sunday schools together</p> <p>Second Infantry Division of United States Army in Korea integrated</p> <p><b>Doc 9</b>—Last all-black unit of military disbanded in 1954</p> <p>African Americans recruited for all specialties in military with exception of Navy</p> <p>Same discrimination faced by African Americans in housing in local civilian communities that had always existed</p> <p>Black service personnel equal access to integrated military family quarters on bases</p> <p>Discrimination faced by African Americans in furthering their education (refusal by universities near military installations, especially in South, to accept black students)</p> <p>Black military personnel treated in same manner as local minority population by civilian communities outside gates of military bases (separation of blacks from whites by Jim Crow laws in shopping, eating, housing, transportation, and recreational facilities; “Whites Only” signs in public areas; town police more than willing to enforce segregation policies)</p> <p>Continuation of protests in 1960s (sit-ins dominant form of nonviolent action)</p> <p>Local Jim Crow laws that restricted access to eating establishments and other public facilities challenged by blacks and supporters</p>

## President Harry Truman and segregation in the armed forces

### *Relevant Outside Information*

(This list is not all-inclusive.)

Historical Circumstances	Influence of the Presidential Action
<p>Narrow judicial interpretation of 14th amendment (<i>Civil Rights Cases of 1883, Plessy v. Ferguson</i>)</p> <p>Attempts to address issues of inequality by groups and individuals (Booker T. Washington, W. E. B. Du Bois, NAACP)</p> <p>Unequal treatment of African Americans in prior wars (American Revolution, War of 1812, Civil War, 54th Massachusetts regiment, post-Civil War Native American Indian conflicts, Spanish-American War, World War I, World War II)</p> <p>Continuation of racial inequality despite contributions during world wars (societal segregation, voting restrictions, employment discrimination)</p> <p>Decision of federal government to train African American pilots during World War II (Tuskegee Airmen)</p> <p>African American Double V campaign against social injustice during World War II</p> <p>Growth of assertiveness in civil rights movement during World War II (NAACP membership growth, calls for political equality)</p> <p>Political and moral imperative for Truman's advocacy of civil rights</p> <p>Growing national concern over inequality (passage of fair employment practices by some states; Jackie Robinson's ascent in Major League Baseball)</p> <p>Racial inequality in United States undermining Cold War diplomacy</p>	<p>Growth of confidence in power of protest to achieve racial equality (Rosa Parks; Montgomery bus boycott; Martin Luther King Jr.; March on Washington; lunch counter sit-ins; Selma March)</p> <p>Precedent set for further presidential advocacy for civil rights (Eisenhower's action in Little Rock; Kennedy's statement about "Moral Crisis"; Kennedy sending troops to support James Meredith; Johnson's support for Civil Rights Act of 1964; end of poll tax)</p> <p>Congressional support for civil rights legislation grew (Civil Rights acts of 1957, 1960, 1964, and 1968; 24th amendment; Voting Rights Act of 1965)</p> <p>More African Americans encouraged to join military with increased opportunities for training and leadership</p> <p>Higher ranks in military and in appointed offices achieved by African Americans (General Colin Powell, Chairman of Joint Chiefs of Staff)</p> <p>Barack Obama as commander in chief</p>

Throughout the course of United States history, Presidents have always faced domestic challenges that vary because of the situations of their presidency. President Grover Cleveland faced the domestic issue of the Pullman strike which was caused by conditions created by the depression of the late 19th century, wage cuts, and the domineering presence of big businesses. President Harry Truman faced the domestic issue of segregated armed forces which was caused by sentiments of white superiority similar to those in Rudyard Kipling's *The White Man's Burden*. In both instances, the American people's rights were being abridged, but in distinct ways. The Pullman Strike denied its palace car workers opportunities to work and live under fair conditions while the segregated armed forces denied African Americans the rights of "liberty, life, and the pursuit of happiness." Both examples created resentment and distrust towards the government.

The Pullman Company was one of many big businesses that abused power and used the government for its own self-interests in the late 1800s. As businesses got bigger and wealthier workers found it more difficult to fight for their rights. Wages were low, conditions were bad, and joining a union was risky. Blacklists and lockouts (Pullman closed his plant) were common and kept union membership low. In his town Pullman charged workers higher prices than what he obtained the water for. He also forced his tenants to buy their food and necessities from company stores that sold items at high prices often sending workers into debt. In addition to these high prices for consumer products, Pullman ordered wage cuts which workers could not complain about for too long before being fired. (Doc 1) Thus, through the high prices of basic necessities and the meager wages that

Pullman provided, these workers and their union decided to take action that would stop railroads from running, to put pressure on the railroad owners. The Pullman Strike took off when the American Railroad Union ordered its members to not handle trains with Pullman cars attached to them. The intent of the Pullman strike was to be peaceful and nonviolent, but like other strikes during this time period, violence eventually broke out. Property and profit losses encouraged railroad owners to ask President Cleveland to send federal troops to keep order, guarantee safe handling of mail, and make sure the workers obeyed the government injunction demanding their return to work. (Doc 1) In 1894, protesters in Chicago flipped over freight trains and set railway cars on fire as protests progressively escalated in part as a result of the arrival of federal troops. 6,000 railworkers torched over 700 railroad cars and this news reached various locations as the incident was covered by Harper's Weekly (Document 2b) and other publications. Furthermore the unleashed anarchy that was caused by troop reinforcements frightened many Americans because they had never seen anything like this during times of peace. The situation seemed to justify President Cleveland's decision that led to federal troops firing on and killing United States citizens. Under his presidency, the outlawing of strikes by the federal courts made it almost impossible for unions to gain any benefits for workers. (Doc 3) Since owners did not have to bargain collectively with workers the owners had all the power. It seemed that the government only cared about big business. As a result more workers supported Progressive candidates and some joined the Socialist Party. In the 1930s most workers supported President Roosevelt who was more inclined to support the interests of

workers. The New Deal Congress passed laws that guaranteed collective bargaining rights, established a minimum wage, and encouraged union membership. The battle for workers' rights that began in the 19th century slowly made gains in the 20th century.

Jim Crow laws were passed in southern states after Reconstruction and upheld by the Supreme Court in *Plessy v. Ferguson*. Beyond railroads, schools, hospitals, water fountains, and even the armed forces were segregated and "not equal". African Americans volunteered and were drafted to fight in World War II hoping their service would be appreciated and maybe they would be rewarded with more societal equality. However, opportunities for advancement or for becoming officers were limited. Even their segregated housing was substandard. Organizations such as the NAACP and publicity about the Double V campaign during the war encouraged desegregation of the armed services. Many felt that fighting for democratic values should translate to a more democratic society in the United States. Although an executive order banned discrimination in hiring defense workers during the war and some African Americans were trained as fighter pilots, desegregation of the armed forces did not occur until after World War II. President Truman accepted the argument of African American civil rights leaders who pushed for the desegregation of the armed forces since African Americans had made important contributions fighting in the Civil War, Spanish American War, and both world wars they should be entitled to the same rights. However, some military leaders did not want blacks to serve equally in the armed forces. They thought there would be racial conflicts that would interfere with their mission. Some leaders in the military reflected American society in their conservative

attitudes towards racial equality. The issue of desegregating the armed forces was brought forth by the hope that desegregating military would impact the rest of America and strengthen the African American claim to citizenship granted by the 14th Amendment. (Doc 7b). African Americans' determination to obtain acceptance as citizens in American society, led to President Truman ordering the desegregation of the armed forces. The desegregation of the armed forces, led to the gradual successful integration of African Americans in the military and showed the government doing the right thing for African Americans and the United States. Black and white soldiers fought together in the same infantry divisions while trying to contain communism in Korea. Their families lived in the same neighborhoods and became friends on military bases even in the South where Jim Crow laws were the most strict. (Doc 8a) While the South still challenged African American's just treatment in many communities, the desegregation of the armed forces was encouraging. Various peaceful protest forms such as the sit-in movement, protest marches, and Freedom Riders occurred. A civil rights movement was being organized through the collective efforts of whites and African Americans hopefully to achieve equality everywhere in the United States. (Doc 9) The institution of slavery set African Americans back for centuries but finally they were moving closer to equality because of presidential actions such as Truman's commitment to desegregating the armed forces.

In conclusion, the Pullman Strike resulted in the limitation of the rights of working Americans by limiting the use of strikes. The desegregation of armed forces was supported by African Americans who wanted to be accepted as equal citizens.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for President Grover Cleveland and the Pullman strike and for President Harry Truman and segregation in the armed forces
- Is more analytical than descriptive (*Cleveland*: workers and union decided to stop railroads to put pressure on railroad owners; intent of Pullman strike to be peaceful but violence broke out; property and profit losses encouraged railroad owners to ask president to send federal troops to keep order and guarantee safe handling of mail; the unleashed anarchy frightened many Americans; outlawing of strikes by federal courts made it almost impossible for unions to gain benefits for workers; *Truman*: opportunities for advancement or for becoming officers limited; segregated housing substandard; many felt fighting for democratic values should translate to a more democratic society in United States; some military leaders did not want blacks to serve equally in armed forces as they thought there would be racial conflicts that would interfere with mission; some leaders in military reflected conservative attitudes toward racial equality)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Cleveland*: blacklists and lockouts were common and kept union membership low; troops sent to make certain workers obeyed government injunction; as a result more workers supported Progressive candidates and some joined Socialist Party; in 1930s most workers supported President Roosevelt who was more inclined to support interests of workers; New Deal Congress passed laws that guaranteed collective bargaining rights and minimum wage, and encouraged union membership; *Truman*: segregation of armed forces caused by sentiments of white superiority similar to those in Kipling's *White Man's Burden*; Jim Crow laws passed in southern states and upheld in *Plessy v. Ferguson*; organizations such as NAACP and publicity about Double V campaign encouraged desegregation of armed services; although executive order banned discrimination in hiring defense workers and some African Americans trained as fighter pilots desegregation of armed forces did not occur until after World War II; hope desegregating military would strengthen African American claim to citizenship guaranteed by 14th amendment; civil rights movement organized through efforts of whites and African Americans)
- Richly supports the theme with many relevant facts, examples, and details (*Cleveland*: Pullman forced tenants to buy necessities from company store at high prices; workers could not complain too long about wage cuts before being fired; American Railway Union ordered members to not handle trains with Pullman cars attached; protesters flipped over freight trains and set railway cars on fire; *Truman*: gradual integration of African Americans into military successful; black and white soldiers fought together in same infantry divisions in Korea; their families lived in same neighborhoods and became friends on bases)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that summarize the Pullman strike and segregation in the armed forces

**Conclusion:** Overall, the response fits the criteria for Level 5. Strong historical details effectively support a critical appraisal of document information and thoughtful conclusions about both domestic challenges. A good understanding of the political impact of worker dissatisfaction and racial injustice is demonstrated and enhances the discussion.

The constitution gives the title of "Commander in Chief" to the president. Although this authority gives the president the ability to send troops overseas into foreign conflicts, this power has historically been used to quell rebellions and protests, as well as sending soldiers overseas. Often the decision to use military force for domestic issues has influenced American Society.

In the late 1800's, wealthy industrialists sometimes known as Robber barons controlled the majority of the United States' wealth. After the Civil War, new technologies, lots of investment capital, and a large labor force helped to create big business. Railroads were built and consolidated all over the country. Large fortunes were made and a lack of competition led to monopolies and trusts. This was known as the Gilded Age, during which the achievements of the wealthiest men such as Morgan, Carnegie, and Rockefeller shadowed and minimized the suffering of the poorer classes. With so many workers and businesses driven by profits, wages remained low. Although some thought that in our capitalist country government should not interfere with business and the economy, unrest had begun to grow throughout the United States. The lack of federal regulation that allowed for monopolies and trusts to form while working against the interests of workers and their unions did not seem fair. Outside of Chicago, laborers working for the Pullman Company living in the company town became alarmingly discontent during the depression in 1894. To some, the town was a model for housing workers and their families. The entire life of the worker was organized around the town's stores, schools, and churches. However, the rent being charged, the price of water, and the overall cost of living rose, while their landlord,

Pullman, cut their wages twenty five percent (Document 1). He believed this was better than firing them, which he did anyway when they didn't stop complaining. A strike ensued which involved railroads all over the country and quickly snowballed into a "national disruption" for those dependent on interstate trade and travel. More importantly, the United States mail could not be delivered (Document 1). President Cleveland, in response to the strike, sent federal troops on July 4, 1894, even though the Governor of Illinois and governors of the other affected states did not want him to. The furious protestors who were not necessarily all strikers "lay waste to the city," and began flipping freight trains and burning cars (Document 2a). The earlier Homestead Steel and Haymarket strikes had been violent, but nothing like this one. The strike would eventually end in failure for the workers as they usually did. President Cleveland showed support for the companies and no sympathy for the railroad workers. Union leader Eugene Debs, who wanted a peaceful strike but got a violent one, was jailed and went to prison. The Supreme Court ruled against his appeal and for injunctions which benefited monopolies and trusts. Progressive reforms helped workers but it was not until the New Deal that workers were guaranteed collective bargaining rights and the right to join unions. Sending troops to end the strike was a major blow to unionized labor that would impact the working class for decades. Government involvement in the economy to support business interests seemed to not violate laissez-faire principles supposedly valued by the industrialists.

The Pullman Strike would not be the last time that the government

would attempt to quell domestic “rebellions” using military force. The march of the Bonus Army would eventually lead to more uproar amongst the American public. In the 1920s big businesses again dominated a “prosperous economy” in which there was a big difference between the incomes of the rich and workers and farmers. Businesses were producing consumer goods such as automobiles that could be bought on credit. However, using too much credit and overspeculation in the stock market by banks, businesses, and individuals combined with a generally unregulated economy led to the stock market crash. Hoover at first hoped the crash was a single event and the prosperity of the 1920s would keep the economy going. However, many people in the country had bought all they could and now were losing their jobs. Banks and businesses were failing indicating a long depression. During this Great Depression families lost everything, thousands ended up homeless, and the government under President Hoover failed to pass any laws that would give direct relief to the unemployed or to farmers who were facing foreclosure. Out of desperation, a group of world war one veterans from all over the country using their first amendment rights marched in front of the nation’s capital, demanding immediate payment of the bonuses they were promised for their services in the Great War. Congress did not pass the bill so money would not be given to these veterans until 1945. After Congress voted no, President Hoover believed it was time for the veterans to go home and for Washington to return to normal. Not having anything to lose, and very little to go home to, much of the veteran army stayed in the capital, in the shanty-towns and in government buildings, a move which alarmed the federal officials

(Documents 4a and 4c). Concerns that veterans were not the only dissatisfied group in America made Hoover fearful of what might happen next. This led him to conclude that force was necessary and the White House needed more security. Panicking, Hoover used the military to evict the veterans after a violent confrontation between police and veterans, resulting in the death of two veterans (Documents 4b and 4c). However, even more violence was caused when the United States army tried to forcibly remove the veterans. The casualty list grew and many Americans did not like what they read in the newspapers (Document 5a). This prompted sympathy from the American Public towards the veterans, deepening a distrust that had already developed between the American Public and Hoover's government. The suffering and despair many Americans were now facing was getting worse as local relief money and food donations were running out. Poverty-stricken world war one veterans living in Hoovervilles and demanding their pensions so they could take care of their families did not seem outrageous, or like the beginnings of a communist revolution. President Hoover had done too little to help anyone who was suffering from the Depression. The desperation forced the public to look for a desperately needed ally, one willing to enact radical reform to ease the suffering and remedy the cause (Document 5b). And so began the age of modern liberalism. President Roosevelt's New Deal would begin the "radical Relief, Recovery, and Reform" the country needed. Pump-priming would create jobs for the unemployed and farmers would be saved from foreclosure. The economy of the country would be stabilized by the FDIC and SEC. When veterans returned from world war two, a GI bill that would give

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

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them immediate educational and housing opportunities would be waiting for them. This was an important lesson learned from the experience of the Bonus Marchers that continues to benefit veterans today. Also, many later groups remembering the courage of the Bonus Marchers would march for their own "redress of grievances" in the 21st century.

It is clear that the power of commander in chief of the army has not always been used to lead military expeditions on foreign soil. Control over the military has given the presidents the power to end revolts, enacting both positive and negative change in society. The Pullman Strike and the March of the Bonus Army only serve as two examples of this phenomenon, but two prominent examples nonetheless.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for President Grover Cleveland and the Pullman strike and for President Herbert Hoover and the Bonus Army
- Is more analytical than descriptive (*Cleveland*: Pullman felt cutting wages 25 percent was better than firing workers which he did when they did not stop complaining; strike snowballed into national disruption for those dependent on interstate trade and travel; sending troops to end strike was a major blow to unionized labor that impacted working class for decades; Pullman strike was not the last time government attempted to quell domestic rebellions using military force; *Hoover*: World War I veterans using first amendment rights demanded immediate payment of bonuses; more violence when army tried to forcibly remove veterans; treatment of veterans deepened distrust that had already developed between American public and Hoover's government; many later groups remembering courage of Bonus Marchers would march for redress of grievances in 21st century)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Cleveland*: to some Pullman's town was a model for housing workers and families as life organized around town's stores, schools, and churches; Homestead Steel and Haymarket strikes violent but not like this; union leader Debs wanted peaceful strike but got violent one, was jailed, and went to prison; Supreme Court ruled against Debs's appeal in favor of injunctions; Progressive reforms helped workers but it was not until New Deal that workers guaranteed collective bargaining rights and right to join unions; government involvement in economy to support business interests seemed to not violate laissez-faire principles; *Hoover*: using too much credit and overspeculation in stock market combined with a generally unregulated economy led to stock market crash; during Great Depression families lost everything and government failed to give direct relief to unemployed or to farmers facing foreclosure; World War I veterans living in Hoovervilles; New Deal would begin Relief, Recovery, and Reform; pump-priming created jobs for unemployed and farmers were saved from foreclosure; economy of country stabilized by FDIC and SEC; after World War II the GI bill gave veterans educational and housing opportunities)
- Richly supports the theme with many relevant facts, examples, and details (*Cleveland*: Pullman raised rent and price of water; strike involved railroads all over country; United States mail could not be delivered; protesters flipped freight trains and burned cars; strike eventually ended in failure; *Hoover*: veterans demanded immediate payment of bonuses; stayed in capital in shantytowns and government buildings; violent confrontation with police resulted in death of two veterans)
- 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. Substantive relevant historical details are employed to establish a good economic context for both domestic challenges. A critical appraisal of document information effectively establishes comparative elements that form the basis for good conclusions about positive and negative changes influenced by each president.

While the constitution was being drafted there was much debate over the powers of the executive. Some feared that one person with too much power would turn into a King and others feared that a lack of a strong central government would lead to anarchy. Eventually, the men at the constitutional convention decided that the executive should be one man, elected every four years. However, the powers of this man have often been interpreted in different ways. Some presidents have used their power over the military to solve domestic issues. President Cleveland's handling of the Pullman Strike and President Hoover's of the Bonus Army are both examples of a use of executive power that had lasting impacts on the country.

In the late 1800's, many Americans were frustrated with their working conditions. They felt overrun by big businesses and under-represented in our democratic government. At the time it seemed that all three branches of government were dominated by big business. Instead of stopping businesses from becoming powerful monopolies that took advantage of their workers the government often sided with businesses against workers. Although Congress passed the Sherman Anti-trust Act to break up monopolies it was often used to end strikes. For those workers living in company towns drastic changes to their living and working lives were made during depressions. One group that particularly felt exploited was the employees at the Pullman company. In July 1894, the company cut wages an average of 25 percent and made no changes to its overpriced rent or costs of necessities (Doc 1). Pullman dismissed his workers' complaints and fired those who continued to question him because he had the power to do so (Doc. 1). Workers during the Industrial Revolution after the

Civil War had few rights and railroad workers were some of the worst paid and working in some of the most dangerous jobs. Their union, the American Railway Union, joined the Pullman worker fight and refused to handle Pullman cars. To counter this, rail owners attached Pullman cars to mail cars, meaning that no mail was being moved (Doc 1). Since it is a crime to interfere with the operation of the mail system, Cleveland sent in federal troops to end the strike and “keep order” after fighting broke out (Doc 1). This had the opposite effect as everything in Chicago turned chaotic. Thousands of protesters flipped freight cars and set fires (Doc 2a), making it impossible for railroads to move anywhere. Most of the nation’s railroad system shut down and so did its employees. Many were killed and even more were injured. Even worse, Cleveland’s siding with rail owners was a major blow to labor unions. Strikes were effectively outlawed by the passing of the Omnibus indictment (Doc 3), and for years to come many workers were too afraid to fight for their rights or join unions because of blacklisting. They had too much to lose which monetarily was not much. Although Theodore Roosevelt enforced the Sherman Anti-Trust Act and believed in a Square Deal for workers, little actual progress was made. Workers often continued to feel powerless in government and exploited by their employers. In part because of Cleveland’s actions and the Supreme Court’s support for his actions the voices of thousands of frustrated workers were “silenced” for the next 40 years. They would not feel fully represented and more respected until President Franklin Roosevelt was elected. Unions would then become legal and many workers would be guaranteed a minimum wage. Like Cleveland, Hoover used his commander in chief powers to

authorize the use of the military against desperate American citizens. Although he at first respected the right of veterans to march in Washington, he tried to silence those veterans who were unhappy when they did not get their World War I bonus by forcing them to leave the city and go back to their homes. The Great Depression hit America and many citizens were left without jobs or a means to help their families. Cities and states had run out of money and the federal government had never directly helped the poor and the unemployed during depressions. Among groups that were hard hit by the Depression were veterans. World War I vets had been promised bonuses for their service but would not get the money immediately. When the Senate voted the bonus bill down, many were left with nothing and with little hope of their situation improving (Doc 4c). The Bonus Army as they were called wanted to stay in Washington in their Anacostia Flats sheds and shanties. After two veterans were killed while being evicted from vacant buildings on Pennsylvania Ave., Hoover called in the U.S. Army (Doc 4c). Under the command of General Douglas MacArthur and using gas bombs, the army drove the veterans out of Washington. This had the opposite effect from what Hoover wanted. Americans were horrified by the mistreatment of those who fought for our nation and were even more upset at the false charges by Hoover & MacArthur that these protesters were communists (Doc 5b). The Red Scare after World War I had made Americans nervous about communists so both Hoover and MacArthur falsely accused the veterans to justify what they did. Though Hoover took action against these veterans, their struggle made way for many future peaceful marches on Washington (Doc 6). The Bill of Rights guarantees

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

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Americans the right to petition the government and the American people have the right to vote an elected official out of office. The struggle of the Bonus Army against a compassionless president proved to inspire many not to give Hoover a second term as president. The use of the military to solve domestic issues by Cleveland and Hoover was brought about for similar reasons, but with different effects. While both wanted to silence dissatisfied groups, the actions of both men do prove that we must listen to the cries of the people, even if the resolution requires drastic change.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task for President Grover Cleveland and the Pullman strike and for President Herbert Hoover and the Bonus Army
- Is both descriptive and analytical (*Cleveland*: many felt overrun by big business and underrepresented in our democratic government; sending in federal troops had opposite effect as Chicago turned chaotic; since it was impossible for railroads to move anywhere most of nation's railroad system shut down and so did its employees; his siding with rail owners was a major blow to labor unions; in part because of Cleveland's actions and Supreme Court's support for actions the voices of thousands of frustrated workers were silenced for next forty years; *Hoover*: authorized use of military against desperate American citizens; although Hoover first respected right of veterans to march in Washington he tried to silence them; actions had opposite effect as Americans horrified by mistreatment of those who fought for our nation and upset at false charges; struggle made way for future peaceful marches on Washington; inspired many to not give Hoover second term as president)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Cleveland*: in late 1800s it seemed all three branches of government dominated by big business; instead of stopping businesses from becoming powerful monopolies government often sided with them; although Congress passed Sherman Antitrust Act to break up monopolies it was often used to end strikes; for years many afraid to fight for rights or join unions because of blacklisting; although Theodore Roosevelt enforced Sherman Antitrust Act and believed in Square Deal for workers little actual progress made; workers would not feel fully represented until President Franklin D. Roosevelt elected; unions became legal and many workers guaranteed minimum wage; *Hoover*: Great Depression hit and many citizens left without jobs or means to help families; cities and states had run out of money and federal government had never directly helped poor and unemployed during depressions; Red Scare after World War I made Americans nervous about communists so Hoover and MacArthur falsely accused veterans to justify what they did)
- Supports the theme with relevant facts, examples, and details (*Cleveland*: Pullman Company cut wages and made no changes in its overpriced rent or cost of necessities; fired workers who continued to question him; rail owners attached Pullman cars to mail cars; thousands of protesters flipped freight cars and set fires; many protesters killed and more injured; *Hoover*: World War I veterans promised bonuses but would not get money immediately; Senate voted down Bonus Bill; Bonus Army wanted to stay in sheds and shanties on Anacostia Flats; two veterans killed while being evicted from vacant buildings on Pennsylvania Avenue)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how the powers of the president have been interpreted in different ways and a conclusion that states both Cleveland and Hoover wanted to silence dissatisfied groups

**Conclusion:** Overall, the response fits the criteria for Level 4. Relevant outside information surrounding constitutional and political concepts establishes an analytic context for the treatment of the Pullman strike. While good conclusions are integrated throughout the response, further development of the influence of Hoover's actions would have strengthened the discussion.

Throughout history, many presidents have used their power as the Commander in Chief to respond to domestic challenges. This power is given by the Constitution and greatly impacts society when used. One early instance when this was used was during the Whiskey Rebellion. The president sent troops to force the farmers in Pennsylvania to pay an excise tax and showed the federal government's power to collect taxes. President Hoover used this power against the Bonus army and Truman used it to desegregate the armed forces, and both times it impacted society.

President Hoover served during the Great Depression in the late 1920s and early 1930s. Since depressions before this time eventually ended, it seemed that this depression would too. Unfortunately things only got worse and the entire economy was close to collapse. The Depression left many Americans hopeless and they thought Hoover should help, however Hoover believed the economy would get worse if the federal government was too involved in directly giving people "hand-outs". He thought that would hurt the country's "rugged individualism". However, as months passed the situation became worse and people could no longer afford homes. Some Americans even created "Hoovervilles" to live in which were houses made out of cardboard and left over construction material. Some families went without food and had to sell apples on street corners. Furthermore, veterans from WWI were promised a bonus for serving in the war, however they were supposed to wait many years for it. The veterans from around the country, known as the bonus army, decided to march to Congress themselves and demand it in advance to help them get through the hard times. This March on Washington was an

example of people using their First Amendment rights to protest the long wait for money they felt they needed and deserved to have right away. Even though the veterans were refused by Congress many stayed (Doc. 4c). This resulted in Hoover worrying that having unhappy veterans who he labeled "criminals" was dangerous for Washington. He ordered the "current" army to intervene and make the veterans leave Anacostia Flats. The army, however, used violence to remove the protestors, causing an uproar from American citizens. The American people believed the veterans, "...seemed to most people to be little different than the rest of the nation: they had no work and they wanted to feed their families." (Doc 5b). This did not seem criminal. The American people viewed Hoover poorly because many blamed him for the depression and not doing much to help them in their time of need. They wanted change. This event led to a reminder that the first amendment granting Americans the right to petition the government is guaranteed to all Americans, including poor veterans. (Doc 6). This right is important because it's a right in a democratic government. However, there are instances in which Americans First Amendment rights were limited such as in times of emergency like WWI and WWII. The problem with this is that it makes the U.S. seem to some to be similar to the countries they were fighting so hard against. Unfortunately protests against injustice or U.S. involvement in wars might need to be limited by temporary restrictions because of an emergency. This march was also a reminder that protests can help encourage positive change. Congress, remembering about the Bonus March veterans, would pass the G.I. Bill after World War II to help that war's veterans. The March on

Washington in the 1960s would lead to changes that would build on Truman's desegregation efforts in the 1940s.

President Truman used his power as Commander in Chief to end segregation in the armed forces. Even though African Americans were citizens they were not treated as equal to white citizens. Segregation was widespread in the South and strictly enforced after the Supreme Court's past ruling of "Separate but equal" which was never really equal. Many civil rights leaders and organizations were pressuring for desegregation in the armed forces which they felt would help further their claim for full citizenship (Doc 7b). Actually just fighting in U.S. wars which African Americans had been doing for a long time should have been enough to get people to respect their 14th Amendment rights, but it wasn't. Their plea for desegregation was ignored by Roosevelt but was finally answered after World War II when President Truman ordered the armed forces to integrate (8a). Blacks and whites fought alongside each other in the 2nd Infantry division in the Korean War (Doc 8b). They would also fight together in Vietnam. This impacted the Nation's thinking as blacks became more equal in the armed forces and on military bases. Families started to interact more and blacks finally started to be seen as not any different than whites, at least in military life. Even though blacks still faced segregation and racism away from military bases and fighting units, military desegregation was an important step in their movement towards equality in other areas of American life. Blacks became more impatient with the discrimination they continued to face. The gains they experienced made them more confident and some took part in civil disobedience protests that

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

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expanded their rights. A famous example was when Rosa Parks was arrested for not giving up her seat on a bus, starting a bus boycott that led to desegregation of buses. Martin Luther King Jr. led another "March on Washington" to protest unfair treatment just as the Bonus Marchers had done during the Depression. Although support from presidents, courts, and Congress helped to eliminate segregation, some discrimination against African Americans continues to this day.

So, there are many circumstances in which Presidents used their power as Commander in Chief to resolve domestic issues. President Hoover used it against the Bonus army and Truman used his power to end segregation in the armed forces. Both influenced society greatly and had an impact on the views of American people.

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## Anchor Level 4-B

### The response:

- Develops all aspects of the task for President Herbert Hoover and the Bonus Army and for President Harry Truman and segregation in the armed forces
- Is both descriptive and analytical (*Hoover*: Bonus March an example of people using first amendment rights; worried that having unhappy veterans he labeled criminals was dangerous for Washington; violence used by army to remove protesters caused uproar; to most Americans veterans were not much different than themselves as they also had no work and needed to feed families; reminder that first amendment granting Americans right to petition government is guaranteed to all Americans; march also a reminder that protests can help encourage positive change; *Truman*: even though African Americans were citizens they were not treated equal; many civil rights leaders and organizations pressured for desegregation in armed forces to further claim for full citizenship; started to be seen as not any different than whites at least in military life; blacks still faced segregation and racism away from military bases and fighting units; military desegregation important step in movement toward equality)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Hoover*: since depressions before 1929 had eventually ended it seemed this one would too; believed economy would get worse if federal government intervened; some Americans created Hoovervilles; some families had to sell apples on street corners; limitation of rights seemed to make United States similar to countries it was fighting; Bonus March influenced Congress to pass GI Bill after World War II to help veterans; *Truman*: segregation widespread in South and strictly enforced after Supreme Court's ruling of "separate but equal"; plea for desegregation ignored by Roosevelt but answered after World War II; gains made them more confident and some took part in protests for expanded rights; Rosa Parks arrested for not giving up her seat which started a boycott that led to bus desegregation; Martin Luther King Jr. led March on Washington to protest unfair treatment just as Bonus Marchers had done during Depression; although support from presidents, courts, and Congress helped eliminate segregation some discrimination continues)
- Supports the theme with relevant facts, examples, and details (*Hoover*: thought it would hurt the country's rugged individualism; veterans from World War I promised a bonus; decided to march to Congress and demand bonus early; even though veterans were refused bonus many stayed in Washington; ordered current army to intervene and make veterans leave Anacostia Flats; *Truman*: used power as commander in chief to end segregation in armed forces; ordered armed forces to integrate after World War II; blacks and whites fought alongside each other in Second Infantry Division in Korean War)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the Whiskey Rebellion as an example of a president militarily responding to a domestic crisis and a conclusion that is a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Document interpretation is supported by good relevant outside information throughout the response. Recognizing the importance of first amendment rights in a democracy leads to comparative statements and analytic conclusions that would have benefited from additional supporting facts and details.

Throughout U.S. history, the current president in power has had the ability, as Commander in chief, to use Armed Forces and troops to deal with domestic challenges. Though they have always had the ability to send these troops overseas, there are instances where internal issues have also demanded attention and military action. President Herbert Hoover's actions with the Bonus Army, and President Harry Truman's decision on segregation within the armed forces are examples of a decision on domestic challenges. Both of these situations had varying historical circumstances and clear impacts on either American Society, or on the United States as a whole.

The March of the "Bonus Army" is one of the controversial and impactful protests in U.S. history. Business cycles bring periods of prosperity such as in the 1920s and when they go downward they can bring depressions such as in the 1930s. Although we had depressions in the 1800s none were as bad as the one that began in 1929. President Hoover did take some actions to help businesses recover but not much help was given to individuals, some who were veterans and had lost everything. The Bonus March happened when up to 20,000 World War I veterans marched on Washington demanding full payment of bonuses as a result of their efforts and service in the war. Occurring in Spring of 1932, the House passed the Bonus Bill, which was struck down by the Senate and disappointed the veterans. Some of the men left for home but others held their resolve and stayed in Washington because they had no place else to go, since many were unemployed and starved for money – often even struggling to feed their families. Some lived in home made encampments and others in abandoned government buildings and would not leave when the police

told them to. Thus, the scene was set – they marched for what they considered their rightful payment, and as the President grew uneasy with their presence, he ordered the troops to use force to get the men and their families to move. Unfortunately, Hoover's actions led to the military "routing the BEF" causing deaths and injuries. Civilians were outraged at the government's actions. Many empathized with the veterans, and supported them and did not believe the men were "criminal types." Thus, Hoover gained negative attention. His actions also ended his Presidency. The people were upset with him and many did not vote for him in the next election. In the longer term Hoover's treatment of the Bonus Marchers damaged the Republican Party and led to a stronger Democratic Party. In document 6, the lasting effects of this event were compared to other events in American history such as the Boston Tea Party, which led to America declaring its independence from Britain. The Bonus Army also had a big impact on American history. The veterans' protest reinforced the Constitution's First Amendment. Thus, a precedent was set for later in the 20th century when African Americans and others marched for their civil rights.

Different from Hoover and his handling of the Bonus Army is President Harry Truman, who regarded segregation in the Armed Forces as wrong and ordered an end to it. In 1941, as document 7a indicates, equality and desegregation within the military in the army, navy, and air force was something that African American civil rights leaders such as A. Philip Randolph desired. Desegregation could offer many benefits for those in the military, while also helping whites and others to see the basic morality of equality. Civil rights

Leaders aimed for not only equal opportunity for service members but also a chance to create other avenues for African Americans to claim full citizenship rights that had been denied to them. President Roosevelt, despite including more African Americans in government and Eleanor Roosevelt's support for more equality, did not grant Randolph's request and the military remained segregated during World War II. Following World War II however, as document 8a states, President Harry Truman who was more receptive to desegregation abolished Jim Crow units within the armed forces and integration went ahead pretty smoothly – except the navy lagged behind in recruiting African Americans. The effect was massive, causing white servicemen to see African Americans more equally as they shared resources and lived in the same neighborhoods and sent their children to the same schools. Fighting together in the Korean War broke down many barriers but some racism continued because old attitudes are sometimes hard to change. And unfortunately the President's action had little impact on external locales, as many black citizens continued to face racism, and segregation in many areas of their life. Jim Crow laws outside of their bases, and within their local, civilian communities continued. (document 9) However, impatience grew among African Americans because it was clear that there was no good reason to continue to separate blacks and whites and Truman's actions proved that with the mostly successful desegregation of the armed forces. With the arrival of the 1960s came protests at lunch counters and in cities such as Birmingham to further draw public attention to the issue of African American's civil rights. Truman's actions remained an important stepping stone for civil rights leaders,

and future guarantees of equality.

In the history of the United States, actions have been taken by various presidents as to solve an issue. Though issues may be foreign, domestic issues also have occurred that required the involvement of armed forces. This has occurred with both President Hoover and Truman, regarding the Bonus Army, and segregation in the armed forces, respectively. Change has come from these actions, impacting society, or American history or culture as a whole.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task for President Herbert Hoover and the Bonus Army and for President Harry Truman and segregation in the armed forces
- Is both descriptive and analytical (*Hoover*: veterans disappointed at Senate rejection of Bonus Bill and some went home but others stayed; president grew uneasy with their presence; many civilians empathized with veterans and did not believe they were criminals; Hoover gained negative attention when army was used to remove veterans; military actions led to deaths and injuries; ended his presidency as people did not vote for him in next election; *Truman*: regarded segregation in armed forces as wrong; equality and desegregation in military was something civil rights leaders like A. Philip Randolph desired; desegregation could offer many benefits for those in military while helping people see basic morality of equality; following World War II Truman more receptive to desegregation; fighting together in Korean War broke down many barriers but some racism continued because old attitudes are sometimes hard to change; actions remained important stepping stone for civil rights leaders and future guarantees of equality)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Hoover*: although there were depressions in 1800s none as bad as one that began in 1929; took some actions to help businesses recover but not much help given to individuals such as veterans; lasting effects compared to other events in American history such as Boston Tea Party; Bonus Army set precedent for when African Americans and others marched for civil rights; treatment of Bonus Marchers damaged Republican Party and led to a stronger Democratic Party; *Truman*: civil rights leaders aimed for not only equal opportunity but full citizenship rights; despite President Roosevelt including more African Americans in government and Eleanor Roosevelt supporting more equality Randolph's request not granted and military remained segregated; impatience grew among African Americans because it was clear there was no reason to continue to separate blacks and whites; with arrival of 1960s came protests at lunch counters and in cities such as Birmingham to further draw public attention to civil rights)
- Supports the theme with relevant facts, examples, and details (*Hoover*: up to 20,000 World War I veterans marched on Washington demanding full payment of bonuses; House passed Bonus Bill but it was struck down by Senate; many veterans struggling to feed families; ordered troops to use force to get men and families to move; *Truman*: abolished Jim Crow units within armed forces; shared resources, lived in same neighborhoods, and sent children to same schools; integration of armed forces had little impact on external locales as many black citizens continued to face racism and segregation with Jim Crow laws)
- 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 4. Document interpretation is used effectively to incorporate relevant outside history. Good political references and some analytic conclusions would have benefited from additional supporting facts and details.

Throughout the history of the United States, single events have played a part in shaping bigger events in American history. For instance, the Boston Tea Party defined the colonists as a group of people who would stand up for themselves and led to our declaring independence. Like the Boston Tea Party, the actions of American presidents in response to events have had a lasting impact on the United States.

An example of such an event is President Hoover's decision to evict the Bonus Army marchers during the Great Depression. Much of the country was unemployed, including many veterans. These veterans had conducted a peaceful protest, demanding their bonus money for their services in the army during World War I. When Congress did not pass the Bonus Bill the veterans decided to stay in Washington but federal officials felt they were staying too long. District police were injured and two veterans were killed trying to get the veterans to leave (document 4c). After this happened this domestic challenge had reached a peak in violence (document 5a) and President Hoover ordered the United States army to remove these protestors. This overreaction angered the American public and while Hoover attempted to justify himself by calling the marchers "criminals and communists," (document 5b) the public was seeing Hoover as the problem. Calling into question the character and motives of the veterans seemed to be a direct insult to American citizens themselves.

The anger of the American public is a powerful tool that has led to events that have shaped society. In the case of President Hoover, the unnecessary violence of the eviction of the Bonus Army marchers was not seen by the public as the right thing to do. Most Americans

believed that peaceful protests should be allowed to occur without violence initiated by the federal government or anyone else (document 6). It is arguable that the Bonus Army's petition of the government for their bonus money has even paved the way for marches such as the Womens March and the March for gun control after mass shootings. In a case such as the Bonus March, the American public's reaction and rejection of Hoover's decision to "rout" the veterans has had a considerable effect on the way later presidents viewed and valued veterans. They have supported the GI Bill and have asked Congress to add more benefits to the Bill. The insult President Hoover delivered to the veterans affected the entire nation many of whom had no jobs, no homes, or no place to go (document 4C), which in the long term took the United States to a better place with a new president.

Another case in which a president's actions has impacted the nation is in a case like Cleveland's reaction to the Pullman strike. The time period leading up to the worst depression of the 1800s was an era of monopolies, trusts, and robber barons, and wide gaps in income between the rich and the poor. Everyday life was often a hardship endured by the vast majority of poor immigrants and unskilled workers in America while the nation was going through its industrial revolution.

The Pullman Strike was a case in which the people attempted to fight a corrupt authority (much like the colonists towards the British before the Revolutionary war). The Pullman Company enforced many rules in the town where its employees lived that resulted in impoverishing people, as "He forced his tenants to buy their food and

other necessities from company stores, where prices far exceeded those of regular outlets." These factors along with the 25% cut in their wages (document 1) caused the workers to go on strike against the Pullman Company. This small strike later became a national strike when the ARU members decided to support the strike. They at first hoped for a peaceful strike but when workers refused to handle trains with Pullman cars attached the US mail could not be delivered and things changed. The resistance grew and even drew the attention of President Cleveland who wanted to enforce the law to make sure the mail was delivered. This was a case that demonstrated federal authority (like it did in the Whisky Rebellion when Washington sent troops to enforce tax laws). Ultimately, President Cleveland sent troops which led to more violence and the American public becoming alarmed.

Due to President Cleveland's orders, chaos reigned. Incidents were inevitable as both sides became more aggressive, as "a rail deputy shot two men, inciting the largest riot of all-6,000 rail workers destroyed over \$340,000 worth of railroad property in a single day as over 700 railroad cars were torched" (document 2a) and 600 freight cars were burned on the Panhandle Railroad (document 2b). The deaths and violence reached a point of no return, as some would argue. Due to President Cleveland, the federal troops fired on the American citizens. This would serve as a reminder of the strength and also possible brutality that can stem from the federal government using its military power (as in the Bonus March). In the case of the Whisky Rebellion, President Washington proved that the Articles of Confederation created a weak central government, but the recently ratified Constitution did not. However, Cleveland's actions in the

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

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Pullman Strike angered many workers and their families. This strike led to the federal issuing of the Omnibus indictment (document 3), the American public believing that the government was out to destroy unions. Individual workers on their own would not be able to improve their conditions. Without unions they would be helpless in trying to negotiate with owners. These events in history conveys the strength of the American public, as it is often their values and beliefs that influence history. Regardless, an analysis of American history demonstrates the role of public opinion.

## Anchor Level 3-A

### The response:

- Develops all aspects of the task with some depth for President Herbert Hoover and the Bonus Army and for President Grover Cleveland and the Pullman strike
- Is more descriptive than analytical (*Hoover*: when Congress did not pass Bonus Bill veterans decided to stay in Washington; justified himself by calling marchers criminals and communists; calling into question the character and motives of veterans seemed to be a direct insult to citizens; unnecessary violence of eviction of Bonus Army marchers was not seen as right; most Americans believed peaceful protests should be allowed to occur without violence initiated by federal government or anyone else; public's reaction and rejection of Hoover's decision to rout veterans affected the way later presidents viewed and valued veterans; *Cleveland*: Pullman enforced many rules in town where employees lived; small strike became national strike when American Railway Union members supported it; when workers refused to handle trains with Pullman cars attached United States mail could not be delivered and things changed; sent troops which led to more violence and public becoming alarmed; federal troops firing on citizens served as reminder of strength and possible brutality from using military power; American public believed government out to destroy unions)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Hoover*: arguable that Bonus Army's petition of government for bonus money paved way for marches such as Women's March and march for gun control after mass shootings; later presidents have supported GI Bill and asked Congress to add more benefits to bill; insult he delivered to veterans took United States to better place in long term with a new president; *Cleveland*: everyday life often a hardship endured by vast majority of poor immigrants and unskilled workers while nation going through Industrial Revolution; people attempted to fight corrupt authority much like colonists toward British; demonstrated federal authority like in Whiskey Rebellion when Washington sent troops to enforce tax laws; without unions individual workers helpless in trying to negotiate with owners)
- Includes some relevant facts, examples, and details (*Hoover*: Congress did not pass Bonus Bill; veterans demanded bonus money for services during World War I; district police were injured and two veterans killed trying to get veterans to leave; ordered United States army to remove protesters; *Cleveland*: robber barons; Pullman forced tenants to buy food from company stores; Pullman cut wages 25 percent; rail deputy shot two men; 6,000 rail workers destroyed over \$340,000 worth of railroad property in single day; over 700 railroad cars torched; 600 freight cars burned on Panhandle Railroad; strike led to Omnibus indictment)
- Demonstrates a satisfactory plan of organization; includes an introduction that uses the Boston Tea Party to discuss how actions in response to events can affect the United States and a conclusion that discusses how it is often the values and beliefs of the American public that influence history

**Conclusion:** Overall, the response fits the criteria for Level 3. The response provides a narrative for each presidential action that integrates historical contrast, comparisons, and a few analytic conclusions. The inclusion of additional facts and details would have strengthened the discussion of the influence of each action.

The president of the United States has been granted power as the commander in chief by the Constitution. Although he has used this power to move troops overseas, he has also used this power to respond to domestic challenges. Some domestic challenges he has used the military for is the suppression of labor unions and the desegregation of military units in the army. This use of the military has paved the way to many types of domestic changes that occurred throughout history.

Ever since the Industrial revolution in the United States, there have been many different opinions on labor unions. During the best of times workers were not paid fair wages and often worked in dangerous conditions. The creation of labor unions happened largely because corporations and other companies were mistreating their workers, and during times of economic depression the situation for workers deteriorated even more. Many Pullman workers in the town of Pullman experienced decreasing wages but not decreasing housing and living expenses. This is shown in Document 1, where it shows the point of view of the Pullman Company and the reaction of its workers when they were getting hit with repeated wage cuts, and costly food, water, and other necessities. The company fired workers who complained because there were many other workers to take their place. However, the American Railway Union took worker complaints seriously, called a strike, and a national disruption of railroad traffic happened. The strike between American Railway Union laborers and the Pullman company resulted in the government becoming involved too. After many days of striking the government became involved due to its disrupting the nation's trains and mail delivery. President

Cleveland sent in federal troops to Chicago to stop the anarchy but the situation quickly turned more violent. As shown in Document 2a, after the federal troops came in more riots started happening and Chicago turned into lawlessness and chaos. The destruction of \$340,000 worth of railroad property in a single day convinced the federal government and railroad owners to work together to suppress the unionization of labor force. Union leaders such as Eugene Debs were sentenced to jail and the Supreme Court approved it. This would discourage unions and strikes. The president's actions and the failure of the strike made it hard for workers to bargain for better wages. Workers gained some rights during the Presidency of Theodore Roosevelt in the progressive era as part of Roosevelt's Square Deal. Later during the presidency of Franklin D. Roosevelt the Wagner Act protected workers' rights to organize and bargain with their employers which led to a better situation for workers than the Pullman workers faced.

The desegregation of the military was another significant domestic challenge for the U.S, especially because there were people both inside and outside the military opposed to it. Also taking on that responsibility would be a huge effort because of the size of the armed forces. African Americans had the right to join the military and fight for their country but didn't actually have many chances to become officers or do jobs that were not menial. As shown in Document 7a, many African Americans worked as stewards, cooks, or janitors. Black soldiers were divided into their own military units and only one black soldier by 1940 got to the rank of general. Very few black students got the opportunity to attend military academies. Even

though there were so many barriers for blacks in the military, many blacks saw working for and achieving equality in the military as the way to gain other civil rights. The hope was that through their military contributions the rest of the country would support African American civil rights and liberties. The idea of desegregation of the military was largely ignored by the government until the actions of President Truman, after world war II, in which he abolished the Jim Crow units and integrated formerly whites only units in the military. This is further shown in Document 8a, wher it shows the impact of desegregation and how it connected blacks and whites in neighborhoods, schools, and churches. This encouraged the civil rights movement that fought for more civil rights in the 1950s and throughout the 1960's with the actions of leaders such as Martin Luther King Jr. The actions of president Truman led to the increase in civil rights for African Americans as future presidents such as Kennedy and Johnson followed his example. Kennedy would ask Congress to pass a new civil rights law. Many of Johnson's Great Society programs were established to help improve living and working conditions for African Americans. Work begun by Truman to expand equality is still going on today.

Throughout history, the president has taken action in domestic issues and laid a path for more change to come. Some domestic issues that were solved because of the president was the issue involving labor unions and desegregation of the army. Even though both did not end up perfect, they still inspired change.

## Anchor Level 3-B

### The response:

- Develops all aspects of the task with some depth for President Grover Cleveland and the Pullman strike and for President Harry Truman and segregation in the armed forces
- Is more descriptive than analytical (*Cleveland*: many Pullman workers experienced decreasing wages but not decreasing housing and living expenses; American Railway Union took worker complaints seriously, called a strike, and a national disruption of railroad traffic resulted; sent federal troops to Chicago to stop anarchy but situation quickly turned more violent; more riots started and Chicago turned into lawlessness and chaos; *Truman*: people inside and outside military opposed desegregation; even though there were many barriers for blacks in military many saw working for and achieving equality in military as a way to gain other civil rights; hope was through military contributions of African Americans rest of country would support African American civil rights and liberties; idea of desegregation of military largely ignored by government until actions of President Truman; desegregation in military encouraged civil rights movement; work begun by him still going on today)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Cleveland*: labor unions were created largely because companies mistreated workers; workers who complained were fired because there were other workers to take their place; federal government and railroad owners worked together to suppress unionization; union leader Eugene Debs sentenced to jail and Supreme Court approved; during presidency of Franklin D. Roosevelt Wagner Act protected workers' rights to organize and bargain with employers; *Truman*: civil rights movement fought for more rights in 1950s and throughout 1960s with actions of leaders such as Martin Luther King Jr.; Truman's actions led to increase in civil rights for African Americans as future presidents followed example; Kennedy asked Congress to pass new civil rights law; many of Johnson's Great Society programs were established to improve living and working conditions for African Americans)
- Includes some relevant facts, examples, and details (*Cleveland*: Pullman workers hit with repeated wage cuts and costly food, water, and other necessities; disrupted nation's mail delivery; destruction of \$340,000 worth of railroad property on single day; Square Deal; *Truman*: many African Americans worked as stewards, cooks, or janitors in military; black soldiers divided into own military unit; abolished Jim Crow units and integrated formerly whites-only units in military)
- Demonstrates a satisfactory 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 3. The treatment of Cleveland's actions integrates document interpretation with good relevant outside information. While the discussion of Truman includes some historically based conclusions, it is primarily driven by document information.

The President of the United States is granted power as the commander in chief by the constitution. He uses his military powers to commit troops overseas and uses the same power to respond to domestic challenges. Two challenges such as President Herbert Hoover and the Bonus Army and President Harry Truman and segregation in the armed force.

In 1929 the stock market crashed and a depression began which was still going on in 1932. This was a big challenge for Hoover and the Bonus Army was another challenge that resulted from the hard times people were facing. No work, no food and no end to the depression in sight was why the march of the "bonus army" attracted much attention. Unemployed veterans were demanding from Congress immediate and full payment of bonuses for their service in WWI because they needed the money to take care of their families. About 20,000 veterans moved on Washington and the House passed the bonus bill. However, the Senate voted it down leaving half the men staying because with no jobs or homes they had no place to go. Staying in Washington created problems for the veterans because government officials wanted them to leave and were willing to use force to make sure they did. There was a clash between police and veterans that led to violence in the area where the tents and shanties were sprawled across the Anacostia flats in Washington. Hoover decided the situation was a threat so he sent the U.S. army to remove the marchers because the men stayed on day after day and did not look like they were going anywhere. (Doc 4a, 4b, 4c) It seemed the federal officers didn't quite know what else to do when it was decided it was time for the veterans to be evicted. Their use of force, however,

was a mistake. Many Americans believed the government's actions against the veterans were uncalled for. They had no work, jobs or homes to be in. They had marched from all over the country to Washington to lobby Congress to pass a bill which they thought would help them feed and take care of their families. (Doc 5b) These actions impacted us today because it's part of our colonial legacy. This legacy had an impact on American thinking about rights that should be guaranteed in the Constitution. The first Amendment granted Americans the freedom of speech and the right "to petition the government for redress of grievances." The Bonus March demonstrated the first Amendment in action suggesting to others with grievances that it can be a tool for change.

Another challenge to be faced was ending segregation in the armed forces. African-American Philip Randolph was a civil rights activist who for a long time supported the rights of black workers and demanded an end to racial segregation in the armed forces in 1941. Since the late 1800s African American civil right leaders such as W.E.B. DuBois wanted segregation to come to an end in all areas of American life but it continued into the 1950s and 1960s. Blacks were separated in American society. In the military they were put into their own units, transported on segregated trains and lived in segregated barracks. Wherever they were segregated they were made to feel inferior. Just as their job opportunities were limited outside the military, inside the military it was the same. Most black servicemen cleaned bathrooms or served as stewards. Blacks were denied training by military leaders because they knew it would possibly advance them in rank and some did not want that to happen. (Doc 7a) Blacks

wanted equality because they thought living in a democracy and fighting for democracy in both world wars entitled them to equal rights. They wanted the same rights of citizenship that whites had. It was thought that if racial discrimination ended in the military and blacks contributed in equal ways to war efforts their claim to citizenship would be stronger. (Doc 7b) President Truman's executive order abolishing segregated "Jim Crow" units resulted in Blacks and whites coming together, eating together, playing games and enjoying each others company on military bases. Black soldiers were then able to fight in integrated units in the U.S army and other armed forces.

However, even though Blacks and whites were integrated in the military, discrimination continued outside the military after Truman's order. Universities such as the University of Mississippi refused at first to accept James Meredith because he was black. Troops had to be sent by President Kennedy to protect him. Troops also had to be sent by President Eisenhower to Little Rock to enforce Brown v Board of Education. Discrimination towards blacks continued after the civil rights movement.

In conclusion, these domestic challenges both had a positive and negative impact against the world. Blacks and Whites may have come together but discrimination continues to remain an issue.

### Anchor Level 3-C

#### The response:

- Develops all aspects of the task with some depth for President Herbert Hoover and the Bonus Army and for President Harry Truman and segregation in the armed forces
- Is more descriptive than analytical (*Hoover*: when Senate voted down Bonus Bill half the men stayed in Washington because with no jobs or homes they had no place to go; government officials wanted them to leave and were willing to use force; decided situation was a threat so he sent United States army to remove marchers; use of force a mistake because many Americans believed the government's actions against veterans were uncalled for; Bonus March demonstrated first amendment in action; *Truman*: blacks denied training by military leaders because they knew it could advance them in rank and some did not want that; blacks thought living in a democracy and fighting for democracy in both world wars entitled them to equal rights; blacks wanted same rights whites had; thought that if racial discrimination ended in military and blacks contributed in equal ways to war efforts their claim to citizenship would be stronger; order abolishing segregated Jim Crow units resulted in blacks and whites coming together; even though blacks and whites integrated in military discrimination continued outside)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Hoover*: 1929 stock market crashed and a depression began; colonial legacy impacted thinking about constitutional rights; *Truman*: since late 1800s African American civil rights leaders such as W. E. B. Du Bois wanted segregation to come to an end in all areas of life but it continued into 1950s and 1960s; University of Mississippi refused to accept James Meredith because he was black; troops sent by President Kennedy to protect Meredith and by President Eisenhower to Little Rock to enforce *Brown v. Board of Education*)
- Includes relevant facts, examples, and details (*Hoover*: unemployed veterans demanded immediate and full payment of bonuses for service in World War I; about 20,000 veterans moved on Washington; House passed Bonus Bill; clash between police and veterans led to violence; tents and shanties of veterans sprawled across Anacostia Flats; *Truman*: African American A. Philip Randolph was civil rights activist who demanded end to racial segregation in armed forces in 1941; in military they were put into own units, transported on segregated trains, and lived in segregated barracks; black soldiers able to fight in integrated units in United States Army and other armed forces after order)
- Demonstrates a satisfactory 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 3. Although the discussion of Hoover focuses on document information, references to the colonial legacy and constitutional rights are effective. While historical references are included for both presidential actions, further development of these ideas would have made the examples more effective.

Throughout our Countries history we have had many foriegn and domestic challenges. Challenges that require quick action and good decision making from our government to make sure that things don't get out of hand. The decisians of our leaders in these trying times can influence our Country for Many years in the future both positively or Negativley. Two Domestic challenges that are great examples of this are the Pullman Strike in the late 1800's and the protesters of the bonus army post world-war I.

In the late 1800's our Country was in the worst depression it had been in for a very long time. Workers from the pullman Company were forced to pay rent 25% higher than any of the closer towns, they were forced to buy their own food on top of the Cost for rent and were overcharged for that too. Eventually workers started to protest. Soon the American Railway Union refused to ship any pullman Cars and even set some of them on fire. Eventually this became a National disruption and the railroads, particularly in western states were at a standstill. President Grover cleveland decided that the federal government would have to step in to get the railways Moving again. Federal troops went in amongst protesters and even shot at and killed some of them. By the end of the Strike 150,000 people were involved. After Cleveland's decision labor unions were not allowed again until the wagner act of 1935.

Another example of the presidents impact on the future, similar to the Pullman Strikes, was the Bonus Army in 1932. The Bonus Army was a huge group of veterans who stormed Washington D.C demanding their bonus from fighting in World War I. This was during another rough patch in our economical history, and most of

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

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these veterans were unemployed and many of them homeless. They had nowhere else to go. They were treated with respect at first, but days and days had gone by and they were not leaving. The district police first attempted to get rid of the Bonus Army but eventually troops from the army had to step in. Eventually a New president was elected and the Bonus Army paved the path for veterans in the future and now veterans are paid their bonus's and others can peacefully protest in Washington.

Because of these Domestic Challenges and the actions of our government, our Country is the way it is today.

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

- Minimally develops all aspects of the task for President Grover Cleveland and the Pullman strike and for President Herbert Hoover and the Bonus Army
- Is primarily descriptive (*Cleveland*: in late 1800s country in worst depression it had been in for very long time; workers started to protest treatment; railroads particularly in western states came to standstill; decided federal government had to step in to get railways moving again; *Hoover*: huge group of veterans who stormed Washington, D.C.; veterans treated with respect at first but days went by and they did not leave; district police first attempted to get rid of them; Bonus Army paved path for others to peacefully protest in Washington, D.C.); includes faulty application (*Cleveland*: after decision labor unions not allowed until Wagner Act of 1935)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes relevant facts, examples, and details (*Cleveland*: workers from Pullman forced to pay rent 25 percent higher than any of closer towns; workers overcharged for food; American Railway Union refused to ship any Pullman cars and set some of them on fire; federal troops shot and killed some protesters; 150,000 people involved in strike; *Hoover*: veterans demanding bonuses from fighting in World War I; most veterans unemployed and many homeless; troops from army had to step in; bonuses paid to veterans)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state domestic challenges and the corresponding actions of the government affect our country positively and negatively for many years in the future

**Conclusion:** Overall, the response fits the criteria for Level 2. Although an understanding of document information and the task is demonstrated, the lack of supporting facts and details weakens the effort. A few analytic statements are included; however, they are not developed.

The president of the United States has many executive powers. One of these powers are the ability to send federal troops to end riots and uprisings. This power was first used when George Washington marched to western Pennsylvania with his troops to put an end to the Whiskey Rebellion. Other events where this executive power has been used is the Pullman strike in Chicago and the Bonus Army in the nations capital, Washington D.C.

The Pullman strikes came from a number of causes. These causes range from poor living conditions to overpriced goods (document 1). In fact, "He sold at ten cents per gallon of water that he bought from Chicago for four cents." (document 1). However, the main cause for the Pullman strike was a wage cut. Wages were cut on an average of 25%, yet the cost of living remained the same, (document 1). Railroad workers had over 150,000 people on strike. Many boycotted Pullman rail products as well, (document 2a). That's when the presidents executive power comes in. President Grover Cleaveland sent federal troops to Chicago to stop the strike and riots. On July 6th 1894 over 6,000 people destroyed ove \$340,000 in railroad property leading to two deaths by troops opening fire, (document 2a). This strike set a precedent for Presidents to use deadly Force to stop riots, (document 3). Some other riots where deadly Force was used are the riots that killed four college students in Ohio and the Bonus Army.

The Bonus Army is another rebellion where the President used executive power to put an end to it. These uprisings started when the United States government got involved in WWI, they promised their soldiers bonuses after the war. However, the Bonus never came and many veterans were forced into poverty, (document 4c). Fueled with

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

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anger veterans marched to the capital demanding the bonuses they were promised, and were persistent, (document 4c). On July 28, 1932, President Herbert Hoover declared with his executive power that all homeless veterans be evicted from vacant buildings on Pennsylvania Ave, (document 4c). The government used police to enforce this and two veterans were killed, (document 4c). Not only that but the government said, "the marchers were criminals and communists, (document 5b). However, the American public disagreed and saw the veterans were, "little different from the rest of the nation, they had no work and wanted to feed their families," (document 5b). In the long run this uprising helped exaggerate the first amendment right to, "petition the government for redress of grievances, (document 6).

Our President is usually pretty balanced with the use of checks and balances. However, they can use executive power to do many things. One power is to send Federal troops to stop rebellions. This was used on the Pullman Strikes and the Bonus Army.

## Anchor Level 2-B

### The response:

- Minimally develops all aspects of the task for President Grover Cleveland and the Pullman strike and for President Herbert Hoover and the Bonus Army
- Is primarily descriptive (*Cleveland*: wages cut an average of 25 percent yet cost of living remained same; set precedent for presidents to use deadly force to stop riots; *Hoover*: fueled with anger veterans marched to capital to demand promised bonuses; government said marchers were criminals and communists; American public saw veterans as little different from rest of nation as they wanted to feed their families; helped bring attention to first amendment right to petition government for redress of grievances); includes faulty analysis (*Cleveland*: four college students in Ohio killed in riots; *Hoover*: bonus never came and many veterans forced into poverty)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents no outside information
- Includes relevant facts, examples, and details (*Cleveland*: Pullman workers faced poor living conditions and overpriced goods; water purchased for four cents sold for ten cents; over 150,000 railroad workers on strike; sent federal troops to Chicago to stop strike and riots; over 6,000 people destroyed over \$340,000 in railroad property; troops killed two people; *Hoover*: soldiers who fought in World War I were promised bonuses; veterans evicted from vacant buildings on Pennsylvania Avenue by police and two veterans killed)
- Demonstrates a general plan of organization; includes an introduction that mentions Washington as the first president to send troops to end the Whiskey Rebellion and a conclusion that states the use of checks and balances usually keeps the president balanced but executive power can be used to do many things

**Conclusion:** Overall, the response fits the criteria for Level 2. Brief explanations of document information, document quotations, and generalizations are the basis for a methodical presentation that addresses all aspects of the task. Although a general understanding of the task is demonstrated, supporting facts, details, and outside information would have strengthened the discussion, especially in the treatment of the influence of the presidents.

The president of the United States has long since possessed the power to command the armed forces since the passage of the Constitution. This gives the Commander in Chief control over the branches of military. Examples of the president's power over the military have been displayed throughout the course of history. President Grover Cleveland and President Harry Truman have particular impacts on history displayed through their power as Commander in Chief.

During the Pullman strike in 1894, workers of the Pullman Company went on strike. Reason being, the company overcharged rent and required workers to only buy necessities from them even though workers could buy them at other places for cheaper. In response, workers went on a strike. (Doc. 1) Members of the American Railway Union ceased operation of trains with Pullman Cars. In response to this national disruption of the railways, President Grover Cleveland sent in troops to Chicago. Federal troops shot and killed four American, while wounding twenty others with their gunfire. (Doc. 3) This was the first time in National history that the President sent federal troops to support the capital side of a strike (Doc. 3).

Another example in history in which the President displayed his power as Commander would be when President Harry Truman abolished Jim Crow laws. Prior to World War II, all branches separated black soldiers into their own units and housed them in poorly conditioned barracks (Doc. 7a). Black organizations pressed hard for equality in the armed services, believing that the military was a direct expression of people and ending discrimination in the armed forces would have benefits to society (Doc. 7b). After World War II, President

Truman acted with his power as both president and Commander in Chief by abolishing Jim Crow laws. All branches allowed black servicemen the same conditions as white servicemen (Doc. 8a.). The border between white and black blurred and Negro's life began to merge with the white's. White and Black servicemen served together and their families could live next door to each other, even their children played together and went to the same schools.

In ending, the President's power as commander in chief has had long since present effects on American history. While there have been negative impacts because of this power, like when President Cleveland ordered federal troops on Chicago in 1894, there have also been positive impacts as well. President Truman arguably had the largest impact on the end of racial discrimination throughout most of America, when he abolished the Jim Crow laws. History has since seen rather impressive results, such as the integration of "Negro life" into American society.

## Anchor Level 2-C

### **The response:**

- Minimally develops all aspects of the task for President Grover Cleveland and the Pullman strike and for President Harry Truman and segregation in the armed forces
- Is primarily descriptive (*Cleveland*: Pullman Company overcharged rent and required workers to only buy necessities from them even though they were cheaper at other places; *Truman*: prior to World War II all branches of armed forces separated black soldiers into own units; black organizations pressed hard for equality in armed services believing military was a direct expression of people and ending discrimination in armed forces would benefit society; border between whites and blacks blurred); includes faulty analysis (*Cleveland*: first time federal troops sent in to support railroad owners)
- Incorporates limited relevant information from documents 1, 3, 7, and 8
- Presents no relevant outside information
- Includes relevant facts, examples, and details (*Cleveland*: workers of Pullman Company went on strike; members of American Railway Union stopped operation of trains with Pullman cars; federal troops sent to Chicago; troops shot and killed four Americans and wounded 20 others; *Truman*: ordered all branches to allow black servicemen same conditions as white servicemen; whites and blacks served together, families lived next door to each other, children played together, and children went to same schools); includes an inaccuracy (*Truman*: abolished Jim Crow laws)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that notes presidential actions can have positive and negative effects

**Conclusion:** Overall, the response fits the criteria for Level 2. Most of the discussion focuses on a basic interpretation of document information that addresses all aspects of the task, although the influence of President Cleveland's decision is limited to one general statement. While an awareness of relevant information is evident, its application is weak and lacks explanation as in the treatment of Jim Crow laws.

The president of the United States has been granted power as the commander in chief by the constitution. Although the president has used his military powers to commit troops overseas, he has also used this power to respond to domestic challenges. These challenges have included President Grover Cleveland and the Pullman strike, President Herbert Hoover and the Bonus Army, and President Harry Truman and the segregation in the armed forces.

According to Henry F. Graff in document 1 the Pullman workers went on strike because "the Company cut wages an average of 25 percent without a comparable cut in rent or in the cost of necessities." Pullman eventually refused to listen to anymore complaints and dismissed from their jobs those who persisted in the outcry. The strikers refused to man the train which resulted in asking President Grover Cleveland to send out federal troops to keep order and to guarantee the safe handling of the mails. According to document 2, "6,000 rail workers destroyed over \$340,000 worth of railroad property."

In 1932 veterans from World War 1 march on Washington DC due to not having jobs, homes, or any place to come home. "The house passed the bonus Bill but when the senate voted it down by an overwhelming margin..." Two veterans were killed and several district police were injured in a scuffle that follow. President Hoover then sent the U.S. army to take over, according to document 4c. In document 4b there is a picture of a violent clash between police and veterans on the morning of July 28, 1932.

Some of the president actions did not please the American society. Many people did not think the way the president treated the veteran's in document 5b, they said, "They had no work and they wanted to feed their families."

## Anchor Level 1-A

### The response:

- Minimally addresses all aspects of the task for President Grover Cleveland and the Pullman strike and for President Herbert Hoover and the Bonus Army
- Is descriptive (*Cleveland*: Pullman eventually refused to listen to anymore complaints; those who persisted in outcry were dismissed from jobs; federal troops sent to keep order and guarantee safe handling of mails; *Hoover*: some of president's actions did not please American society; many people did not like the way the president treated the veterans because they had no work and they wanted to feed their families)
- Includes minimal information from documents 1, 2, and 4
- Presents no relevant outside information
- Includes relevant facts, examples, and details (*Cleveland*: Pullman workers went on strike; company cut wages an average of 25 percent without a comparable cut in rent or cost of necessities; strikers refused to man trains; 6,000 rail workers destroyed over \$340,000 worth of railroad property; *Hoover*: veterans from World War I marched on Washington; did not have jobs, homes, or any place to come home; House passed Bonus Bill but Senate voted it down by overwhelming margin; two veterans killed and several district police injured in scuffle; sent army to take over; violent clash between police and veterans on morning of July 28, 1932)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Methodical use of document quotations and simplistic summaries of that information indicate only a basic understanding of the task. Although all aspects of the task are mentioned, development is very limited.

Everything the President does has an effect on our country. No matter foreign or domestic, it will have a effect. When the President took action against the Bonus Army and segregation in the Armed Forces, it had an effect on the country then, now, and in the future. The President's actions influenced the United States/American society.

On the morning of July 28, 1932, there was a violent clash between police and the Bonus Army veterans (4b). This violent clash led to the President, President Herbert Hoover to take action and send in the United States Army to take over (4c). When this event happened, back in 1932, the Bonus Army and the President's action influenced the future American Society. Since 1932, "Millions of Americans have since peacefully marched on Washington in support of various causes, their way paved by the veterans of 1932" (6).

"Following World War II, on orders from President Truman, the Army, Navy, and Air Force abolished their traditional Jim Crow units" (8a). Leading up to the President's actions, "Black organizations pressed hard for equality within the armed services" (7b). The Black organizations "viewed the military as a key institution in American life" (7b). By President Truman abolishing the Jim Crow units, he changed the military and American Society forever. "We saw Negro and white servicemen eating at the same mess-hall tables, drinking at the same on-base bars, playing ball on the same teams" (8a). Also, "They sleep in the same barracks, share lavatories and showers" (8a). On base homes were also assigned without any regard for race. "White and Negro families live next door to one another, baby sit for one another, watch TV together, share

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**Anchor Paper – Document-Based Essay—Level 1 – B**

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backyard barbecues" (8a). By President Truman abolishing the Jim Crow units, he shaped the United States Military to what it is today. Based on Documents 4b, 4c, 6, 7b and 8a, the actions of the President has effects on our country for many, many years to come. The actions of Presidents Herbert Hoover and Harry Truman helped shape America to what it is today.

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

- Minimally addresses all aspects of the task for President Herbert Hoover and the Bonus Army and for President Harry Truman and segregation in the armed forces
- Is descriptive (*Hoover*: since 1932 millions of Americans have peacefully marched on Washington; *Truman*: black organizations pressed hard for equality within armed services; military viewed as key institution in American life; changed military forever by abolishing Jim Crow units; shaped military to what is today)
- Includes minimal information from documents 4, 6, 7, and 8
- Presents no relevant outside information
- Includes relevant facts, examples, and details (*Hoover*: violent clash between police and Bonus Army veterans on July 28, 1932; sent United States Army to take over; *Truman*: ordered army, navy, and air force to abolish traditional Jim Crow units; black and white servicemen ate at same mess-hall tables, drank at same on-base bars, played ball on same teams, slept in same barracks, and shared lavatories and showers; on-base homes assigned without regard to race; white and black families lived next door to one another, babysat for one another, watched television together, and shared backyard barbecues)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. A limited understanding of the task is demonstrated in a limited but generally accurate overview of each policy. Brief summaries and quotations of document information are used to make general statements that would have benefited from supporting facts and details.

Throughout history, there have been civil unrest and protests. An example of this is the United States. Sometimes the protests get prompt presidential action. Such is the case with the Pullman Strike and the Bonus Army. Both presidents at the time decided to take matters into their own hands. These events shocked the U.S. and created an ever evolving mindset about veterans and workers for years to come.

The Pullman company was a success because its cars were on almost every railroad in the United States. However, it was not a very good company in terms of concern for their workers' welfare. In fact, they would regularly try to out right exploit their employees who lived in a small town near the Pullman factory. These workers were hit hard by a depression and wage decreases. As stated in Document 1, the workers' wages would be slashed, sometimes up to 25% while the rent and food cost the exact same. If workers complained they were promptly fired. The workers were expendable because there were so many workers looking for jobs. Due to growing resentment a strike soon started and the American Railway Union joined the struggle. Many of the Pullman employees joined that union hoping that with larger numbers the company would have to listen to them. The union included 150,000 workers when the members were ordered to hold the trains hostage if carrying any Pullman cars and some destroyed railroad property when deputies paid by railroad owners tried to keep the railroads running. However, once the passage of mail was jeopardized President Grover Cleveland decided to intervene. The strike turned violent and ended with multiple deaths. Grover Cleveland supported the business owners and ignored the problems faced by

workers during this "Age of Big Business." The final nails in labor's coffin was the Omnibus indictment (Doc 3.) and the charges against the labor union leaders being upheld by federal courts. Injunctions could be used to stop labor unions from striking, which was the only hope they had. This majorly effected the U.S. First, it signified the first ever national strike in the U.S. failed. Most of the people in government were united in a single front against the interests of workers. Second, it signified the U.S.'s support of big business over the interests of the working people. Lastly, it brought the fight for better protection against exploitative business practices to a stand still. Unions lost power and reforms were hard to achieve. However, there was still more controversy to be had. It would take the Great Depression to make people understand that increasing wages would be good for the economy.

Another major event in U.S. history was the arrival of the Bonus Army in Washington. When WWI Army Vets marched upon Washington for their deferred bonuses a huge commotion occurred after Congress did not pass the bill they had lobbied for. (Doc. 4c) Many veterans were homeless or unemployed because of the Great Depression and demanded to be payed the bonuses that had been promised to them. However, when the U.S. Senate voted down the bonus bill, most men were left with nothing but their shanties on Anacostia Flats. The district police proceeded to get into scuffles with them and President Herbert Hoover decided to send troops to take over when policemen were injured. The troops burnt down veterans' homes and some people died. Upon seeing these horrific events (Doc 5b) and protests in newspaper photographs, Americans became uneasy. Not

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

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only were Herbert Hoover's actions inexcusable but they were against United States veterans. They were people who had served their country in a time of need and now were just asking for an earlier payment of their bonus to support their families. The federal government did not seem to care about their predicament and just wanted them gone. Hoover's popularity went down the drain as many Americans could sympathize with the march. Many people also blamed Hoover when the depression continued for so long. The Bonus March was a tipping point for Hoover's presidency which ended in 1933. After the Bonus March controversy, many gains were made in the U.S. to support the well-being of veterans. The GI Bill which would benefit veterans and their families was created as a direct response to what had occurred with the Bonus Army and would mean that returning veterans would have a better chance of being successful after serving their country. The influence of the Bonus March was important (Doc 6) as many more marches would occur after they paved the way.

While there has been many marches and protests two of the most controversial were the Pullman Strike and the Bonus Army. Both had much of the country in an uproar over the situation. Both ended in violence caused by the President's use of federal troops. Both illustrated what was wrong and what needed to be fixed and both paved the way to reforms we have today.

American presidents are often the faces during public disasters. They take the brunt if public opinion is negative or if their policies are weak or ineffective. When challenged by the public about failed policies, President Hoover was forced to take government responsibility for the clash with the Bonus Army. For President Truman, the question of democratic values was dealt with through the desegregation of the army. Both events share a common theme of questioning constitutional values and upholding them in ways that shaped American society.

President Hoover was already being hit with public backlash over the steady collapse of the economy, which followed the stock market crash in 1929. The Bonus Army march was a blatant challenge to the ineffectiveness of his actions. By 1932, many people were forced out of homes because of mortgage foreclosures and loss of savings as banks failed and their jobs were cut. Poor neighborhoods got poorer and Hoovervilles similar to the shanties on Anacostia Flats became family homes. WWI had ended in 1919, and the veterans were in Washington D.C. demanding their service bonuses early. They were unemployed and desperate but the President and the Senate opposed that idea. It was expected that the veterans would go home even though many no longer had homes. The police tried to force them to leave but the situation became violent and the President decided to send in troops to drive the “revolutionary” crowd out of Washington. Much of the country was critical of President Hoover and saw this decision as a disaster—another ineffective action taken to deal with the problems people were facing because of the depression! It seemed unreasonable for the government and a violation of human rights to brutalize American veterans who had served their country and to also endanger their families. Hoover

was not doing his job in upholding the constitution, when it came to promoting the general welfare, and treating American citizens fairly. The Constitution allowed for protest of government (Document 6). Hoover was ok with the veterans' protests until he decided they were "criminals and communists" when they would not leave (Document 5b). Americans did not agree with him. Americans had lost confidence in Hoover and elected the Democratic candidate for president in 1932, Franklin D Roosevelt. The Bonus Army had helped elect a president whose economic policies would help the country out of the Depression and change the United States forever. The government would now take more responsibility for its citizens including those who served in the military. Roosevelt's proposal for a G.I. Bill would be important for veterans. The government promised them they would not be forgotten and left on their own like the Bonus marchers had been.

President Truman revolutionized a federal institution that had long employed discrimination, and pushed a political agenda which encouraged the Civil Rights Movement. He believed that African Americans should have their full rights as citizens of the United States. Desegregating the military was one of the first actions he took towards achieving that goal. African Americans who served in the world wars had hoped their patriotism and sacrifice might get them closer to achieving equality on the home front. After both wars they returned home and continued to be denied equal protection of the law, voting rights, and often basic dignity. Intolerant groups such as the KKK who had been around since the Civil War continued their harassment and many politicians continued to ignore the discrimination. African Americans were frustrated at the hypocrisy of fighting for

democratic values when they were being treated undemocratically (Document 7b). Segregation and racial discrimination defined the African American in the military. While *Plessy v. Ferguson* was still the law of the land, many Blacks thought it absolutely wrong that they should be asked to help a government that would not pass an anti-lynching law at a time when black men were still getting lynched in the South. The unbalance in equality between races which had been going on for centuries was becoming unacceptable. Truman decided to issue an executive order and desegregate the military, which was a long overdue progressive move. Even though Blacks continued to be victims of rampant discrimination in some civilian areas (like housing) they were now more likely to be promoted in rank and allowed to perform more than menial labor. African Americans could coexist with whites on military bases and work as a team on the battlefield and not have to deal with Jim Crow. (Document 8a and 8b). This desegregation precedent also encouraged African Americans to believe the government was on their side and the time was right to take a stand against other forms of discrimination. This attitude eventually led to a Civil Rights Movement that achieved the passage of Civil Rights Acts that would finally end the discriminatory policies that were still being followed in civilian communities.

Many in American society supported progressive views about veterans and African Americans. Veterans were seen as heroes of events in Europe, and people wanted them to be treated properly and have their rights upheld. African Americans were encouraged by desegregation of the military, and helped organize the Civil Rights Movement.

Presidents over the years have had to deal with many problems in the society they were running. These problems may have started off small and gotten big, or have been big the whole time. Some examples of these problems dealt with are the Pullman Strike and the still undergoing problem of discrimination of minorities. These were handled by two presidents, President Grover Cleveland faced the Pullman Strike and President Harry Truman with segregation in the Armed Forces. The way these presidents would go about solving the issue at hand is different. This is demonstrated by President Cleveland going against the people, and President Truman going with the people.

In Illinois the railroad workers are going on strike for the poor treatment and overpay of goods. President Cleveland would go on the side of the railway companies due to the fact of goods not being delivered. It is stated in Document 1 that, "within a month, railroad traffic, particularly in the western states, was almost at a standstill." This means that due to the strike, a large amount of the nation is being affected. Those on strike would soon influence many other workers of the railroad companies to go on strike also. The result of this would be the president at the time sending troops to the companies. At first the troops were to make sure the strikers went back to work, but soon they were sent to stop riots and protect the companies. The small strikes turned into mass fires and mobs attacking deputies. The once peaceful strikes turned into fights with the mob who "attacked the state militia" as stated in Document 2. Also in Document 2 strikers were killed or wounded ending up in a bigger conflict.

Meanwhile, President Truman heard the cries of the minorities complaining about the Armed Forces. They were saying that although they were labeled as soldiers they felt like maids or janitors. The people were mistreated and “performed menial labor such as maintaining latrines” as seen in Document 2a. All these reports showed the life of someone judged or underestimated due to skin color. Even though these people wanted to fight for and with Americans for reasons like ones they were facing, they couldn’t. President Truman would do his best to deal with this by getting rid of the Jim Crow laws in the Armed Forces. The effect of this would be happiness for the military life of all men and women. Said happiness would unfortunately only apply to the minorities still in the Armed Forces. For once they were out they had to deal with discrimination and segregation in everyday life. This is due to the fact that Jim Crow laws were only taken away from the Armed Forces and not States. So many African Americans would have peaceful protest or embargo’s on certain things.

Both President Cleveland and President Truman had to make decisions to problems. They ultimately had to do what they thought was best for the nation while keeping the people in their favor. The way they went about the problems were different, but both resulted in a resolution.

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Throughout the history of the United States as a nation, the president has had to face innumerable challenges both in foreign nations, on water, and within the United States itself. By the executive power granted to him, the president has often invoked his power as commander-in-chief in confronting domestic struggles either experiencing negative repercussions or achievements for the nation as a whole. Furthermore, with the eras the president has served in comes the fact that the political and cultural climate of the time will have inevitably influenced many of his decisions. In summation, the president of the United States has often influenced the United States and/or American society with his decisions which are often influenced by societal beliefs and the political/cultural climate of the time.

One prime example of a president's response to a domestic issue that acted as stimuli for the use of military power was President Truman's response to racial segregation in the American military. In this event, the historical circumstances of the earlier stages of the Cold War may have influenced Truman's decision to support civil rights and integrate the armed forces. The United States criticized the Soviet Union's mistreatment of people in countries behind the Iron Curtain, but at the same time the United States had been denying equal rights to African Americans for centuries. In the 1940s segregation and discriminatory policies in the military continued despite contributions made by African Americans in two world wars. The historical circumstances surrounding Jim Crow Laws and the long term prevailing discrimination that resulted from them did little to shake Truman's resolve. Although there were many people opposed to

desegregating the military, civil rights leaders such as A. Philip Randolph and black organizations “pressed hard” (Documents 7a and 7b). The president’s action influenced the United States in that his executive order was a profound moment between those of African descent and whites, because of the abolishment of segregation in one of America’s key institutions. By the time of the United Nations action in Korea segregated military units were ending. This, however, did not have an immediate effect on civilian communities. America’s society was not greatly affected by Truman’s decision as segregation and the “separate but equal” doctrine still ran rampant predominantly in the South but also in some areas of the Northern United States. For example, “outside the gates of their bases, black military personnel found that civilian communities treated them in the same manner as they did their local minority population.” (Document 9). Jim Crow laws in areas such as public education had not yet been affected by the 1954 Supreme Court decision in *Brown v. Board of Education*. Civil rights laws banning housing discrimination and segregated public places had not been passed by Congress. It is clear that even with Truman’s executive order, the racial segregation and prejudice against blacks and other minorities still pervaded multiple aspects of American life and would in some cases last for decades. Despite the military being a key institution defending the democratic values that America attempts to uphold, the inherent racial inequity ideologies perpetrated by racist whites were still in action even in the military after Truman’s order. However, when touring the South in 1963 the Brechers “saw Negro and white servicemen eating at the same mess-hall tables, drinking at the same

on-base bars, playing ball on the same teams. They sleep in the same barracks, share lavatories and showers, borrow money from one another until pay day." (Document 8). Clearly as this document states, Truman was able to effectively abolish segregation in one of the most fundamental and vital areas of the U.S. government. By taking this step he was moving the country in the right direction. He was preparing the country for a greater expansion of civil liberties in the 1950s and 1960s. Despite the fact that racism continued throughout the country even after Truman's order was enacted, Truman's intent was clearly important as it ended segregation in a part of American life that had previously been deeply grounded upon beliefs of racial inequity. President Truman did more for the advancement of civil rights than anyone since the Radical Republicans after the Civil War.

Another example of a president's response to a domestic issue would be the usage of military power to quell the implications of the "bonus army". This event was considered to be a pivotal event that gave us a better understanding of larger issues such as respect for veterans and the right to protest. (Document 6). Many Americans had already lost faith in Washington and President Hoover by the time the "bonus army" arrived. The veterans and many others in America wanted jobs so they could feed their families and pay their bills. The federal government was not doing much to help them. (Document 5). The veterans wanted cash from their bonuses and created a "civil commotion" to get it. Denied their bonus money by Congress the veterans decided to stay in Washington. President Hoover ordered the military to remove them. The violence that occurred as a result shocked

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

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many in the country. It is clear that this pivotal movement in which federal troops attacked veterans sparked a wave of protest all over the country for a cause that almost everyone could identify with. Increasing numbers of Americans were feeling helpless just like the veterans. Hoover did not seem to care about them either. This fact and Hoover's order was ultimately a factor in FDR winning the election and ultimately supporting the GI bill. Despite the loss of the lives of two veterans and the national unrest of the American people, the civil commotion caused by the march of the "bonus army" led to pivotal change. The storm of protest that followed MacArthur's attack showed that "any remaining faith in Washington was now called into question, especially when Hoover and MacArthur attempted to justify their orders by saying that the marchers were criminals and communists." (Document 5b). It became important to FDR that the federal government should help World War II veterans avoid the circumstances that led to the "bonus march". Others believed that the veterans made it clear that although their march did not meet with immediate success it was a reminder to Americans that protest is a constitutional right.

Presidents in history often use their power as commander and chief to make domestic decisions. Domestic refers to inside the U.S.A. Two times when this happened is when Herbert Hoover sent troops to disband the bonus army in Washington D.C. and when President Harry Truman ended segregation in the armed forces. These were important things that happened that had many causes & effects.

The Bonus army was promised bonuses for the time they put in during WWI. (doc 4C). The veterans were not supposed to get their bonuses for several more years, but due to factors such as the great depression, they were poor and wanted the money now (OI). The great depression had many contributing factors. Black Tuesday happened; which was when the stock market crashed (OI) causing people to lose their jobs and money in the bank. Not able to pay mortgages people lost their homes and farmers lost their farms. At about the same time the dust bowl was destroying crops and Herbert Hoover believed the American people could make it through the great depression without government handouts and large scale government intervention in the economy. (OI). Herbert Hoover said during the great depression that "nobody is actually starving" but they were. Bread lines and soup kitchens could only do so much and they were running out of supplies and money. Due to the great depression almost everyone including veterans did not have a lot of money. The veterans only hope was their bonus and like a lot of discouraged Americans they had a general dislike for Herbert Hoover. The Bonus army wanted their money there and then. But the Senate did not pass the law, ending their hope. The Bonus army protests were ok with Hoover but when the veterans stay in Washington too long after Congress voted

Hoover sent troops to evict marchers from government buildings, killing & hurting veterans (doc 5b). The effect that this had was that the bonus army cleared the way for more peaceful protests in the USA in years to come for causes people believed in and actions they wanted the government to take. The negative outlook the government and Hoover received for the way the Bonus Marchers were treated led to his losing the next election (doc 5b & doc 6). Now that the government had understood the problem caused by disrespecting veterans an event like this would probably not happen again to veterans. Also the USA had to think of a way to care for veterans after their service. Although the GI Bill did this there are still veteran concerns that have been difficult to address.

Another domestic decision made by one of America's commander and chiefs was Truman's decision to end segregation in the military. This decision came at a time when civil rights was becoming an important issue in the United States of America (01). African American veterans from World War II were becoming more active in civil rights organizations and wanted their voices heard. Before World War II there were demands to end segregation in the military and stop discrimination against blacks in housing and jobs. President Roosevelt failed to act but Truman did. His decision did have a powerful effect on society. His decision to abolish Jim Crow units (doc 8B) meant black and white soldiers would now work together in the armed forces on the battlefield and throughout the armed forces. Doc 8B shows a picture of both races working together to achieve a single goal of defeating the North Koreans and getting home alive. The more time blacks and whites spent together the more equal they

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

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seem to become and race became less of an issue. Blacks and whites seemed to get along in military communities, where they would live next door to one another, babysit each others kids, and borrow money from each other (Doc 8A). If integration could work on military bases it could work in civilian communities too. While racism may of still been stronger on the homefront (doc 9), this desicion helped pave a way towards a start at ending racism in America. Everyone working together in the military shows USA citizens that the government trusts African Americans to do important jobs, like the ones in the military and defending the country. Integrating the military helped the civil rights movement in the 1950s and 1960s. People such as Martin Luther King Jr. and the NAACP worked hard to gain full citizenship rights for African Americans. It helped integrate public accommodations throughout the South.

The domestic decisions discussed put forward by Truman and Hoover both had unique causes and lasting effects. One helped establish the right of peaceful protest, even though it wasn't the intent, while the other took a step towards ending racism. These decisions show the impact a president can have while spending their term(s) in office.

## Practice Paper A—Score Level 3

### The response:

- Develops all aspects of the task with some depth for President Grover Cleveland and the Pullman strike and for President Herbert Hoover and the Bonus Army
- Is more descriptive than analytical (*Cleveland*: Pullman workers hit hard by depression and wage decreases; Cleveland supported business owners and ignored problems faced by workers during this age of big business; Omnibus indictment and federal courts upholding charges against labor union leaders were defeats for labor; most people in government united against interests of workers; indictment brought fight for better protection against exploitative business practices to standstill; unions lost power and reforms were difficult to achieve; *Hoover*: many veterans homeless or unemployed because of Great Depression and demanded to be paid bonuses promised to them; most men left with nothing but shanties on Anacostia Flats; veterans asking for earlier payment of bonuses to support families; lost popularity and his presidency ended in 1933; many more marches occurred since Bonus Army paved way)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Cleveland*: Pullman Company a success because cars on almost every railroad in United States; many Pullman employees joined union hoping with larger numbers company would listen to them; injunctions could be used to stop labor unions from striking; United States supported big business over interests of working people; *Hoover*: many people blamed him when Depression continued; GI Bill benefits veterans and their families and means returning veterans have better chance of success after serving)
- Includes some relevant facts, examples, and details (*Cleveland*: wages of Pullman workers slashed sometimes up to 25 percent while costs of rent and food stayed the same; workers who complained were fired; American Railway Union joined struggle; union included 150,000 workers when members ordered to hold trains hostage if carrying Pullman cars; intervened when passage of mail jeopardized; strike turned violent and ended with multiple deaths; *Hoover*: World War I army veterans marched on Washington for deferred bonuses; Senate voted down Bonus Bill)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that notes both the Pullman strike and the Bonus Army paved the way for reforms we have today

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of the influence of Cleveland’s action includes good historical conclusions about its short- and long-term impact on workers. Although some thoughtful statements support the more document-driven treatment of Hoover, additional facts and details would have strengthened the discussion.

## Practice Paper B—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for President Herbert Hoover and the Bonus Army and for President Harry Truman and segregation in the armed forces
- Is more analytical than descriptive (*Hoover*: expected veterans would go home even though many no longer had homes; situation became violent and president decided to send troops; much of country saw decision as a disaster—another ineffective action taken to deal with problems people were facing because of Depression; not doing his job upholding Constitution when it came to promoting general welfare and treating American citizens fairly; OK with veterans’ protests until he decided they were criminals and communists when they would not leave; *Truman*: revolutionized federal institution that long employed discrimination and a political agenda; believed African Americans should have full rights as citizens; African Americans frustrated at hypocrisy of fighting for democratic values when being treated undemocratically; even though blacks continued to be victims of rampant discrimination in some civilian areas like housing they were now more likely to be promoted in rank and allowed to perform more than menial labor)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Hoover*: by 1932 many people forced out of homes because of mortgage foreclosures and loss of savings as banks failed and jobs cut; Hoovervilles similar to shanties on Anacostia Flats became family homes; World War I ended in 1919 and veterans in Washington, D.C., demanding service bonuses early; government would take more responsibility for citizens including those who served in military; Roosevelt’s GI Bill important as veterans would not be forgotten as Bonus Marchers had been; *Truman*: after both world wars African Americans returned home and continued to be denied equal protection of law, voting rights, and often basic dignity; many politicians continued to ignore discrimination; *Plessy v. Ferguson* was still the law of the land; led to civil rights movement that achieved passage of Civil Rights Act that finally ended discriminatory policies in civilian communities)
- Richly supports the theme with many relevant facts, examples, and details (*Hoover*: veterans unemployed and desperate; police tried to force veterans to leave; president and Senate opposed to paying veterans their bonuses early; much of country critical of Hoover; Constitution allowed for protests of government; Americans did not agree with him and elected a Democrat president in 1932; *Truman*: encouraged civil rights movement; segregation and discrimination defined African Americans in military; could coexist with whites on military bases and work as a team on battlefield and not have to deal with Jim Crow)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how both crises share a common theme of questioning constitutional values and upholding them in ways that shaped American society and a conclusion that many in American society supported progressive views about veterans and African Americans

**Conclusion:** Overall, the response fits the criteria for Level 5. The assessment of historical circumstances leading to each president’s actions includes some good analysis surrounding both post-war eras. Interpretation of document information leads to effective conclusions about questioning and upholding constitutional values.

## Practice Paper C—Score Level 2

### The response:

- Minimally addresses all aspects of the task for President Grover Cleveland and the Pullman strike and for President Harry Truman and segregation in the armed forces
- Is primarily descriptive (*Cleveland*: sided with railroad companies because goods not being delivered; strike affected large amount of nation; strikers influenced other workers at railroad companies to also strike; sent troops to make certain workers returned to work but ended up stopping riots and protecting companies; small peaceful strikes turned into mass fires and mobs attacking deputies; *Truman*: minorities in armed forces said although they were labeled soldiers they felt like maids or janitors; blacks mistreated, judged, underestimated due to skin color; did his best by getting rid of Jim Crow in armed forces; once out of armed forces they had to deal with discrimination and segregation in everyday life)
- Incorporates limited relevant information from documents 1, 2, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Cleveland*: in Illinois railroad workers went on strike because of poor treatment and overpriced goods; strikers killed and wounded ending up in a bigger conflict; *Truman*: blacks performed menial labor such as maintaining latrines; Jim Crow only taken away from armed forces not states)
- Demonstrates a general plan of organization; includes an introduction that states problems a president may face may have started off small and gotten bigger or were big to begin with and a conclusion that states both Cleveland and Truman did what they thought was best for the nation

**Conclusion:** Overall, the response fits the criteria for Level 2. Interpretation of document information leads to basic but mostly accurate conclusions that demonstrate a fundamental knowledge of the Pullman strike and desegregation of the armed forces. Although some analytic statements are scattered throughout the response, the lack of supporting facts and details limits their effectiveness.

## Practice Paper D—Score Level 4

### The response:

- Develops all aspects of the task for President Harry Truman and segregation in the armed forces and for President Herbert Hoover and the Bonus Army
- Is both descriptive and analytical (*Truman*: although many people opposed to desegregating military civil rights leaders and black organizations pressed hard; despite executive order racial segregation and prejudice against blacks and other minorities lasted for decades; moved country in right direction by preparing it for greater expansion of civil liberties; *Hoover*: Bonus Army considered to be pivotal and gave better understanding of right to protest; veterans wanted bonuses and created civil commotion to get them; federal troops attacking veterans sparked wave of protest for a cause almost everyone could identify with; Hoover's order a factor in Roosevelt winning election and supporting GI Bill; remaining faith in Washington called into question especially when Hoover and MacArthur attempted to justify orders by saying marchers were criminals and communists; although march not an immediate success it was a reminder to Americans that protesting is a constitutional right)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Truman*: United States criticized Soviet Union for mistreating people in countries behind Iron Curtain but at same time United States denying equal rights to African Americans; segregation and discriminatory policies in military continued despite contributions made by African Americans in two world wars; Jim Crow laws and long-term discrimination did little to shake Truman's resolve; by Korean War segregated military units ended; American society not greatly affected by decision as segregation and "separate but equal" doctrine still existed in South and some areas of North; Jim Crow laws in public education not yet affected by *Brown v. Board of Education*; military a key institution defending democratic values America attempts to uphold; inequity ideologies still promoted by racist whites even in military after Truman's order; did more for advancement of civil rights than anyone since Radical Republicans after Civil War; *Hoover*: important to Roosevelt that federal government help World War II veterans avoid circumstances that led to Bonus March)
- Supports the theme with relevant facts, examples, and details (*Truman*: black military population treated same as local minority population when off base; black and white servicemen ate at same mess-hall tables, drank at same on-base bars, played ball on same teams, slept in same barracks, shared lavatories and showers, and borrowed money from one another; *Hoover*: veterans and many others in America wanted jobs so they could feed families and pay bills; bonuses denied by Congress so veterans decided to stay in Washington; ordered military to remove them; loss of two veterans; storm of protest followed MacArthur's attack)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes the president's use of his power as commander in chief in confronting domestic struggles has either resulted in negative repercussions or achievements for the nation as a whole and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Good relevant outside information and analytic statements characterize the discussion of Truman. While additional outside information would have strengthened the treatment of Hoover, the analysis of document information demonstrates a good depth of understanding.

## Practice Paper E—Score Level 3

### The response:

- Develops all aspects of the task with some depth for President Herbert Hoover and the Bonus Army and for President Harry Truman and segregation in the armed forces
- Is more descriptive than analytical (*Hoover*: when veterans stayed in Washington too long after Congress voted troops were sent to evict them from government buildings; Bonus Army cleared way for more peaceful protests in United States for causes people believed in and actions they wanted government to take; negative outlook for the way Bonus Marchers were treated led to his losing election; although GI Bill helped veterans there are still concerns to address; *Truman*: decision to end segregation in military came at a time when civil rights was becoming important issue; African American veterans from World War II became more active in civil rights organizations; before World War II there were demands to end segregation in military and stop discrimination in housing and jobs; abolishing Jim Crow units meant black and white soldiers worked together in armed forces on battlefield; more time blacks and whites spent together race became less of an issue; while racism still seemed stronger on home front his decision seemed to help pave way toward ending racism)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Hoover*: on Black Tuesday stock market crashed causing people to lose their jobs and money in bank; people lost homes when they were not able to pay mortgages and farmers lost farms; believed American people could make it through Great Depression without government handouts and large-scale intervention in economy; bread lines and soup kitchens could only do so much and they were running out of supplies and money; *Truman*: integrating military helped civil rights movement; people such as Martin Luther King Jr. and the NAACP worked hard to gain rights for African Americans; helped integrate public accommodations throughout South)
- Includes some relevant facts, examples, and details (*Hoover*: veterans promised bonuses for time put in during World War I; Senate did not pass Bonus Bill; troops killed and hurt veterans; *Truman*: both races worked together to fight North Korea; blacks and whites seemed to get along in military communities where they lived next door to one another)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states Hoover's actions established the right of peaceful protest while Truman's actions took a step toward ending racism

**Conclusion:** Overall, the response fits the criteria for Level 3. Document interpretation is supported by good explanations, especially in the discussion of the historical circumstances that led to Hoover's actions. While some analytical conclusions about Truman are included, additional facts and details would have strengthened that discussion.

# United States History and Government Specifications August 2019

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change; Citizenship; Civic Values; Constitutional Principles; Diversity; Government; Individuals, Groups, Institutions; Reform Movements	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government
Document-based Essay	Citizenship; Civic Values; Constitutional Principles; Diversity; Government; Individuals, Groups, Institutions; Presidential Decisions and Actions	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government

### ***Notes:***

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

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

**The *Chart for Determining the Final Examination Score for the August 2019 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.

**Regents Examination in United States History and Government – August 2019**

**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										
		0	1	2	3	4	5	6	7	8	9	10
<b>Total Part I and Part IIIA Score</b>	<b>0</b>	0	2	5	8	12	15	19	23	27	31	36
	<b>1</b>	1	3	6	9	13	16	20	24	28	33	37
	<b>2</b>	2	4	7	10	14	18	22	26	30	34	39
	<b>3</b>	2	5	8	12	15	19	23	27	31	36	40
	<b>4</b>	3	6	9	13	16	20	24	28	33	37	42
	<b>5</b>	4	7	10	14	18	22	26	30	34	39	43
	<b>6</b>	5	8	12	15	19	23	27	31	36	40	45
	<b>7</b>	6	9	13	16	20	24	28	33	37	42	46
	<b>8</b>	7	10	14	18	22	26	30	34	39	43	48
	<b>9</b>	8	12	15	19	23	27	31	36	40	45	49
	<b>10</b>	9	13	16	20	24	28	33	37	42	46	50
	<b>11</b>	10	14	18	22	26	30	34	39	43	48	52
	<b>12</b>	12	15	19	23	27	31	36	40	45	49	53
	<b>13</b>	13	16	20	24	28	33	37	42	46	50	55
	<b>14</b>	14	18	22	26	30	34	39	43	48	52	56
	<b>15</b>	15	19	23	27	31	36	40	45	49	53	58
	<b>16</b>	16	20	24	28	33	37	42	46	50	55	59
	<b>17</b>	18	22	26	30	34	39	43	48	52	56	61
	<b>18</b>	19	23	27	31	36	40	45	49	53	58	62
	<b>19</b>	20	24	28	33	37	42	46	50	55	59	63
	<b>20</b>	22	26	30	34	39	43	48	52	56	61	65
	<b>21</b>	23	27	31	36	40	45	49	53	58	62	66
	<b>22</b>	24	28	33	37	42	46	50	55	59	63	67
	<b>23</b>	26	30	34	39	43	48	52	56	61	65	69
	<b>24</b>	27	31	36	40	45	49	53	58	62	66	70
	<b>25</b>	28	33	37	42	46	50	55	59	63	67	71
	<b>26</b>	30	34	39	43	48	52	56	61	65	69	72
	<b>27</b>	31	36	40	45	49	53	58	62	66	70	74
	<b>28</b>	33	37	42	46	50	55	59	63	67	71	75
	<b>29</b>	34	39	43	48	52	56	61	65	69	72	76
	<b>30</b>	36	40	45	49	53	58	62	66	70	74	77
	<b>31</b>	37	42	46	50	55	59	63	67	71	75	78
	<b>32</b>	39	43	48	52	56	61	65	69	72	76	80

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
<b>Total Part I and Part IIIA Score</b>	<b>33</b>	40	45	49	53	58	62	66	70	74	77	81
	<b>34</b>	42	46	50	55	59	63	67	71	75	78	82
	<b>35</b>	43	48	52	56	61	65	69	72	76	80	83
	<b>36</b>	45	49	53	58	62	66	70	74	77	81	84
	<b>37</b>	46	50	55	59	63	67	71	75	78	82	85
	<b>38</b>	48	52	56	61	65	69	72	76	80	83	86
	<b>39</b>	49	53	58	62	66	70	74	77	81	84	87
	<b>40</b>	50	55	59	63	67	71	75	78	82	85	88
	<b>41</b>	52	56	61	65	69	72	76	80	83	86	89
	<b>42</b>	53	58	62	66	70	74	77	81	84	87	90
	<b>43</b>	55	59	63	67	71	75	78	82	85	88	91
	<b>44</b>	56	61	65	69	72	76	80	83	86	89	92
	<b>45</b>	58	62	66	70	74	77	81	84	87	90	93
	<b>46</b>	59	63	67	71	75	78	82	85	88	91	94
	<b>47</b>	61	65	69	72	76	80	83	86	89	92	95
	<b>48</b>	62	66	70	74	77	81	84	87	90	93	96
	<b>49</b>	63	67	71	75	78	82	85	88	91	94	97
	<b>50</b>	65	69	72	76	80	83	86	89	92	95	97
	<b>51</b>	66	70	74	77	81	84	87	90	93	96	98
	<b>52</b>	67	71	75	78	82	85	88	91	94	97	98
	<b>53</b>	69	72	76	80	83	86	89	92	95	97	98
	<b>54</b>	70	74	77	81	84	87	90	93	96	98	98
	<b>55</b>	71	75	78	82	85	88	91	94	97	98	98
	<b>56</b>	72	76	80	83	86	89	92	95	97	98	98
	<b>57</b>	74	77	81	84	87	90	93	96	98	98	99
	<b>58</b>	75	78	82	85	88	91	94	97	98	98	99
	<b>59</b>	76	80	83	86	89	92	95	97	98	98	99
	<b>60</b>	77	81	84	87	90	93	96	98	98	99	99
	<b>61</b>	78	82	85	88	91	94	97	98	98	99	99
	<b>62</b>	80	83	86	89	92	95	97	98	98	99	99
	<b>63</b>	81	84	87	90	93	96	98	98	99	99	99
	<b>64</b>	82	85	88	91	94	97	98	98	99	99	100