

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Tuesday, June 17, 2014 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

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

Part III is based on several documents:

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

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

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

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

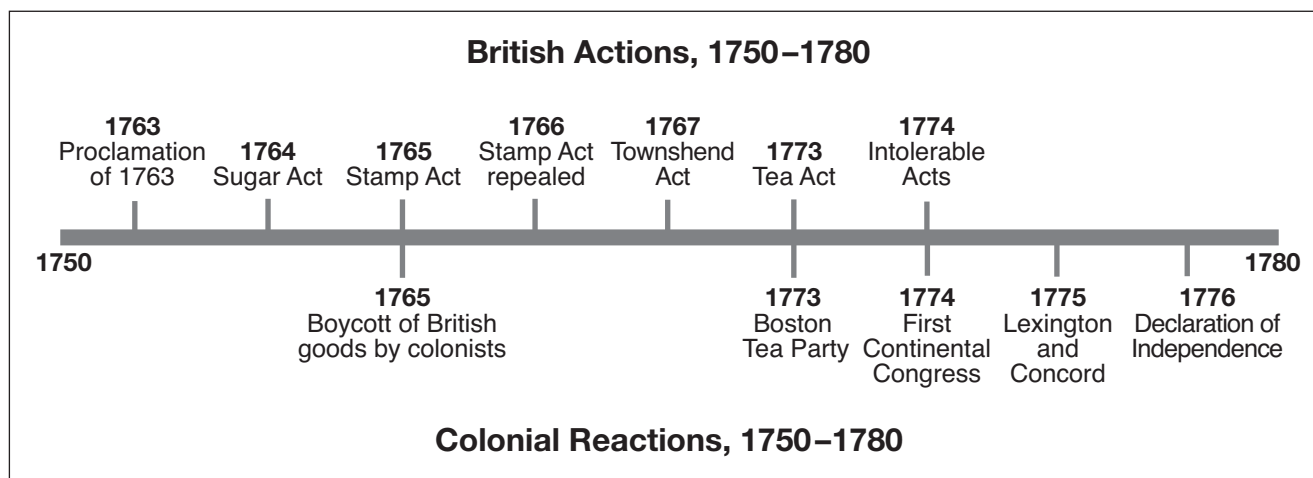
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

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

Base your answers to questions 1 and 2 on the time line below and on your knowledge of social studies.



- 1 Which conclusion is best supported by the information on the time line?
- (1) Britain eventually granted the colonies representation in Parliament.
 - (2) Only elected British officials had the right to levy taxes.
 - (3) Britain's efforts to increase control over the colonies were not successful.
 - (4) Creation of the First Continental Congress was an immediate reaction to the passage of the Stamp Act.

- 2 Which of these events would be placed on the time line before 1763?
- (1) Boston Massacre
 - (2) French and Indian War
 - (3) Battle of Saratoga
 - (4) passage of Northwest Ordinance

- 3 From the 1600s through the 1800s, the major reason for the westward movement of settlers was to
- (1) escape urban unrest in coastal cities
 - (2) avoid high taxes in the East
 - (3) find manufacturing jobs in the Midwest
 - (4) acquire new areas of fertile soil for agriculture

- 4 Colonial-era New England town meetings and the Virginia House of Burgesses were both
- (1) early social reform movements
 - (2) attempts to build a strong national government
 - (3) steps in the growth of representative democracy
 - (4) efforts to regulate trade with Native American Indians

- 5 The years between the end of the American Revolution and the ratification of the Constitution are sometimes called the “critical period” because
- (1) the western territories were left ungoverned
 - (2) the United States fought a war with France
 - (3) Spain refused to sell Florida to the United States
 - (4) the central government failed to solve many economic problems

Base your answers to questions 6 and 7 on the speakers’ statements below and on your knowledge of social studies.

Speaker A: Our national government should be strong. State governments should have only limited powers.

Speaker B: A bicameral legislature would protect the power of both the large states and the small states.

Speaker C: The expansion of the national government will lead to tyranny.

Speaker D: The executive branch should have significant power.

- 6 Which speaker is expressing an idea that was included in the Great Compromise during the drafting of the Constitution in 1787?

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

- 7 During the debate over ratification of the Constitution, people who agreed with the statements of *Speakers A* and *D* became known as

- (1) Loyalists
 - (2) Federalists
 - (3) Antifederalists
 - (4) Democratic Republicans
-

- 8 Which protection guaranteed by the first amendment to the United States Constitution was influenced by the trial of John Peter Zenger (1735)?

- | | |
|--------------------------|-----------------------|
| (1) freedom of the press | (3) right to assemble |
| (2) freedom of religion | (4) right to petition |

- 9 The term *judicial review* is best defined as the
- (1) right of a defendant to appeal the verdict of a jury
 - (2) ability of Congress to create new federal courts
 - (3) authority of the Senate to confirm Supreme Court justices
 - (4) power of the Supreme Court to determine the constitutionality of laws

- 10 According to the United States Constitution, the federal census is used to determine the

- (1) size of the United States Supreme Court
- (2) maximum number of cabinet members
- (3) apportionment of members in the House of Representatives
- (4) number of senators allotted to each state

- 11 During George Washington’s presidency, the authority of the federal government was strengthened by the

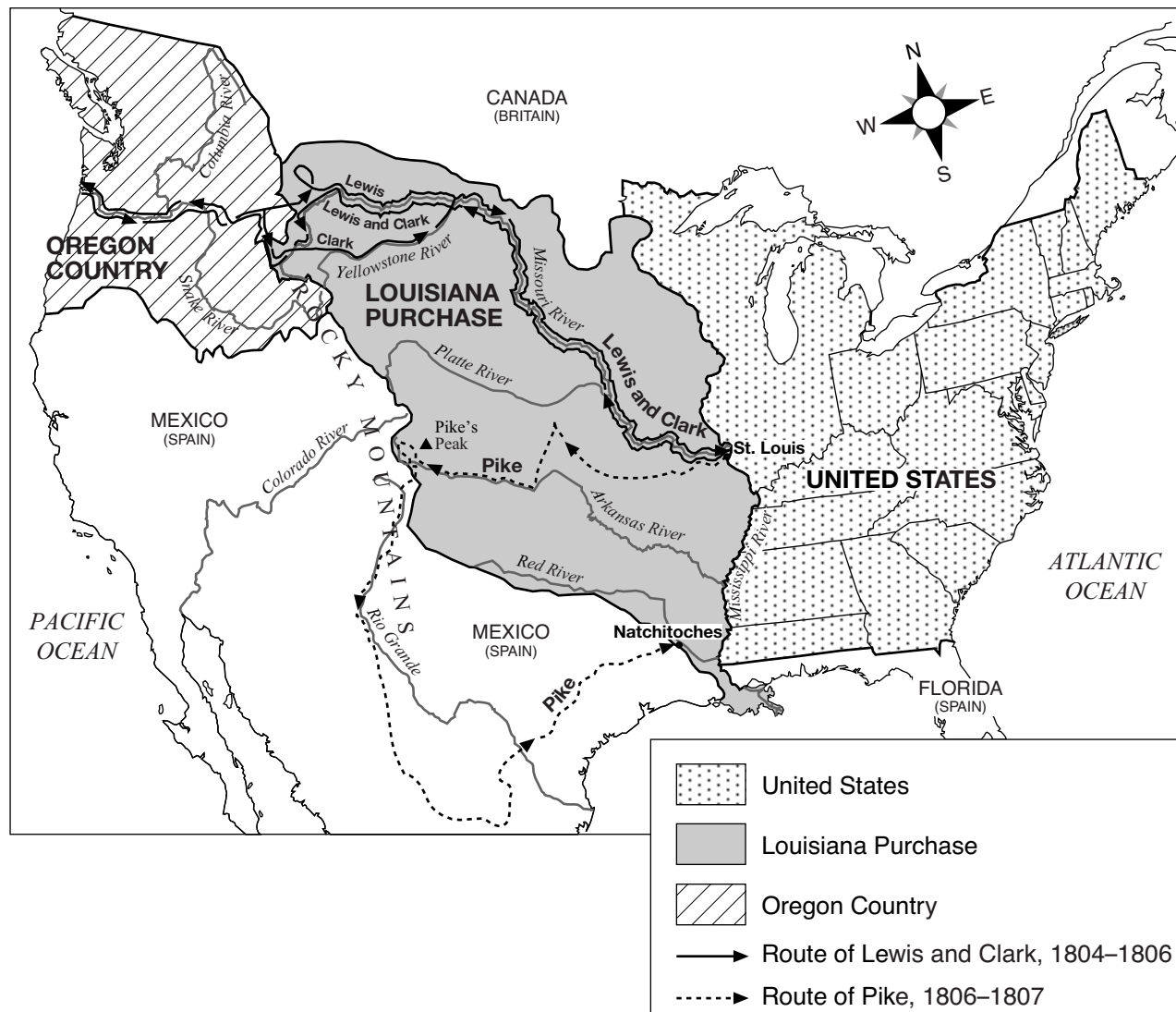
- (1) elimination of political parties
- (2) suppression of the Whiskey Rebellion
- (3) formation of a military alliance with England
- (4) establishment of a national language

- 12 Under the leadership of Chief Justice John Marshall (1801–1835), the Supreme Court expanded the influence of the national government by

- (1) forcing states to grant relief from personal debt
- (2) authorizing the president to use troops without congressional approval
- (3) ending the importation of enslaved Africans
- (4) strengthening federal powers over interstate commerce and banking

Base your answer to question 13 on the map below and on your knowledge of social studies.

The Louisiana Purchase



Source: *American Military History*, Center of Military History, United States Army, 1989 (adapted)

- 13 The map shows the exploration routes of Lewis and Clark and of Zebulon Pike. A valid conclusion based on this map is that these expeditions
- (1) faced few barriers from natural features
 - (2) avoided land claimed by other countries
 - (3) used river systems to help them on their journeys
 - (4) took the most direct routes to reach the Pacific Ocean

- 14 Between 1800 and 1830, the National Road and the Erie Canal were built to connect which regions?

- (1) Atlantic Coast and Midwest
- (2) South and New England
- (3) Pacific Coast and Gulf Coast
- (4) Great Plains and Rocky Mountains

- 15 During the 1840s, supporters of Manifest Destiny favored

- (1) closing the frontier to settlement
- (2) ending the American System
- (3) acquiring Texas and California
- (4) ceding the Oregon territory to Russia

16 Which constitutional principle was the main focus of the North–South conflicts that led to the Civil War?

- (1) States rights
- (2) due process of law
- (3) separation of powers
- (4) presidential veto power

17 Slavery throughout the United States was permanently abolished by the

- (1) ratification of the Constitution of the United States
- (2) approval of the Republican Party platform of 1860
- (3) issuance of the Emancipation Proclamation
- (4) adoption of the 13th amendment to the Constitution

18 “Since the Southern states never legally left the Union, they should be restored to the Union as soon as possible.”

The position expressed in this statement is most closely associated with the beliefs of

- (1) Robert E. Lee (3) Jefferson Davis
- (2) Thaddeus Stevens (4) Abraham Lincoln

Base your answer to question 19 on the poem excerpt below and on your knowledge of social studies.

“Keep ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”

— Emma Lazarus, “The New Colossus,” 1883

19 Which attitude about immigration is reflected in this poem, which is inscribed on the Statue of Liberty?

- (1) People from all nations should be welcomed.
- (2) Educated professionals should be given preference.
- (3) Quotas should be adopted to limit certain ethnic groups.
- (4) The influx of unskilled people should be restricted.

20 A major result of the Spanish-American War (1898) was that the United States

- (1) adopted a policy of isolationism
- (2) assumed a more prominent role in world affairs
- (3) gave up control of territories outside the Western Hemisphere
- (4) increased foreign aid to European allies

21 During the Progressive Era, support for a graduated income tax was based primarily on the

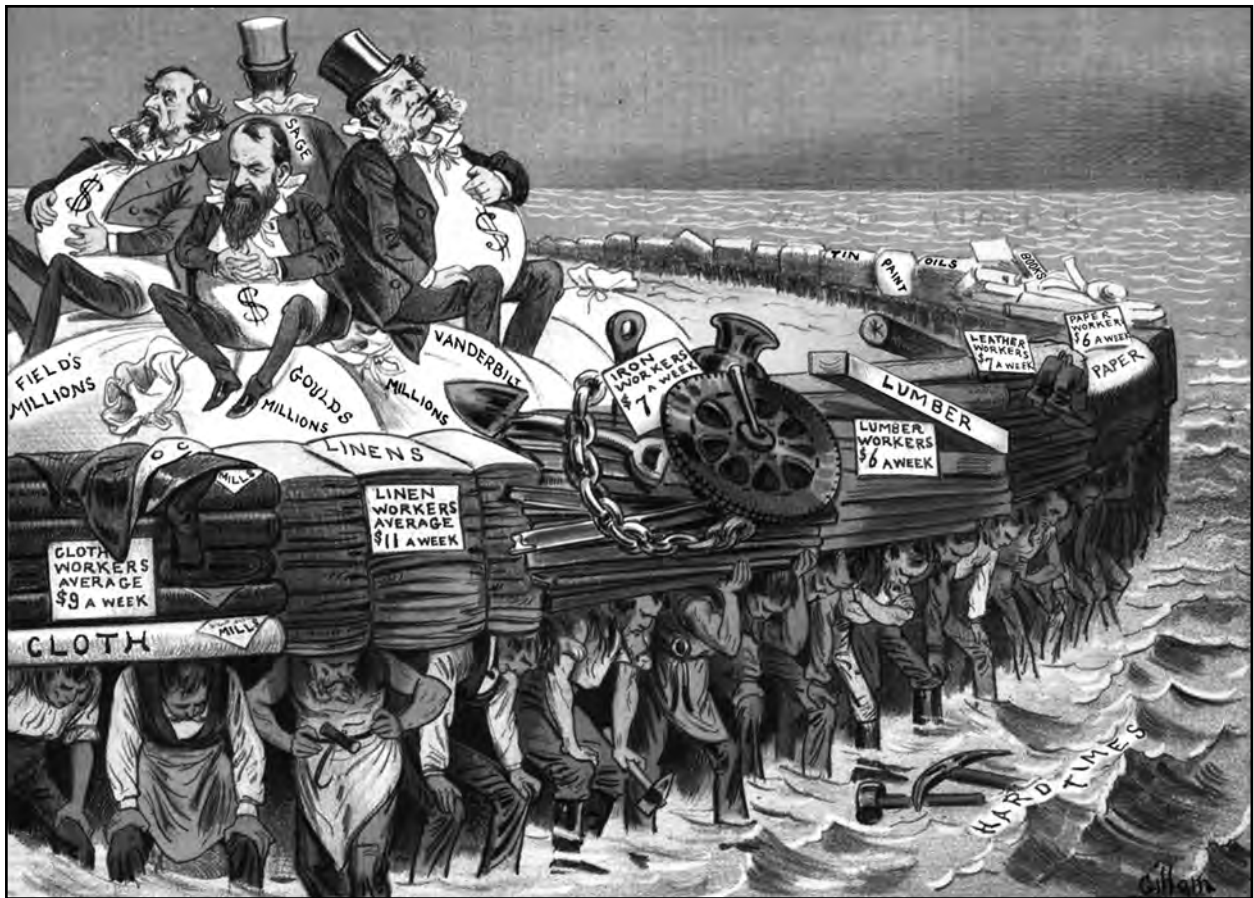
- (1) desire of corporations to reduce their taxes
- (2) need to raise income from the lower classes
- (3) belief that all people should be taxed the same
- (4) resentment over the unequal distribution of wealth

22 President Theodore Roosevelt strengthened the Monroe Doctrine by establishing the policy that the United States would

- (1) require Latin American nations to end trade with Europe
- (2) reduce Asian influence in Latin America
- (3) intervene in Latin America to prevent European interference
- (4) develop military alliances with Pacific naval powers

Base your answers to questions 23 and 24 on the cartoon below and on your knowledge of social studies.

The Protectors of Our Industries.



Source: Bernhard Gillam, *Puck*, 1883 (adapted)

- 23 Which statement most accurately expresses the main idea of this 1883 cartoon?
- (1) Most workers in the United States can become business owners.
 - (2) Business owners have achieved wealth through their own hard work.
 - (3) Social classes arise from the natural differences in the abilities of individuals.
 - (4) The wealthy are benefiting from the efforts of the working class.
- 24 The problem shown in the cartoon was addressed during the late 1800s primarily by the
- (1) organization of labor unions
 - (2) implementation of the Populist Party platform
 - (3) elimination of child labor
 - (4) increase in immigrant workers
-

Base your answers to questions 25 and 26 on the cartoon below and on your knowledge of social studies.

A NAUSEATING JOB, BUT IT MUST BE DONE



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

25 Which book was responsible for prompting the investigation illustrated in this cartoon?

- (1) *The Octopus* by Frank Norris
- (2) *The Jungle* by Upton Sinclair
- (3) *The Shame of the Cities* by Lincoln Steffens
- (4) *How the Other Half Lives* by Jacob Riis

26 In 1906, the federal government responded to the situation shown in the cartoon by

- (1) taking control of meatpacking facilities
 - (2) sending federal troops to end a strike by meatpackers
 - (3) banning imported meat products
 - (4) authorizing government inspection of meat processing plants
-

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

We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal or alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona...

— Zimmerman telegram, 1917

27 The disclosure of this document contributed to

- (1) a declaration of war against Mexico
- (2) the entry of the United States into World War I
- (3) the passage of the Treaty of Versailles
- (4) a restriction on immigration from Latin America

28 **“Harding Rejects Wilson’s Foreign Policy—Wants Return to ‘Normalcy’”**

“Coolidge Declares: ‘The Chief Business of the American People Is Business’”

“Hoover Calls for ‘Rugged Individualism’; Rejects Paternalism and Socialism”

Which policy of Republican presidents in the 1920s is most consistent with the positions stated in these headlines?

- (1) The United States should assist unions and provide old-age insurance.
- (2) The United States should acquire and protect an empire.
- (3) The federal government should support the poor and raise farm prices.
- (4) The federal government should assist business and limit foreign commitments.

29 During the 1920s, which economic trend helped cause the Great Depression?

- (1) buying goods on credit
- (2) saving rather than spending
- (3) continuing shortages of consumer goods
- (4) imposing low tariffs on imported products

30 What was a major result of President Herbert Hoover’s use of the military to drive the Bonus Army out of the nation’s capital?

- (1) Army veterans widely approved President Hoover’s decision.
- (2) President Hoover’s reelection campaign was damaged.
- (3) Habeas corpus was suspended across the country.
- (4) The Supreme Court declared the action unconstitutional.

31 The primary purpose of the National Labor Relations Act of 1935 (Wagner Act) was to

- (1) allow factory owners to use court injunctions against workers
- (2) guarantee collective bargaining rights
- (3) establish the Social Security system
- (4) ban the use of strikes by unions

32 What was one economic consequence of President Franklin D. Roosevelt’s New Deal?

- (1) Bank deregulation encouraged investment.
- (2) Major industries were nationalized.
- (3) Balanced budgets became the model for economic stability.
- (4) The role of the federal government in the economy expanded.

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

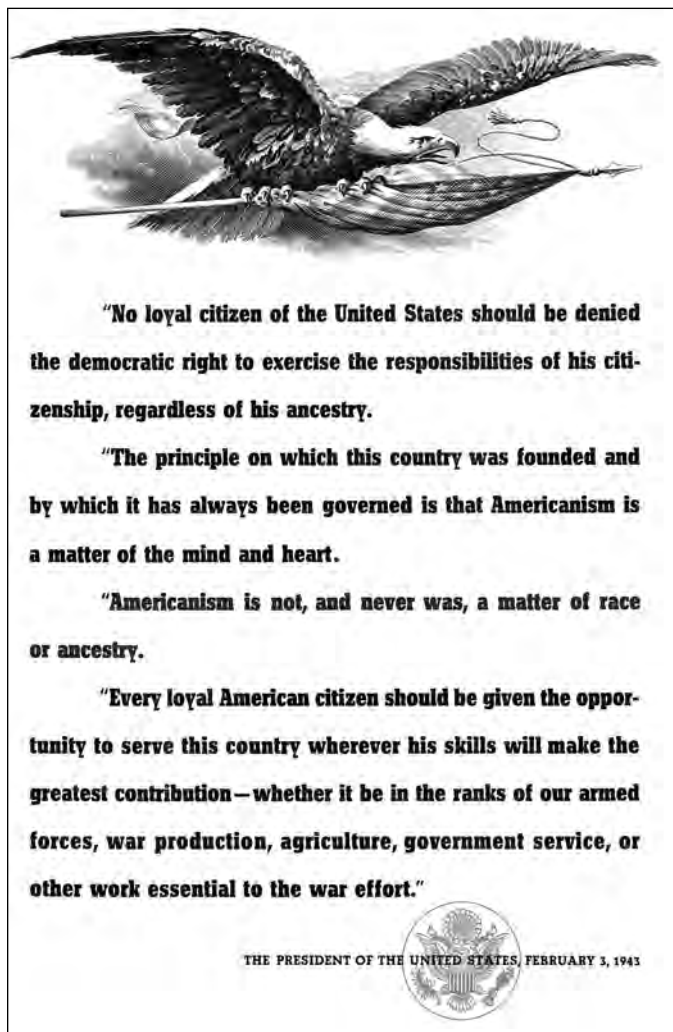
...We must be the great arsenal of democracy. For us this is an emergency as serious as war itself. We must apply ourselves to our task with the same resolution, the same sense of urgency, the same spirit of patriotism and sacrifice as we would show were we at war...

— President Franklin D. Roosevelt, December 29, 1940

33 In urging the United States to become the “arsenal of democracy,” President Franklin D. Roosevelt meant the nation should

- (1) make its neutrality laws more restrictive
- (2) create a military draft
- (3) provide war materials to Allied nations
- (4) send troops to Europe to fight in the war

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



Source: Office of War Information, 1943 (adapted)

34 What was one purpose of this World War II poster?

- (1) discouraging discrimination in employment
- (2) supporting the internment of Japanese Americans
- (3) requiring all citizens to take a loyalty oath
- (4) promoting a more diversified economy

35 During World War II, the federal government urged Americans to support the war effort by

- (1) manufacturing more consumer goods
- (2) increasing spending to stimulate the economy
- (3) reducing consumption of resources needed for the military
- (4) investing their savings in the stock market

36 The United States created the Marshall Plan (1947) as a program to

- (1) develop an atomic bomb
- (2) increase civil defense during the Cold War
- (3) provide economic aid to war-damaged Europe
- (4) deliver weapons to Nationalist China

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

"Be Sure To Give Mine Special Attention"



Source: Herblock, *Washington Post*, November 23, 1955 (adapted)

37 The cartoon suggests that during the 1950s leaders in government and education

- (1) were challenged by the baby boom that followed World War II
- (2) provided greater resources for rural schools than for urban schools
- (3) placed excessive burdens on schools through federal legislation
- (4) supported separate classrooms for students based on gender

- 38 In 1948, the United States responded to the Soviet blockade of West Berlin by
- (1) tearing down the wall between East Berlin and West Berlin
 - (2) supporting United Nations peacekeeping efforts in West Germany
 - (3) shutting down transportation to East Berlin
 - (4) organizing an airlift of supplies to West Berlin
- 39 What was a major effect of the creation of the interstate highway system on the United States?
- (1) the loss of population in the Sun Belt
 - (2) a decline in federal funding for urban renewal projects
 - (3) an increase in suburbanization
 - (4) an increase in congressional representation from New England

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

**SOVIET FIRES EARTH SATELLITE INTO SPACE;
IT IS CIRCLING THE GLOBE AT 18,000 M. P. H.;
SPHERE TRACKED IN 4 CROSSINGS OVER U. S.**

Source: *New York Times*, October 5, 1957

**MEN WALK ON MOON
ASTRONAUTS LAND ON PLAIN;
COLLECT ROCKS, PLANT FLAG**

Source: *New York Times*, July 21, 1969

- 40 Which statement most accurately explains the relationship between the events described in these newspaper headlines?
- (1) The launch of *Sputnik* prompted the United States to expand its space program.
 - (2) Space exploration ended competition between the United States and the Soviet Union.
 - (3) Congress reduced military spending to fund space exploration.
 - (4) The United States and the Soviet Union began sharing space technology.
-

- 41 In the 1960s, a common goal of President John F. Kennedy's Alliance for Progress and Peace Corps was to
- (1) improve Arab-Israeli relations
 - (2) fight the spread of the AIDS epidemic
 - (3) end colonialism in Latin America and Asia
 - (4) support developing nations while containing communism
- 42 Both the Nuclear Test Ban Treaty of 1963 and the Strategic Arms Limitation Treaty (SALT) of 1972 were attempts to
- (1) settle boundary disputes in Europe
 - (2) promote the peaceful use of atomic energy
 - (3) ease Cold War tensions
 - (4) share military technologies with developing nations

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

...In this present crisis, government is not the solution to our problem; government is the problem. From time to time we've been tempted to believe that society has become too complex to be managed by self-rule, that government by an elite group is superior to government for, by, and of the people. Well, if no one among us is capable of governing himself, then who among us has the capacity to govern someone else? All of us together, in and out of government, must bear the burden. The solutions we seek must be equitable, with no one group singled out to pay a higher price....

— President Ronald Reagan, Inaugural Address, January 20, 1981

- 43 The Reagan administration tried to deal with the situation described in this statement by
- (1) limiting the role of the federal government
 - (2) reducing military defense expenditures
 - (3) increasing regulations on business
 - (4) expanding the power of federal employee unions
-

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

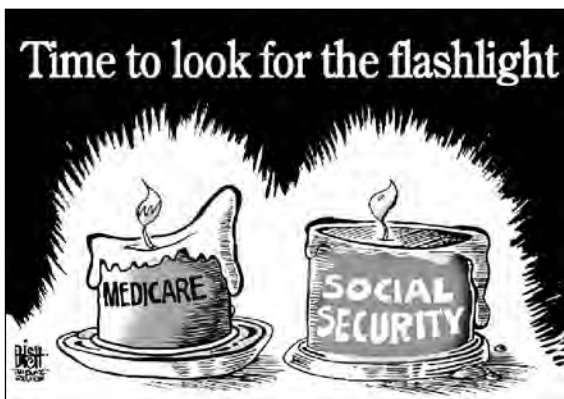
My fellow citizens, events in Iraq have now reached the final days of decision. For more than a decade, the United States and other nations have pursued patient and honorable efforts to disarm the Iraqi regime without war. That regime pledged to reveal and destroy all its weapons of mass destruction as a condition for ending the Persian Gulf war in 1991....

— President George W. Bush, March 17, 2003

- 44 Which action did President George W. Bush take following this statement?
- (1) withdrawing from the Persian Gulf War
 - (2) ordering American forces to invade Iraq
 - (3) removing economic sanctions on Iraq
 - (4) threatening Iraq with nuclear weapons

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

GOING DARK



Source: Randy Bish, *Pittsburgh Tribune-Review*, May 15, 2009 (adapted)

- 45 Which statement most accurately expresses the main idea of this cartoon?
- (1) Medicare and Social Security are not helping Americans.
 - (2) The financial future of Medicare and Social Security is in jeopardy.
 - (3) Social Security will run out of money before Medicare.
 - (4) Medicare and Social Security have been abolished.

- 46 The migrations of African Americans from the South to the North during World War I and World War II are most directly related to
- (1) the availability of factory jobs
 - (2) a widespread farming crisis
 - (3) plans to pursue military careers
 - (4) access to free land
- 47 President Lyndon B. Johnson's Great Society programs built on ideas set forth in President Franklin D. Roosevelt's New Deal by
- (1) supporting the expansion of social welfare programs
 - (2) reinstating government loyalty lists
 - (3) opposing new immigration reform measures
 - (4) relying on balancing the federal budget
- 48 Which action illustrates the concept of checks and balances?
- (1) President Harry Truman issuing an executive order to desegregate the military
 - (2) Congress overriding President Richard Nixon's veto of the War Powers Act
 - (3) the House of Representatives Ethics Committee reviewing members' financial records
 - (4) President Jimmy Carter selecting Walter Mondale as his vice presidential running mate
- 49 Which action did the federal government take in response to Cold War tensions after World War II and again in response to the September 11, 2001, terrorist attacks?
- (1) expanding civil rights protections
 - (2) monitoring persons suspected of endangering national security
 - (3) withdrawing from international organizations
 - (4) restricting trade with allies
- 50 Both President Franklin D. Roosevelt and President Barack Obama undertook banking and financial reforms during their administrations to
- (1) give states a greater role in the regulatory process
 - (2) end foreign influence in the banking systems
 - (3) restore stability to the national economy
 - (4) reduce government involvement in the economy

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

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: Change—The Supreme Court

Throughout United States history, the Supreme Court has dealt with many controversial issues. The Court's decisions in these cases have had a significant impact on the United States and/or on American society.

Task:

Select **two** United States Supreme Court decisions that have had a significant impact on American society and for **each**

- Describe the historical circumstances surrounding the case
- Explain the Court's decision in the case
- Discuss the impact of the decision on the United States and/or on American society

You may use any Supreme Court decision from your study of United States history. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Engel v. Vitale* (1962), *Miranda v. Arizona* (1966), *New York Times v. United States* (1971), *Roe v. Wade* (1973), and *United States v. Nixon* (1974).

You are *not* limited to these suggestions.

Do not use *Brown v. Board of Education of Topeka* as one of your Supreme Court decisions.

Guidelines:

In your essay, be sure to:

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

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

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

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

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

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

During the 1960s, writers frequently reflected social conditions that influenced United States history. These writers increased public awareness of critical issues facing the nation and had an important impact on the United States and on American society. Three such writers were **Dr. Martin Luther King Jr.** (“**Letter from Birmingham Jail**”), **Rachel Carson** (*Silent Spring*), and **Betty Friedan** (*The Feminine Mystique*).

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

Choose **two** writers from the 1960s mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding an issue addressed by the writer
- Discuss how the writer influenced the United States and/or American society

Part A

Short-Answer Questions

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

Document 1a

...In any nonviolent campaign there are four basic steps: (1) collection of the facts to determine whether injustices are alive; (2) negotiation; (3) self-purification; and (4) direct action. We have gone through all of these steps in Birmingham. There can be no gainsaying [denying] of the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of police brutality is known in every section of this country. Its unjust treatment of Negroes [African Americans] in the courts is a notorious reality. There have been more unsolved bombings of Negro homes and churches in Birmingham than any city in this nation. These are the hard, brutal, and unbelievable facts. On the basis of these conditions Negro leaders sought to negotiate with the city fathers. But the political leaders consistently refused to engage in good faith negotiation....

Source: Dr. Martin Luther King Jr.,
"Letter from Birmingham Jail," April 16, 1963

Document 1b

During civil rights protests in Birmingham, Alabama, Public Safety Commissioner Eugene "Bull" Connor was in charge of the police and fire departments. Acting on his orders, firefighters turned their hoses on demonstrators.



Source: AP/World Wide Photos, May 1963

- 1 Based on these documents, what were **two** examples of racial injustice addressed by Dr. Martin Luther King Jr.? [2]

(1) _____

Score

(2) _____

Score

Document 2

Two years after writing “Letter from Birmingham Jail,” Dr. Martin Luther King Jr. was asked by an interviewer if the events that followed its publication justified the sentiments expressed in that letter.

...I would say yes. Two or three important and constructive things have happened which can be at least partially attributed to that letter. By now, nearly a million copies of the letter have been widely circulated in churches of most of the major denominations. It helped to focus greater international attention upon what was happening in Birmingham. And I am sure that without Birmingham, the march on Washington wouldn't have been called—which in my mind was one of the most creative steps the Negro [African American] struggle has taken. The march on Washington spurred and galvanized [strengthened] the consciences of millions. It gave the American Negro a new national and international stature. The press of the world recorded the story as nearly a quarter of a million Americans, white and black, assembled in grandeur as a testimonial to the Negro's determination to achieve freedom in this generation....

Source: James M. Washington, ed., *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.*, HarperCollins

2 According to Dr. Martin Luther King Jr., what were **two** effects of his “Letter from Birmingham Jail”? [2]

(1) _____

Score

(2) _____

Score

Document 3

...Today we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Viet-Nam or West Berlin, we do not ask for whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having to be backed up by troops....

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

The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives....

I am, therefore, asking the Congress to enact legislation giving all Americans the right to be served in facilities which are open to the public—hotels, restaurants, theaters, retail stores, and similar establishments....

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

3 According to President John F. Kennedy, why should Congress pass civil rights legislation? [1]

Score

Document 4

Rachel Carson, a friend of Olga Owens Huckins, was sent a copy of this letter in 1958.

To the Editor of The [Boston] Herald:

Mr. R. C. Codman, who wrote that he “is actively associated” with the Commonwealth of Mass. aerial spraying programs for alleged mosquito control, also says that state tests have proved that the mixture used—fuel oil with DDT [chemical insecticide]—last summer over Plymouth and Barnstable Counties was entirely harmless....

Dr. Robert Cushman Murphy, distinguished scientist, observed after New York State sprayed Long Island in the same way, that no fish in still waters survived. All bees in a large section of the state were killed. Indeed, evidence of the havoc wrought by all air spraying of DDT is accumulating so rapidly that Mr. Codman’s placid [calm] assurance becomes absurd.

The mosquito control plane flew over our small town last summer. Since we live close to the marshes, we were treated to several lethal doses as the pilot crisscrossed our place. And we consider the spraying of active poison over private land to be a serious aerial intrusion....

The remedy of this situation [killing the mosquitoes] is not to double the strength of the spray and come again. It is to STOP THE SPRAYING OF POISONS FROM THE AIR everywhere until all the evidence, biological and scientific, immediate and long run, of the effects upon wild life and human beings are known....

Olga Owens Huckins
Duxbury, 1958

Source: Adler and Adler, eds., *Letters of the Century: America 1900–1999*, Dial Press

4 According to this letter, what is **one** reason Olga Huckins is concerned about spraying DDT? [1]

Score

Document 5a

In *Silent Spring*, Rachel Carson warned about what might happen if the use of dangerous pesticides such as DDT continued.

...There was a strange stillness. The birds, for example—where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund [dying]; they trembled violently and could not fly. It was a spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh....

The roadsides, once so attractive, were now lined with browned and withered vegetation as though swept by fire. These, too, were silent, deserted by all living things. Even the streams were now lifeless. Anglers [fishermen] no longer visited them, for all the fish had died.

In the gutters under the eaves and between the shingles of the roofs, a white granular powder [DDT] still showed a few patches; some weeks before it had fallen like snow upon the roofs and the lawns, the fields and streams....

Source: Rachel Carson, *Silent Spring*, Houghton Mifflin, 1962 (adapted)

Document 5b



Source: L.D. Warren, *Cincinnati Enquirer*, 1972, in Jerry Robinson, ed., *The 1970s: Best Political Cartoons of the Decade*, McGraw-Hill

5 Based on these documents, what is **one** possible effect of DDT on the environment? [1]

Score

Document 6a

According to a 1970 Gallup poll, 53 percent of the American public saw controlling air and water pollution as a critical issue, up from only 17 percent five years earlier. This made the environment an important political concern for many elected officials, including President Richard Nixon.

...The great question of the seventies is, shall we surrender to our surroundings, or shall we make our peace with nature and begin to make reparations [compensation] for the damage we have done to our air, to our land, and to our water?...

We still think of air as free. But clean air is not free, and neither is clean water. The price tag on pollution control is high. Through our years of past carelessness we incurred a debt to nature, and now that debt is being called....

I shall propose to this Congress a \$10 billion nationwide clean waters program to put modern municipal waste treatment plants in every place in America where they are needed to make our waters clean again, and do it now. We have the industrial capacity, if we begin now, to build them all within 5 years. This program will get them built within 5 years....

The automobile is our worst polluter of the air. Adequate control requires further advances in engine design and fuel composition. We shall intensify our research, set increasingly strict standards, and strengthen enforcement procedures—and we shall do it now....

Source: President Richard M. Nixon, State of the Union Address, January 22, 1970

6a According to the 1970 State of the Union address, what is **one** proposal made by President Richard M. Nixon to address the concerns of environmentalists such as Rachel Carson? [1]

Score

Document 6b

...*Silent Spring* planted the seeds of a new activism that has grown into one of the great popular forces of all time. When Rachel Carson died, in the spring of 1964, it was becoming clear that her voice would never be silenced. She had awakened not only our nation but the world. The publication of *Silent Spring* can properly be seen as the beginning of the modern environmental movement....

Source: Vice President Al Gore, introduction to 1994 edition of *Silent Spring*

6b According to Vice President Al Gore, what was **one** effect of the publication of *Silent Spring*? [1]

Score

Document 7

...It also is time to stop giving lip service to the idea that there are no battles left to be fought for women in America, that women's rights have already been won. It is ridiculous to tell girls to keep quiet when they enter a new field, or an old one, so the men will not notice they are there. In almost every professional field, in business and in the arts and sciences, women are still treated as second-class citizens. It would be a great service to tell girls who plan to work in society to expect this subtle, uncomfortable discrimination—tell them not to be quiet, and hope it will go away, but fight it. A girl should not expect special privileges because of her sex, but neither should she “adjust” to prejudice and discrimination....

Source: Betty Friedan, *The Feminine Mystique*, W.W. Norton, 1963

- 7 According to Betty Friedan, what is **one** form of discrimination experienced by women in the early 1960s?
[1]

Score

Document 8

...With its impassioned yet clear-eyed analysis of the issues that affected women's lives in the decades after World War II—including enforced domesticity, limited career prospects and, as chronicled in later editions, the campaign for legalized abortion—"The Feminine Mystique" is widely regarded as one of the most influential nonfiction books of the 20th century. Published by W. W. Norton & Company, the book had sold more than three million copies by the year 2000 and has been translated into many languages.

"The Feminine Mystique" made Ms. Friedan world famous. It also made her one of the chief architects of the women's liberation movement of the late 1960's and afterward, a sweeping social upheaval that harked back to [recalled] the suffrage campaigns of the turn of the century and would be called feminism's second wave....

Source: Margalit Fox, *New York Times*, February 5, 2006

- 8 According to Margalit Fox, what is **one** issue addressed in *The Feminine Mystique* that concerned American women after World War II? [1]

Score

Document 9a

DON'T iron while the strike is hot," advised the slogan of the Women's Strike for Equality. No one knows how many shirts lay wrinkling in laundry baskets last week as thousands of women across the country turned out for the first big demonstration of the Women's Liberation movement. The strike, on the 50th anniversary of the proclamation of the women's suffrage amendment, drew small crowds by antiwar or civil rights standards, yet was easily the largest women's rights rally since the suffrage protests....

Betty Friedan, whose 1963 book *The Feminine Mystique* is credited with reviving the feminist movement, originally called the strike at the conference of the National Organization for Women in March. As head of the hastily assembled National Women's Strike Coalition, she had predicted an impressive turnout and was not dismayed by the figures. "It exceeded my wildest dreams," Friedan said. "It's now a political movement; the message is clear. The politicians are taking heed already."...

Source: *Time*, September 7, 1970

- 9a Based on this document, what was **one** way *The Feminine Mystique* influenced the women's movement of the 1960s and early 1970s? [1]

Score

Document 9b

...Many factors have contributed to that record of [women's] achievement. The reform efforts of suffragists in the nineteenth and early twentieth centuries were important, as were those of the feminists of the 1960s. American women owe a great deal to those who fought for the passage of civil rights legislation in the 1960s, particularly the Equal Pay Act of 1963 and the Civil Rights Act of 1964. Demographic and economic trends also shaped women's experiences.

The personal choices women have made are perhaps the most important and least appreciated factor in women's economic progress over the years. Decisions to enter previously male-dominated fields of education and employment, to marry and bear children later in life, to join the work force, and to leave the work force to raise children have all had an enormous effect on whether women can achieve total parity with men. Some of those choices, such as leaving the work force for a time to raise children or working part-time, have a negative effect on women's earnings. Others, such as entering previously all-male fields, have led to remarkable gains for women in the work force....

Source: Furchtgott-Roth and Stolba, *Women's Figures: An Illustrated Guide to the Economic Progress of Women in America*, The AEI Press and Independent Women's Forum, 1999

- 9b According to Furchtgott-Roth and Stolba, what is **one** factor that contributed to the economic progress of women? [1]

Score

Part B

Essay

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

Historical Context:

During the 1960s, writers frequently reflected social conditions that influenced United States history. These writers increased public awareness of critical issues facing the nation and had an important impact on the United States and on American society. Three such writers were **Dr. Martin Luther King Jr.** (“**Letter from Birmingham Jail**”), **Rachel Carson** (*Silent Spring*), and **Betty Friedan** (*The Feminine Mystique*).

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

Choose **two** writers from the 1960s mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding an issue addressed by the writer
- Discuss how the writer 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

FOR TEACHERS ONLY

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

UNITED STATES HISTORY AND GOVERNMENT

VOLUME
1 OF **2**
MC & THEMATIC

Tuesday, June 17, 2014 — 9:15 a.m. to 12:15 p.m., only

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

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

Scoring the Part I Multiple-Choice Questions

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

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

Part I			
13.....	133.....	264.....	393.....
22.....	141.....	272.....	401.....
34.....	153.....	284.....	414.....
43.....	161.....	291.....	423.....
54.....	174.....	302.....	431.....
62.....	184.....	312.....	442.....
72.....	191.....	324.....	452.....
81.....	202.....	333.....	461.....
94.....	214.....	341.....	471.....
103.....	223.....	353.....	482.....
112.....	234.....	363.....	492.....
124.....	241.....	371.....	503.....
	252.....	384.....	

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay
June 2014

Theme: Change —The Supreme Court

Throughout United States history, the Supreme Court has dealt with many controversial issues. The Court's decisions in these cases have had a significant impact on the United States and/or on American society

Task: Select *two* United States Supreme Court decisions that have had a significant impact on American society and for *each*

- Describe the historical circumstances surrounding the case
- Explain the Court's decision in the case
- Discuss the impact of the decision on the United States and/or on American society

You may use any Supreme Court decision from your study of United States history. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Engel v. Vitale* (1962), *Miranda v. Arizona* (1966), *New York Times v. United States* (1971), *Roe v. Wade* (1973), and *United States v. Nixon* (1974).

You are *not* limited to these suggestions.

Do not use *Brown v. Board of Education of Topeka* as one of your Supreme Court decisions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (discussing the historical circumstances surrounding *two* different United States Supreme Court decisions, the Court's decision in *each* case, and the impact of *each* decision on the United States and/or on American society).
2. The discussion of the historical circumstances surrounding each case may focus on the narrow facts of the particular case *or* it may consider the wider issues of the time period surrounding the case, e.g., *Plessy v. Ferguson* may focus on Homer Plessy's attempt to ride in a "whites only" railroad car *or* it may discuss Jim Crow laws.
3. The discussion of the impact of the Court's decision may be either immediate or long term.
4. Two cases with similar issues may be discussed as long as the response includes distinct and separate information for each case.
5. The response may discuss the impact of the decision on the United States or on American society from any perspective as long as the position taken is supported by accurate historical facts and examples.
6. *Brown v. Board of Education* may not be used as one of the cases but it may be included in the discussion of another Supreme Court case, e.g., *Plessy v. Ferguson*.
7. If more than two Supreme Court decisions are discussed, only the first two decisions should be scored.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances surrounding *each* of *two* United States Supreme Court decisions, the Supreme Court's decision in each case, and the impact of *each* decision on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Plessy v. Ferguson*: connects the post-Civil War passage of Jim Crow laws in the South that maintained white supremacy to the Supreme Court's ruling that the "separate but equal" doctrine as applied to segregated railroad accommodations was constitutional, resulting in over half a century of inferior accommodations, degradation, and second class status for African Americans until the civil rights movement of the 1950s and 1960s; *Schenck v. United States*: connects the enactment of laws suppressing criticism of World War I and Charles Schenck's arrest for distributing anti-draft leaflets to the Supreme Court's ruling that speech that creates a "clear and present danger" to national security can be limited, thus establishing the precedent that government may suppress individual liberties and silence some anti-war criticism during wartime
- Richly supports the theme with relevant facts, examples, and details, e.g., *Plessy v. Ferguson*: slavery; Reconstruction; Radical Republicans; 14th amendment; equal protection clause; Louisiana; "colored only"; "whites only"; legalized segregation; Ku Klux Klan; Booker T. Washington; Justice John Marshall Harlan; *Brown v. Board of Education*; 1964 Civil Rights Act; *Schenck v. United States*: anti-German hysteria; socialist; President Woodrow Wilson; 1917 conscription; Sedition Act; Espionage Act; fines or imprisonment; interfering with war effort; first amendment; Justice Oliver Wendell Holmes; unanimous decision; yelling "fire" in a crowded theater; war on terror; 2001 USA Patriot Act; national security versus constitutional rights
- 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 Supreme Court decision more thoroughly than for the second Supreme Court decision *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Plessy v. Ferguson*: discusses the growth of segregated public facilities that resulted from the Jim Crow laws passed in the South after the Civil War, the Supreme Court decision that upheld segregated railway cars using the "separate but equal" doctrine, and how that decision perpetuated discrimination and unequal treatment of African Americans for over half a century; *Schenck v. United States*: discusses the laws passed during World War I that limited anti-war criticism, leading to the arrest of Charles Schenck for distributing anti-draft leaflets, the Supreme Court decision that upheld Schenck's conviction using the "clear and present danger" principle, and how the ruling sanctioned government limits on individual liberties during times of war or national crisis
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops ***all*** aspects of the task in little depth *or* develops *at least* ***four*** 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*** components of the task have been thoroughly developed evenly and in depth for ***one*** United States Supreme Court decision and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops ***all*** aspects of the task *or* develops *at least* ***three*** aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- 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.

When the Constitutional Convention presented its final draft for the document that would thereafter direct the actions of the United States government, it left many issues unresolved—how would the nation deal with slavery? What powers did the Supreme Court have in the system of checks and balances? Over time, the Supreme Court itself has attempted to answer these questions, in two landmark trials that forever changed the shape of government and the course of history. In *Marbury v. Madison*, the court established the precedent for judicial review, and in *Dred Scott v. Sanford* it ruled on the powers of the government regarding slavery.

The seminal decision in *Marbury v. Madison* transformed the role of the Supreme Court in American history. The judicial branch as outlined in Article III of the Constitution had a specific role in government but the powers of the court were largely undefined. The *Marbury* case came at a time when the two-party system was emerging. In 1801, Secretary of State Madison, on behalf of new Democratic-Republican president Thomas Jefferson, refused to allow several “midnight” judges to take office. (appointed by former president John Adams on the eve of his retirement as an effort to maintain Federalist influence). William Marbury, a Federalist and one of the “midnight” judges, demanded that the Supreme Court order Madison to deliver his appointment. What the court decided was that it could not force Madison to deliver the job appointments, seemingly lessening its own power. Chief Justice John Marshall surprised his fellow Federalists when he ruled against them. But by declaring part of the Judiciary Act unconstitutional, he established the idea of judicial review: the Court had the power to decide the Constitutionality

of laws. Thus, the position of the Supreme Court was cemented in the new government, and it used this influence to make landmark decisions on later cases involving controversial topics. Most recently, the Supreme Court narrowly upheld the constitutionality of “Obamacare”, which now remains the law of the land. Today, the power of judicial review makes the judicial branch an equal branch of government with the vast authority to uphold or strike down federal and state laws.

Another example of the Supreme Court asserting its power and altering political events can be found in the case *Dred Scott v. Sanford*. This case was a catalyst for the breakup of the Union and the start of the Civil War. In the first half of the 19th century, compromises over the expansion of slavery into the Louisiana Territory attempted to keep the Union together. After Dred Scott’s owner brought his slave north to a free territory above 36°30’ of the Missouri Compromise, Scott sued him in an attempt to win his freedom. Other slaves had gained freedom in these circumstances in some states in the past, but this had changed as sectional tensions rose. Both the Missouri courts and federal courts had denied Dred Scott his freedom. The Supreme Court, led by Chief Justice Taney, was mostly southern and pro-slavery. They decided that Dred Scott was not only still a slave, but that a black man had no rights that a white man was bound to respect. It further stated that slaves were property protected by the fifth amendment so the government had no power to stop the spread of slavery. Immediately, this decision created a deep rift between the North, which was shocked at the repudiation of the Missouri compromise, and the South, which applauded the decision.

The Republican party, formed just a few years before to stop the spread of slavery, gained momentum as many northerners now feared that no state could be free from slavery. The division between the two regions became so great and obvious that it made war seemingly inevitable. Republican candidate, Abraham Lincoln, said it best, "a house divided against itself cannot stand." The Dred Scott decision was the most decisive blow to the union leading to Civil War.

In conclusion, the Supreme Court has often been required to make decisions about the validity of laws and establish new precedents, as in the above cases. Both *Marbury v. Madison* and *Dred Scott v. Stanford* represent milestones in American politics that led to new societal developments: the power of the court in judicial review, and the increase in sectional tension leading to the civil war. Today, the court continues to rule on controversial issues that polarize society, and its decisions can be contentious.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding *Marbury v. Madison* and *Dred Scott v. Sanford*, the Supreme Court's decision in each case, and the impact of each decision on the United States
- Is more analytical than descriptive (*Marbury v. Madison*: the powers of the Court were largely undefined; Marbury case came at a time when the two-party system was emerging; Marbury appointed by former President John Adams on the eve of his retirement as an effort to maintain Federalist influence; Court decided that it could not force Secretary of State Madison to deliver the job appointments, seemingly lessening its own power; by declaring part of the Judiciary Act unconstitutional, Chief Justice John Marshall established the idea of judicial review: the Court had the power to decide the constitutionality of laws; the position of the Supreme Court was cemented in the new government, and it used this influence to make landmark decisions on later cases involving controversial topics; more recently, the Supreme Court narrowly upheld the constitutionality of "Obamacare," which now remains the law of the land; today, the power of judicial review makes the judicial branch an equal branch of government with the vast authority to uphold or strike down federal and state laws; *Dred Scott v. Sanford*: compromises over the expansion of slavery into the Louisiana Territory attempted to keep the Union together; Scott sued his owner in an attempt to win his freedom; other slaves had gained freedom in these circumstances; the Supreme Court was mostly southern and pro-slavery; they decided that Dred Scott was not only still a slave, but that a black man had no rights that a white man was bound to respect; slaves were property protected by the fifth amendment so the government had no power to stop the spread of slavery; the Republican Party gained momentum as many northerners now feared that no state could be free from slavery; the division between the two regions became so great and obvious that it made war seemingly inevitable; Republican candidate Abraham Lincoln said it best, "a house divided against itself cannot stand")
- Richly supports the theme with relevant facts, examples, and details (*Marbury v. Madison*: Article III of the Constitution; Democratic-Republican President Thomas Jefferson; "midnight judges"; *Dred Scott v. Sanford*: Civil War; free territory above 36°30'; repudiation of the Missouri Compromise; South applauded the decision; increase in sectional tensions)
- Demonstrates a logical and clear plan of organization; includes an introduction that shows that the Supreme Court has attempted to settle issues that were unresolved in the Constitution and a conclusion that cites the importance of the Court in shaping societal issues

Conclusion: Overall, the response fits the criteria for Level 5. The response exhibits a sophisticated understanding of the evolution of the Supreme Court and how its decisions have had far-reaching impacts on the United States. The analysis of these cases shows a substantial knowledge of these Supreme Court cases from two important eras and their impact on the United States.

In the United States' governmental system of checks and balances, the judiciary branch has a vital role. The Supreme Court not only has the power to declare acts of congress as unconstitutional, but also has the responsibility of ruling on a multitude of legal issues. Throughout history, Supreme Court cases have had significant impacts on the country as a whole and have helped to shape the country into what it has become today. One issue that was reoccurring in the Supreme Court since the Constitution was written was the status of African Americans in American Society. Two Supreme Court cases that dealt with and had a significant impact on this issue were Dred Scott v. Sanford in 1857 and Plessy v. Ferguson in 1896.

In 1857 the case, Dred Scott v. Sanford, dealt with the divisive issue of slavery & whether it could be expanded into the new territories or not. Abolitionists in the north & pro-slavery advocates in the south had been debating over this issue for decades and congress had already passed legislation on the subject, as seen with the 1820 Missouri Compromise, which admitted Missouri as a slave state, Maine as a free state, & abolished slavery above the 36'30' latitude line, as well as the compromise of 1850, and the Kansas-Nebraska Act which advocated popular sovereignty. Although these laws tried to preserve the union, as the nation expanded west, the explosive issue of slavery would not be settled peacefully. In 1857 the Supreme Court made a decision that would end the possibility of compromise. When the slave Dred Scott appealed to the court to grant him his freedom on the grounds that his master had taken him into a free territory & therefore he should be free, it ruled against him. The court, under Chief Justice Taney, had a southern bias, so they declared that slaves were property,

that property rights were protected by the constitution & therefore slaves could be taken anywhere in the territories. The court also said that Congress could not keep slavery out of the territories and that the Missouri Compromise was unconstitutional. This also undermined Congress's policy of popular sovereignty and made free states fear that they might lose their power to keep slavery out. The impact on American Society was extreme, not only was there this new idea of where slavery could exist, but abolitionist forces were reignited in their quest for freedom and became a major spark leading to the Civil War. The Dred Scott decision made it seem that there was no legal way to stop the spread of slavery. Taney had also ruled that African Americans were not citizens and had no Constitutional rights. This idea would not be corrected until the passage of the landmark 14th ammendment.

Equal protection of the law in the 14th ammendment was at the center of another important ruling on the status of African Americans. Although there was no slavery in 1896, blacks certainly did not enjoy the same status as whites in this country. After the end of Reconstruction, restrictions had been placed on them by southern states such as the crippling Jim Crow laws that segregated public facilities between blacks & whites. These segregation laws spread over time. In Louisiana, even the railroad cars were designated by race by law. This being true, when Plessy, a man said to be $\frac{7}{8}$ white & $\frac{1}{8}$ black, sat in the section reserved to white people on a railroad car, he was arrested. Plessy then applied to the Supreme court under the 14th ammendment, claiming he wasn't equally protected under the law. Despite these claims, the courts once again ruled against the

advancement of blacks stating that “seperate, but equal” railroad facilities were constitutional. Furthermore, they said the Court shouldn't rule against prevailing public sentiments. Plessy was forced to pay a fine, but the more crucial impact was in the attitude of the american people who expected African Americans to use separate and inferior schools, bathrooms and other public facilities. African Americans remained second class citizens, suffering humiliation and persecution. Opportunities for millions of African Americans were limited for years. True change didnt come until 1954 when the Supreme Court ruled in Brown v. Board of Edu. of Topeka, under Chief Justice Earl Warren, that seperate school facilities are inherently unequal and violated the 14th ammendment. From this point forward great change came and the monumental 1964 Civil Rights Act banned segregation in all public places.

Overall, as seen with these cases, the Supreme Court has made important decisions about racial equality that have had much to do with the status of African Americans. The Supreme court can influence the country in ways that only can be seen in the years after its decisions.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding *Dred Scott v. Sanford* and *Plessy v. Ferguson*, the Court's decision in each case, and the impact of each decision on the United States
- Is more analytical than descriptive (*Dred Scott v. Sanford*: dealt with the divisive issue of slavery and whether it could be expanded into the new territories or not; although these laws tried to preserve the Union, as the nation expanded west the explosive issue of slavery would not be settled peacefully; the Supreme Court made a decision that would end the possibility of compromise; the Court, under Chief Justice Taney, had a southern bias, so they declared at this point that slaves were property protected by the Constitution and therefore could be taken anywhere in the territories; undermined Congress' policy of popular sovereignty; Taney had also ruled that African Americans were not citizens and had no constitutional rights; abolitionist forces were reignited and became a major spark leading to the Civil War; the Dred Scott decision made it seem that there was no legal way to stop the spread of slavery; this idea would not be corrected until the passage of the landmark 14th amendment; *Plessy v. Ferguson*: although there was no slavery in 1896, blacks certainly did not enjoy the same status as whites in this country; after Reconstruction, restrictions had been placed on them by southern states such as the crippling Jim Crow laws that segregated public facilities between blacks and whites; Plessy then applied to the Supreme Court under the 14th amendment claiming he was not equally protected under the law; the Court ruled against the advancement of blacks stating that "separate but equal" railroad facilities were constitutional; the Court said that courts should not rule against prevailing public sentiments; the more crucial impact was in the attitude of the American people who expected African Americans to use separate and inferior schools, bathrooms, and other public facilities; African Americans remained second-class citizens, suffering humiliation and persecution; limited opportunities for African Americans for years; true change did not come until 1954 when the Supreme Court ruled in *Brown v. Board of Education of Topeka* that separate school facilities are inherently unequal and violated the 14th amendment)
- Richly supports the theme with relevant facts, examples, and details (*Dred Scott v. Sanford*: debate over this issue for decades; 1820 Missouri Compromise; 36°30'; Kansas-Nebraska Act; *Plessy v. Ferguson*: Louisiana; sat in section reserved for white people; Chief Justice Earl Warren; 1964 Civil Rights Act; banned segregation)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that connect the two decisions to the status of African Americans

Conclusion: Overall, the response fits the criteria for Level 5. The strength of the response lies in its application of the 14th amendment to Supreme Court cases about racial equality and how each decision was later reversed. For each case, the historical circumstances and decisions are clearly described and then analyzed.

Throughout American history, the Supreme Court dealt with many controversial issues regarding the human rights of individuals. The Supreme Court decisions demonstrate the beliefs and ideas of the time. Although a court decision may be unacceptable today, their decision before may have been the general idea that the nation felt was necessary. Two controversial issues that demonstrate a violation of the citizen's constitutional rights can be observed in *Plessy v. Ferguson* (1896) and *Korematsu v. United States* (1944).

The case of *Plessy v. Ferguson* demonstrates the general idea shared by the majority of the nation after the Civil War. Although many later opposed the Supreme Court decision, it was found to be necessary for the time. The issue of the case dealt with the end of the Reconstruction period and the white South's effort to assert its control over former slaves. After the Civil War, the status of freed slaves was an important issue because of the large population of African-Americans in southern states. Ex-slaves were forced to practice share cropping and remain in the south because they did not possess land or money. Integration between blacks and whites was forbidden because of the southern belief in white supremacy. As a result, the court decided that "separate but equal" railroad cars were constitutional. *Plessy v. Ferguson* stated that African Americans and whites could have separate public facilities that had the same purpose and were said to be "equal". They were however not equal and the decision validated racial discrimination and prejudice. "Jim Crow" kept African Americans from gaining an equal chance in life for decades. This showed the post-Civil War sentiments in the south toward blacks. In addition there were other discriminating acts to limit the influence of African

Americans in our community and politics. These include poll taxes and literacy tests. The “separate but equal” decision is considered a violation of human rights today. However, back then, southerners claimed it was their right to control racial relations and the North went along with it.

The violation of human rights can also be seen in the case *Korematsu v. United States* (1944). Similar to how the “separate but equal” portrays the idea of the time, the decision in *Korematsu v. U.S* demonstrated the nation’s fear and demand for safety during World War II. The United States entered the world war as a result of the attack on Pearl Harbor by Japanese planes. It was an event that angered and shocked the nation. As FDR stated it was a “Day which will live in infamy”. As a result, however, innocent Japanese-Americans suffered discrimination and were suspected of plotting other attacks. They were also accused of being spies and many Americans believed that they threatened the nation’s safety. Japanese-Americans on the west coast had long experienced trouble being accepted and were frequently treated unfairly. For these reasons, the government created isolated “communities”, or relocation centers segregating the Japanese and Japanese Americans, many of whom were American born citizens. *Korematsu* attempted to fight for his civil rights and refused to obey the President’s order. However, the court stated that individual liberties can be limited at times of war. Therefore, it upheld the evacuation orders and *Korematsu*’s arrest. Innocent Japanese Americans were sent to camps in order to “secure” the safety of the nation. Similar to the “separate but equal” of *Plessy v. Ferguson*, the decision in *Korematsu v. U.S* violated the protection of

individual rights. Even though most of the camp residents had been born in the United States, they were singled out and treated worse than criminals. They had done nothing illegal and had received no individual due process. After the war, many had trouble readjusting to life outside of the camps. Although the government later officially apologized, for some, no apology could erase their feeling of betrayal.

In these cases, the Supreme Court reflected the general ideas of the time period. Its decisions also change over time. In cases such as *Plessy v. Ferguson* (1896) and *Korematsu v. U.S.* (1949), the Supreme Court failed to protect the rights of the individual. Although it is controversial, it was designed to protect the nation during its time period.

Anchor Level 4-A

The response:

- Develops all aspects of the task for *Korematsu v. United States* and most aspects for *Plessy v. Ferguson*
- Is more analytical than descriptive (*Plessy v. Ferguson*: the issue of the case dealt with the end of the Reconstruction period and the South's effort to assert its authority over former slaves; the status of freed slaves was an important issue because of the large population of African Americans in southern states; integration between blacks and whites was forbidden because of the southern belief in white supremacy; the Court decided that "separate but equal" railroad cars were constitutional; stated that African Americans and whites could have separate public facilities that had the same purpose and were said to be "equal"; the decision validated racial discrimination and prejudice; "Jim Crow" kept African Americans from gaining an equal chance in life for decades; back then southerners claimed it was their right to control racial relations; *Korematsu v. United States*: demonstrated the nation's fear and demand for safety during World War II; Japanese Americans on the West Coast had long experienced trouble being accepted and were frequently treated unfairly; the government created isolated "communities" or relocation centers to segregate the Japanese and Japanese Americans; the Court stated that individual liberties can be limited in times of war; it upheld the evacuation orders and *Korematsu*'s arrest; similar to the "separate but equal" of *Plessy v. Ferguson*, the decision in *Korematsu v. United States* violated the protection of individual rights; even though most of the camp residents had been born in the United States, they were singled out and treated worse than criminals; although the government later officially apologized, for some, no apology could erase their feeling of betrayal)
- Supports the theme with relevant facts, examples, and details (*Plessy v. Ferguson*: after the Civil War; sharecropping; poll taxes; literacy test; *Korematsu v. United States*: Pearl Harbor; FDR; "day which will live in infamy"; spies; trouble readjusting)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that recognize that court decisions that are unacceptable today were considered necessary at the time

Conclusion: Overall, the response fits the criteria for Level 4. The response includes much analysis and recognizes that in each case an entire ethnic group in a region was segregated from mainstream society. However, it fails to develop the impact of *Plessy v. Ferguson* completely and lacks the level of historical detail consistent with a Level 5 response.

As the theme states, throughout the history of the United States of America, the Supreme Court has dealt with many controversial issues. As the highest judicial power in the nation, the decisions made by the Supreme Court have positively and adversely had effects upon the United States and American society. Two such cases that demonstrate the impact of Supreme Court decisions upon the U.S. are Plessy v. Ferguson and Roe v. Wade.

Plessy v. Ferguson was a landmark case that had an enormous impact upon American society. After the Civil War (1861-1865), a series of amendments were passed that gave African Americans, who had just recently won their freedom from slavery more rights. For example, the 13th Amendment (1865) abolished slavery, and the 14th Amendment (1868) granted African Americans citizenship and equality under the law. However, Southern whites found many ways to curb and undermine these new rights, by establishing poll taxes, literacy tests, grandfather clauses, and Jim Crow laws. African Americans were segregated and forced to continue living in the condition of near slavery. A man named Homer Plessy, who was 1/8 African-American, sat in a white section of a train one day. Plessy was arrested and the case ensued.

The case Plessy vs. Ferguson, rocked 1896 America. The Supreme Court ruled that Homer Plessy had no right to sit in the white section, ruling that "separate but equal" was constitutional because the 14th Amendment did not guarantee that everyone should be able to use the same train car as long as an "equal" one was provided. Many African Americans felt cheated and violated. White society was pleased but those in favor of equality were angered. In the 1900s, civil rights

groups, like the NAACP, would campaign against the idea of separate but equal and the economic, educational, and social disparities between whites and blacks that the policy created. During the 1950s, *Brown vs. Board of Education of Topeka* challenged *Plessy v. Ferguson* by finding that separate is not equal in schools. In the 1960s, Congress passed the Civil Rights Act that outlawed segregation in all public facilities.

Roe v. Wade (1973) has deeply divided the nation and sparked heated debates. For more than a century before the ruling, women's rights leaders had focused on gaining equal status in the workplace, equal educational and professional opportunities, and suffrage. At the Seneca Falls Convention (1800s) leaders like Lucretia Mott and Elizabeth Cady Stanton asked for, but did not get suffrage. The 19th Amendment was added in 1920. In the early 1900s, Margaret Sanger had called for women's right to decide on limiting their families, advocating scientific methods of birth control over abortion. In the 1960s a new women's movement was growing because of reformers such as Betty Friedan who wrote *The Feminine Mystique*. At the time of the *Roe v. Wade* decision, only a few states permitted legal abortions and feminist groups campaigned for a woman's right to choose.

The *Roe v. Wade* ruling was a great shock to many Americans. Groups such as Planned Parenthood (created by Sanger), celebrated the Supreme Court's decision making abortion (before the fourth month) legal in all states. They had long argued that the issue was a matter of a woman's right to choose for herself what happened with her body and claimed that first trimester babies were "fetuses" and not yet human, so abortion was not murder. Many Americans disagree with

this logic, especially conservatives and religious people. The United States has long been a religious country so legalizing abortion goes against many people's beliefs and they continue to campaign against it passionately. The controversy surrounding Roe v. Wade can still be seen in U.S. politics today, with abortion being one of the divisions between Republicans and Democrats. Pro-life activists demonstrate in front of Planned Parenthood clinics, and Catholic institutions refuse to pay for abortions or birth control which they believe is an extension of Roe vs. Wade. The controversy of Roe v. Wade was demonstrated when in the 21st century, a doctor who performed abortions was murdered by someone who opposed his stance and profession.

Throughout U.S. history, the Supreme Court has made tough decisions, decisions that are often controversial, impact certain groups negatively, and escalate tensions between different sectors of American society.

Anchor Level 4-B

The response:

- Develops all aspects of the task for *Plessy v. Ferguson* and *Roe v. Wade*
- Is both descriptive and analytical (*Plessy v. Ferguson*: after the Civil War, a series of amendments were passed that gave African Americans who had just recently won their freedom from slavery more rights; southern whites found many ways to curb and undermine these new rights; African Americans were segregated and forced to continue in the condition of near-slavery; the Supreme Court ruled that Homer Plessy had no right to sit in the white section, ruling that “separate but equal” was constitutional because the 14th amendment did not guarantee that everyone should be able to use the same train car, as long as an “equal” one was provided; civil rights groups like the NAACP would campaign against the idea of “separate but equal” and the economic, educational, and social disparities between whites and blacks that the policy created; during the 1950s, *Brown v. Board of Education of Topeka* challenged *Plessy v. Ferguson* by finding that separate is not equal in schools; *Roe v. Wade*: women’s rights leaders had focused on gaining equal status in the workplace, equal educational and professional opportunities, and suffrage; Margaret Sanger had called for women’s right to decide on limiting their families, advocating scientific methods of birth control over abortion; at the time of the decision, only a few states permitted legal abortions; groups such as Planned Parenthood celebrated the Supreme Court’s decision making abortion legal in all states; the United States has long been a religious country, so legalizing abortion goes against many people’s beliefs and they continue to campaign against it; the controversy surrounding *Roe* can still be seen in United States politics today, with abortion being one of the divisions between Republicans and Democrats; the controversy about *Roe* was demonstrated when a doctor who performed abortions was murdered)
- Supports the theme with relevant facts, examples, and details (*Plessy v. Ferguson*: 13th amendment (1865) abolished slavery; 14th amendment (1868) granted African Americans citizenship; poll taxes; Jim Crow; Civil Rights Act; *Roe v. Wade*: deeply divided the nation; Seneca Falls convention; 19th amendment; Betty Friedan; *Feminine Mystique*; pro-life activists; Catholic institutions)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response employs ample description and analysis in most of its discussion but fails to develop the Court’s decision in *Roe v. Wade* fully.

The Supreme Court has had a major impact on the course of American history. Many rulings on various controversial issues have greatly influenced American society and its politics. Such court cases include Scott v. Sanford and United States v. Nixon. These two court cases had a significant impact on the political and social aspects of American history.

During the court case Scott v. Sanford in 1857, the country was nearing a Civil War. There had been several compromises over the expansion of slavery as new states entered the Union. Dred Scott, a black slave, fought for his freedom when his master died and his ownership changed. Because Scott had been moved to a free state, he argued, he should be given the right of freedom. The Supreme Court under chief justice Taney, ruled that Scott was property and also, as a slave, he had no right to petition for freedom as he was not a United States citizen. This decision essentially repealed the Missouri Compromise because it had limited the property rights of slave owners. The ruling meant that slaves could be brought anywhere in the territories and remain in bondage. The South celebrated the decision, but this court case caused an uproar in the north and made compromise between slave and free states less likely. The ruling weakened the idea of popular sovereignty in the West because even if settlers wanted a state to be free, it was not clear if they still had that right. This court case impacted American Society in a way that halted compromise between the north and south. Some abolitionists saw violence as the only way to end slavery. A year later, John Brown's attack on Harpers Ferry made compromise nearly impossible. The beginning of the Civil War was not far away.

In the Supreme Court case *United States v. Nixon* in 1974, Richard Nixon was confronted about the Watergate Scandal. Watergate was an issue during Nixon's presidency when the Democratic National Convention offices were broken into by members of his election committee. During a Congressional investigation, it came out that all White House conversations had been secretly taped. In the court case, Nixon was ordered to hand over the tapes that were recorded after the break-in. These tapes were suspected of including the talks Nixon had between himself and his staff about those who were arrested. Such evidence would prove Nixon to be involved directly in the Watergate cover-up, and would have been grounds for impeachment. Nixon refused the congressional order on the basis of executive privilege, and strongly denied any wrongdoing. The Supreme Court voted unanimously that Nixon must give Congress the tapes. The ruling limited the use of executive privilege by a president. The significance of this ruling was the resulting resignation of Nixon shortly after. Nixon knew that after Congress listened to the tapes, the House would impeach him and the Senate would convict him. His resignation avoided more embarrassment and a resulting impeachment. The impact of the Watergate Scandal was great on American Society because it caused distrust between the people and the government. The tapes clearly demonstrated the President's misuse of power and dishonesty during the Watergate cover-up. However, the ruling also showed that the idea of checks and balances works and showed that even the president is not above the law.

Both the Supreme Court cases of *Scott v. Sanford* and *United States v. Nixon* led to great controversy in American Society. In *Scott*

v. Sanford, the court ruling helped spark the Civil War by eventually leading to the Southern states breaking from the Union while *United States v. Nixon* eventually led to distrust of government by the American people. The Supreme Court has significant power to influence American thought as well as impact the course of American history.

Anchor Level 4-C

The response:

- Develops all aspects of the task but discusses *Dred Scott v. Sanford* somewhat less thoroughly than *United States v. Nixon*
- Is both descriptive and analytical (*Dred Scott v. Sanford*: there had been several compromises over the expansion of slavery as new states entered the Union; because Scott had been moved to a free state, he argued he should be given the right of freedom; Supreme Court ruled that Scott was property and as a slave, he had no right to petition for freedom; he was not a citizen; the ruling meant that slaves could be brought anywhere in the territories and remain in bondage; the South celebrated the decision, but this court case caused an uproar in the North and made compromise between slave and free states less likely; some abolitionists saw violence as the only way to end slavery; *United States v. Nixon*: during a congressional investigation, it came out that all White House conversations had been secretly taped; Nixon refused the congressional order on the basis of executive privilege and strongly denied any wrongdoing; the Supreme Court voted unanimously that Nixon must give Congress the tapes; the ruling limited the use of executive privilege by a president; the significance of the ruling was the resulting resignation of Nixon; Watergate scandal caused distrust between the people and the government; the ruling also showed that the idea of checks and balances works and showed that even the president is not above the law)
- Supports the theme with relevant facts, examples, and details (*Dred Scott v. Sanford*: ownership changed; Chief Justice Taney; essentially repealed Missouri Compromise; popular sovereignty; John Brown's attack; Harpers Ferry; Civil War; *United States v. Nixon*: election committee; cover-up; House would impeach; Senate would convict; resignation; misuse of power; dishonesty); includes a minor inaccuracy (*United States v. Nixon*: Democratic National Convention offices broken into)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that cites the major impacts of the decisions

Conclusion: Overall, the response fits the criteria for Level 4. The response provides a good and somewhat analytical discussion of both cases. However, further information about the historical circumstances of *Dred Scott v. Sanford* would have strengthened the response.

In America, people have the right to challenge laws, regulations and structure that have been set up. This is the characteristic which makes America what it stands for today. As Americans, we have the right to fight to end any injustice that is occurring to make this country better. Two major court cases during the 19th century made a large impact on African Americans during that time, namely, *Dred Scott v. Sanford* (1857) and *Plessy v. Ferguson* (1896). Both cases had to do with the rights of Black people and ended poorly for them as well. The results of these cases strongly represent the depth of racism during that time.

In the case of *Dred Scott v. Sanford*, a doctor had taken his slave to a northern state where slavery was illegal. The states were divided between free and slave states. The issue of slavery had caused tension since the writing of the Constitution. More disagreements arose over the possible spread of slavery into new territories and into new states from 1820 to the 1850s. In that situation, Dred Scott tried to fight for his freedom claiming that since he had been in a free territory, he should gain his freedom. The supreme court ended up ruling against Scott saying that slaves are property and since they are not citizens, they do not have the right to go to court. This supreme court decision was one that set the tone of America during that time. The African Americans were oppressed and denied civil rights that every human should have because some did not see them as humans. Abolitionists in the Northern states felt a progressive contempt for the pro-slavery south due to this court case and the treatment of African Americans in the south. This tension between sections would eventually lead up to the election of Abe Lincoln in 1860, the secession of the southern

states, and the Civil War in which blacks were freed.

Even though African Americans gained their freedom in 1865 with the 13th amendment, they were seen by many as different. While some discrimination happened during Reconstruction, it became worse after it ended. Segregation laws were passed. Plessy v. Ferguson was a court case dealing with the issues of segregation following Reconstruction. The question in debate by the court was whether having segregated transportation was going against equality between blacks and whites. The result was that the court ruled it was constitutional for the two races to have separate but equal transportation facilities. This court case justified the unequal practice of segregation and highlighted differences between the two races. Signs like “Black only” or “white only” called attention to the inequality. It caused blacks to wonder, why do we have to use different bathrooms or different buses? Why aren’t we equal? This court case justified further unequal practices and highlighted the differences between the two races. Segregation would end much later during the 1950s and 1960s as African American leaders demanded the right to use the same public facilities as used by whites.

The ability of an American to go to court and challenge regulations or precedents does not always guarantee immediate change. Both Dred Scott v. Sanford and Plessy v. Ferguson ended poorly for African Americans who were fighting for their rights, but what they were fighting for was eventually achieved. They have these rights today. America has become a great country not through being perfect but by overcoming the mistakes we have made in the past.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for *Dred Scott v. Sanford* and *Plessy v. Ferguson*
- Is more descriptive than analytical (*Dred Scott v. Sanford*: a doctor had taken his slave to a northern state where slavery was illegal; issue of slavery had caused tension since the Constitution was written; possible spread of slavery into new territories and states since 1820; Dred Scott tried to fight for his freedom claiming that since he had been in free territory, he should gain his freedom; Supreme Court ruled slaves do not have the right to go to court; this Supreme Court decision was one that set the tone of America during that time; African Americans were oppressed and denied civil rights that every human should have; abolitionists in northern states felt contempt for pro-slavery south; *Plessy v. Ferguson*: discrimination happened during Reconstruction; question was whether having segregated transportation was going against equality between blacks and whites; case justified the unequal practice of segregation and was a setback for the blacks; caused blacks to wonder why they have to use different bathrooms or buses; segregation would end much later during the 1950s and 1960s as African American leaders demanded the right to use the same public facilities used by whites)
- Includes some relevant facts, examples, and details (*Dred Scott v. Sanford*: slaves are property, not citizens; election of Abraham Lincoln in 1860; secession; Civil War; *Plessy v. Ferguson*: 13th amendment; issues of segregation following Reconstruction; constitutional for the two races to have separate and equal; black only; white only)
- Demonstrates a satisfactory plan of organization; includes an introduction that connects racism to both decisions and a conclusion that observes that the cases ended poorly for African Americans

Conclusion: Overall, the response fits the criteria for Level 3. The response shows a general knowledge of the cases and applies some analysis. Although the response mentions the impact of these cases, it fails to develop them with specific information.

The Supreme Court of the United States often confronted major controversial issues in United States History. Likewise, the decisions of the Supreme court have had major consequences on the course of the United States. The 1857 case of Dred Scott vs. Sanford and the 1973 case of Roe v. Wade are pristine examples of the influence of the Supreme Court.

In 1857, the United States was facing a period of dangerously high sectional tensions, mostly between the north and south. The north and south faced a moral dispute over slavery. The free northern states had no real need for slaves economically and it was not a major part of their culture. The South was dependent on slaves to fuel their agrarian base economy. Slaves were accepted as racially inferior and for all intents and purposes, property. However, there was little federal legislation dealing with the specifics of slavery. This would cause a major crisis in 1857. Dred Scott, a slave, had been brought to a free state and into free territory. Once his master died, it was unclear whether Scott could sue and become a free man based on where he had lived or if he would remain a slave. Naturally, he tried to claim his freedom but his former master's kin claimed ownership through inheritance.

This conflict would climb the courts of the United States gaining national recognition and press coverage as it accended in the national spotlight. Finally in 1857, the Supreme Court would rule in favor of Sanford, reasoning that since Scott was a slave, he was basically chattel and should be treated like so.

The decision further increased sectional tensions and brought the United States ever so close to the Civil War. Besides just fueling the

moral conflict between pro-slavery forces and abolitionists, there was a sophisticated, significance to the case; it was the first major document by the government concerning slavery since the 3/5 compromise. It basically legalized slavery in the territories, and gave pro-slavery forces a real political and judicial advantage. This controversy would be settled by the Civil War.

The 1950's and following decades were significant for their cultural progress. A new wave of feminism was among the cultural revolutions sweeping across the United States. The Feminists pushed for equality in almost every area possible, led by women such as Betty Freidan, who wrote The Feminine Mystique which was a rally cry for equality. After making gains in economics and education, women pushed for the right for an abortion, which was not legal in most states. In 1973, the Supreme Court would rule in favor of abortion, as long as it took place within the first trimester or 3 months of conception.

The decision has endured 40 years of moral, political, and religious controversy. The decision, made in the highest court of the United States, signified an indisputable victory for feminists but a terrible loss for those who consider abortion murder.

At every crisis in the United States, one could argue that the Supreme Court will be involved to make a decision of major repercussions. In conclusion, the power of the Supreme court echoes through its controversial decisions shaping the United States and setting a new course for history as seen in the 1973 Roe v. Wade case and in the 1857 Dred Scott vs. Sanford decision.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for *Dred Scott v. Sanford* and *Roe v. Wade*
- Is more descriptive than analytical (*Dred Scott v. Sanford*: the United States was facing a period of dangerously high sectional tensions; the South was dependent on slaves to fuel their agrarian-based economy; slaves were accepted as racially inferior and for all intents and purposes, property; Dred Scott, a slave, had been brought to a free state and free territory; since Scott was a slave, he was basically chattel and should be treated like so; the decision further increased sectional tensions and brought the United States ever so close to the Civil War; gave pro-slavery forces a real political and judicial advantage; *Roe v. Wade*: a new wave of feminism was among the cultural revolutions sweeping across the United States; after making gains in economics and education, women pushed for the right for an abortion, which was not legal in most states; the Supreme Court would rule in favor of abortion as long as it took place within the first trimester of conception; the decision has endured 40 years of moral, political, and religious controversy; signified an indisputable victory for feminists but a terrible loss for those who consider abortion murder); includes weak and faulty analysis (*Dred Scott v. Sanford*: was the first major document by the government concerning slavery since the Three-fifths Compromise)
- Includes some relevant facts, examples, and details (*Dred Scott v. Sanford*: master died; national spotlight; *Roe v. Wade*: Betty Friedan; *The Feminine Mystique*; rally cry for equality)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the task. Although the response includes some analysis, it lacks depth and development, especially in the explanation of the decision in each case. More details would have strengthened the discussion of *Roe*.

The Supreme Court is undoubtedly one of the most influential part of United States government on the citizens. Only cases of the utmost importance are presented to the Supreme Court, where the cases are then deeply evaluated and heavily discussed by the Supreme Court. Once the Supreme Court makes a decision, everything is said and done, it has reached the highest level of authority. Cases over the years have resulted in many changes – both good and bad. Decisions made by the Supreme Court have positively influenced the nation with social reforms, but at times the decisions made by the Supreme Court did not always benefit the nation.

The case *Korematsu vs. U.S.* occurred during World War II. After the U.S. was bombed at Pearl Harbor by Japan, President Roosevelt issued an executive order that allowed the military to move all Japanese-Americans away from the west coast, as they were considered a threat to National Security. In an earlier decision, the Supreme Court said that during wartime the government could limit civil liberties to a certain extent. *Korematsu* was a Japanese American who was dating an Italian girl at the time. He refused to obey the order to move and was arrested. He was tried and convicted of violating the order with his case going all the way up to the Supreme Court. He argued that he was a citizen. The Supreme Court upheld his arrest because Japanese Americans were considered a risk to National security and not the target of racism. Many Americans were for the removal, however Japanese Americans were upset with the result since they lost everything when they were removed. Ironically, there was a single regiment in the United States army that was composed of Japanese Americans who enlisted to fight for their country and were

awarded for their bravery. Later on, about 40 years later, Congress apologized to the Japanese who were forced into internment camps by sending \$20,000 to Japanese-Americans still alive who had been in the camps. While it was nice for the Congress to generously apologize, it is still argued that the Supreme Court should have never upheld an order that clearly violated a citizens' rights.

President Nixon was elected during the Cold War. His presidency lasted a mere 2 years into his second term due to the Watergate Scandal. The National Democratic headquarters in the Watergate were burglarized. Nixon's re-election committee was accused. Nixon had tapes about the effort to cover up his people's role in the break in of the Watergate hotel, and when prompted to hand them over to Congress, he denied it to them. Nixon claimed executive privilege. The Supreme Court decision established limits on presidential executive privilege and stated that the president was not above the law. Nixon's actions proved to the citizens that they couldn't trust the government and did damage to the Republican party. Nixon ended up resigning before he would have been impeached. Public distrust of government continues to be an issue.

Overtime, the Supreme Court have made some decisions that haven't always made complete sense to citizens, but the mistakes are what shaped our Society today. The basis for decisions made in Supreme Court today are influenced by past ones, which ultimately can be argued that past decisions were beneficial to Society in the longrun.

Anchor Level 3-C

The response:

- Develops most aspects of the task but does so unevenly by discussing *Korematsu v. United States* more thoroughly than *United States v. Nixon*
- Is more descriptive than analytical (*Korematsu v. United States*: after the United States was bombed at Pearl Harbor by Japan, an executive order allowed the military to move all Japanese Americans from the West Coast; in an earlier decision, the Supreme Court said that during wartime the government could limit civil liberties to a certain extent; Korematsu refused to obey the order to move; argued that he was a citizen; the Supreme Court upheld his arrest because Japanese Americans were considered a risk to national security and not the targets of racism; they lost everything when they were removed; there was a single regiment in the United States army that was composed of Japanese Americans who enlisted to fight for their country and were awarded for their bravery; Congress apologized and sent \$20,000 to all Japanese Americans still alive who were in the camps; still argued that the Supreme Court should have never upheld an order that clearly violated citizens' rights; *United States v. Nixon*: Nixon had tapes about the effort to cover up his people's role in the break-in at the Watergate hotel; actions proved to the citizens that they could not trust the government; decision established limits on presidential executive privilege; Nixon ended up resigning before he would have been impeached)
- Includes some relevant facts, examples, and details (*Korematsu v. United States*: World War II; President Roosevelt; threat to national security; was arrested; *United States v. Nixon*: Cold War; National Democratic Headquarters; reelection committee accused)
- Demonstrates a satisfactory plan of organization; includes an introduction that overstates the authority of the Supreme Court and an indecisive conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of *Korematsu v. United States* is informative and completes the task. However, the discussion of *United States v. Nixon* lacks depth and development.

As time progresses so does change. In the United States, the Supreme Court has amended rules and laws based on that specific time period to supposedly help better the country. However, this may not always be the case. This change is exemplified through two of the many Supreme Court cases: *Gideon vs Wainwright* and *Plessy vs Ferguson*.

In 1896, the *Plessy vs Ferguson* trial took place. Homer Plessy bought a first class ticket on the railroad in the whites only section. Even though he looked white Plessy was caucasian with African descent. Because of this, Plessy was asked to move to the blacks only section. Upon refusal, police came and arrested him charging him with the violation of the "Seperate Cars Act". During trial Supreme Court ruled that Plessy was in the wrong due to the "seperate but equal" law. This decision allowed for racial segregation to exist all throughout society. This especially negatively effected African Americans since it gave them a sense of fear; it allowed the whites to feel superior while belittling the blacks. It also allowed for such things like the Ku Klux Klan to exist which affected African Americans tremendously by allowing actions such as lynching.

In *Gideon vs. Wainwright*, the Supreme Court ruled that according to the sixth amendment, state courts had to appoint a counsel for those who could not afford an attorney. Gideon was accused by an eyewitness of larceny. He was supposedly seen breaking into a public poolroom and damaging that property's possessions. As a result he was put on trial. However he could not afford a lawyer. As a result he defended himself and was found guilty and was to serve prison for five years. Since Gideon thought he was denied his legal rights, he

Anchor Paper – Thematic Essay—Level 2 – A

petitioned to Courts. He was then allowed another trial with the representation of an attorney in which Gideon was found not guilty and won the case. This showed how unfair the trial was since denied his due process of law. Gideon did not know the rules or laws of the Supreme Court causing him to lose at first.

Over time many laws have changed due to the decisions of the Supreme Court, which significantly impacted the lives of people in America.

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

- Minimally develops most aspects of the task for *Plessy v. Ferguson* and *Gideon v. Wainwright*
- Is primarily descriptive (*Plessy v. Ferguson*: Homer Plessy bought a first-class ticket on the railroad in the whites only section; upon refusal to move to the blacks only section, police came and arrested him; Supreme Court ruled that Plessy was in the wrong due to the “separate but equal” law; this decision allowed for racial segregation to exist all throughout society; it allowed the whites to feel superior while belittling the blacks; *Gideon v. Wainwright*: accused of breaking into a public poolroom and damaging that property’s possessions; could not afford a lawyer; as a result, he defended himself and was found guilty; the Supreme Court ruled that according to the sixth amendment, state courts had to appoint a counsel for those who could not afford an attorney; he was then allowed another trial with the representation of an attorney in which Gideon was found not guilty); includes faulty analysis (*Plessy v. Ferguson*: Ku Klux Klan; lynching)
- Includes few relevant facts, examples, and details (*Plessy v. Ferguson*: Plessy looked white; Separate Car Act; gave African Americans a sense of fear; *Gideon v. Wainwright*: accused by an eyewitness of larceny; prison for five years; petitioned the Court; denied due process of law); includes inaccuracies (Supreme Court amends rules and laws; *Gideon*: did not know rules of Supreme Court causing him to lose at first)
- Demonstrates a general plan of organization; includes an introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of each case, especially the impact of *Plessy v. Ferguson* and the decision in *Gideon v. Wainwright*. However, it lacks the depth of a higher level response.

The decisions of the Supreme Court often have an immense impact on the United States and its society. The Supreme Court deals with important, yet controversial issues that need to be addressed. Such issues include slavery and civil rights during times of war. These issues are brought up in the Supreme Court cases *Dred Scott vs. Sanford* and *Korematsu vs United States*, respectively. Both cases resulted in landmark decisions that affected many people living in the United States.

The *Dred Scott* case proved to be a major setback for African American slaves hoping to achieve freedom and acquire personal liberties. In the 19th century, slavery was an institution used widely throughout the South. *Dred Scott* was one of many slaves with white masters. However, Scott's master had died, leaving him to believe he might actually be free from white persecution. This thought brought up an important issue and provoked controversy throughout the United States. The issue was: could slaves be considered property? The Supreme Court certainly thought so. The Court denied *Dred Scott* his freedom, stating that slaves are in fact property of their white master. After Scott moved northward to a slave-free state, he was forced to return to the South to his master's wife. Unfortunately, the Supreme Court's decision moved America backward instead of forward. Blacks were once again made inferior to the egotistical white supremacists, and were constitutionally denied their most basic rights. Black slaves would have to work even harder to attain freedom and, later, equality. This case is one of the most memorable in the U.S's history. It affected thousands of slaves whose hopes of one day getting civil rights were crushed. Of course, about one hundred years later, blacks fought for

and achieved full freedom and equality. This could have happened sooner, although, if the Supreme Court hadn't ruled slaves as property. The Supreme Court case *Korematsu vs United States* is an interesting one that strengthened the power of the federal government during times of war and weakened the rights of an entire race. After the Japanese attacked Pearl Harbor during World War II, many Americans were skeptical about the loyalty of Japanese-Americans. Americans were fearful of spies and the possibility of another attack. *Korematsu* was an American citizen of Japanese descent. He was convicted of violating a law that violated his personal liberties. The U.S. government had set up camps for Japanese-Americans to reside to protect the welfare of the rest of the nation. *Korematsu*, however decided he would not leave his home to go to one of these relocation camps. Therefore, he sparked a controversy of whether or not the government could sacrifice the rights of individuals during a time of crises. The Court ruled against *Korematsu*, thus increasing the power of the government. This decision has the power to affect us even today, and has been brought back into discussion several times since its initial passing. The Supreme Court case *Korematsu vs. United State* followed the long standing tradition of siding with the federal government, giving it the right to suspect an entire race of people of espionage during times of war.

The Supreme Court deals with a large range of controversial issues. Its decisions affect the United States and its society greatly. Cases such as *Dred Scott vs Sanford* and *Korematsu vs United States* affect the American people in immense ways.

Anchor Level 2-B

The response:

- Develops most aspects of the task in little depth for *Dred Scott v. Sanford* and *Korematsu v. United States*
- Is primarily descriptive (*Dred Scott v. Sanford*: case proved to be a major setback for African American slaves; in the 19th century, slavery was an institution used widely throughout the South; the Court denied Dred Scott his freedom stating that slaves are the property of their white master; the Supreme Court's decision moved America backward instead of forward; *Korematsu v. United States*: many Americans were skeptical about the loyalty of Japanese Americans; Americans were fearful of spies and the possibility of another attack; the United States government had set up camps for Japanese Americans to reside to protect the welfare of the rest of the nation; *Korematsu* sparked a controversy of whether or not the government could sacrifice the rights of individuals during a time of crisis; the Court ruled against *Korematsu*; strengthened the power of the federal government during times of war and weakened the rights of an entire race); includes faulty and weak analysis (*Dred Scott v. Sanford*: Scott's master had died, leaving him to believe he might actually be free from white persecution; he was forced to return to the South to his master's wife; blacks were once again made inferior; black slaves would have to work even harder to obtain freedom)
- Includes few relevant facts, examples, and details (*Dred Scott v. Sanford*: white masters; white supremacists; *Korematsu v. United States*: Pearl Harbor; World War II; American citizens; relocation camps; espionage)
- Demonstrates a general plan of organization; includes an introduction that states the cases led to landmark decisions that affected many people and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of *Korematsu* shows some knowledge of the case but the discussion of *Dred Scott* is much weaker, indicating a limited understanding. The response is built on sweeping generalizations and strong opinions that are not grounded with accurate supporting facts and details.

The United States Supreme Court has has dealt with many controversial issues throughout history. The court cases Roe vs. Wade and Gideon vs. Wainwright have influenced American Society. The decisions of the court cases have impacted the United States in multiple ways.

In 1973, a women who was identified as Roe to hide her real identity became pregnant. She was single and not able to raise and support a child. At the time abortions were illegal and Roe was sent to the Supreme court. Her court case was named Roe vs. Wade. In the end the case made the decision that abortion was legal in the 1st trimester, and the 2nd trimester if the childs or Mothers life was at risk. By the time the decision was made however Roe had already given birth. This court case impacted the Society by making abortion legal under certian circumstances. Many citizens disagreed and did not like the decision from the case of Roe vs. Wade. This 1973 court case Roe vs. Wade gave women more rights and choices. Abortion is now legal in the United States under certian circumstances due to Roe vs. Wade.

Another Supreme court case that gave American citizens more legal rights was Gideon vs. Wainwriqh. In this case a man by the name of Clarence Carl Gideon was accused of breaking into a pool store and stealing items. Gideon was not able to afford a lawyer to defend him. He lost his first trial on his own and was sentenced to jail for being found "guilty". After being in jail for a while he was given a retrial and was found innocent. In this trial however he was assinged a lawyer to defend him. This court case made it so that all persons being tried had a right to an attorney. Even if the were not able to afford one they would have one assinged. This influences the court system by given all acused people a public defender. This helped many

Anchor Paper – Thematic Essay—Level 2 – C

citizens in trials and created justice for the accused. *Gideon vs Wainwright* was important to the American judicial system as it gave rights to everyone for a public defender.

Supreme court cases of the United States have impacted American society for decades. The decisions in the court cases often granted more rights to the American citizens. The famous court cases *Roe vs. Wade* and *Gideon vs. Wainwright* have influenced some rights of women and persons accused of crimes.

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

- Minimally develops all aspects of the task for *Roe v. Wade* and *Gideon v. Wainwright*
- Is primarily descriptive (*Roe v. Wade*: at the time, abortions were illegal; the case made the decision that abortion was legal in the first trimester; many citizens disagreed and did not like the decision; gave women more rights and choices; abortion is now legal in the United States under certain circumstances; *Gideon v. Wainwright*: Gideon was not able to afford a lawyer to defend him; he lost his first trial on his own and was sentenced to jail; this court case made it so that all persons being tried had a right to an attorney; if they were not able to afford one, they would have one assigned; created justice for the accused; it gave rights to everyone for a public defender)
- Includes few relevant facts, examples, and details (*Roe v. Wade*: Roe was single and not able to raise and support a child; *Gideon v. Wainwright*: accused of breaking into a pool store and stealing)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that observes that the two decisions granted more rights to United States citizens

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances for each decision contains brief descriptions of the individuals involved. The remaining discussion is uneven, providing only general statements without development.

The United States Supreme Court has greatly affected American society by making important decisions regarding issues which were highly debated. Two significant cases include *Schenck v. United States* and *Plessy v. Ferguson*. These decisions have shaped the United States into the nation it is modern day.

In *Schenck v. United States* a man believed that he was expressing his freedom of speech by proclaiming his distaste for the war to a crowd of people. He was arrested and put onto trial for this. In the end, the Supreme Court decided that freedom of speech can be limited if there is a "clear and present danger." He was convicted for causing a threat to national security.

Originally in 1896, the Supreme Court declared that "separate but equal" is constitutional in *Plessy v. Ferguson*. For instance, African Americans could be forced to use separate water fountains from white people. Later in history a new supreme justice decided that the Supreme Court's decision in *Plessy v. Ferguson* was unconstitutional. The decision was changed with another vote amongst the justices.

Anchor Level 1-A

The response:

- Minimally addresses some aspects of the task for *Schenck v. United States* and *Plessy v. Ferguson*
- Is descriptive (*Schenck v. United States*: the Supreme Court decided that freedom of speech can be limited if there is a “clear and present danger”; Schenck was convicted for causing a threat to national security; *Plessy v. Ferguson*: the Supreme Court declared that “separate but equal” was constitutional; African Americans could be forced to use separate water fountains from white people)
- Includes no additional facts, examples, or details; includes inaccuracies (*Schenck v. United States*: a man believed he was expressing his freedom of speech by proclaiming his distaste for the war to a crowd; *Plessy v. Ferguson*: a new Supreme Justice decided that the Supreme Court’s decision in *Plessy v. Ferguson* was unconstitutional)
- 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 contains a few accurate statements about the cases, but some are vague and lack elaboration. In addition, the impact of *Schenk* and the historical circumstances of *Plessy* are not mentioned.

There has been many Supreme Court cases in america. Some of them have changed the way we view todays society. Some were to be viewed as unimportant. Two famous court cases were dred scott vs. sanford, and united states vs. nixon.

One famous court case was Dred scott vs. Sanford. This court case was famous because it showed that slaves were property and not people. They could be owned, sold, and traded. Dred Scott was trying to get free and when he went to court, The court found him guilty and to be known as property.

Another famous court case is united states vs. Nixon. This court case appeared after stealing the Democrats plan and notes for the economy. Nixon was running for his second term and wanted a lead over democrats. So Nixon had people steal democratic ideas, notes, and plans. He was found guilty and had to return it all and he didn't run again for office.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for *Dred Scott v. Sanford* and *United States v. Nixon*
- Is descriptive (*Dred Scott v. Sanford*: this court case was famous because it showed that slaves were property and not people; they could be owned, sold, and traded; *United States v. Nixon*: Nixon was running for his second term and wanted a lead over Democrats)
- Includes no additional facts, examples, or details; includes inaccuracies (*Dred Scott v. Sanford*: the Court found him guilty; *United States v. Nixon*: case appeared after stealing the Democrats' plan and notes for the economy; Nixon had people steal democratic ideas, notes and plans; he was found guilty and had to return it all)
- 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 recognizes that *Dred Scott v. Sanford* was about slavery and that *United States v. Nixon* was about the break-in at Democratic headquarters, but shows no understanding of the function of the Supreme Court or the constitutional issues involved in the cases. Some accurate information about the issue in *Dred Scott* is mentioned, but most of the information about *Nixon* is inaccurate or misapplied.

The Supreme Court is the highest court of law in the United States. It has the power to declare acts of congress unconstitutional and checks the power of both the legislative and executive branches of United States Governments. Because of its power of Judicial Review, the Supreme court has played significant roles in deciding the outcome of important and controversial cases. Two of these controversial cases are Dred Scott vs. Sanford and Plessy v. Ferguson, which both dealt with the high-tension issue of slavery.

In the decades before the Dred Scott decision, the North and South argued over whether slavery could expand into new states. Dred Scott was a slave, who moved to a free-state with his master. When his master died, Scott sued for his freedom, claiming that because he had been in a free state, he should be freed. Scott's case made it all the way to the Supreme Court. When it was deliberated there, chief Justice Taney ruled many important things. He said that slaves were property, and property could not be taken away or restricted due to the fifth Amendment. Taney also decided that because Scott was technically not a citizen he had no right to sue anyways. This decision was important for many reasons. The main reason was that it ruled that congress could not limit slavery in the territories and that the Missouri compromise was therefore unconstitutional. This left the United States without any clear way of deciding the issue of slavery in a territory, which caused further controversy and eventually a civil war surrounding the issue.

Plessy vs. Ferguson also involved the touchy subject of race relations. African Americans had been freed from slavery but Jim Crow laws in the South kept them separate from whites. The case came

about when an African American man was sitting in a train car, and was told to leave. The man sued the railroad company, claiming they had no right to make him sit in a different place on account of his skin color. When this case made it to the Supreme Court, it was decided that under the Fourteenth Amendment it was legal to have separate, but equal facilities. This decision was controversial and important because it made segregation legal. This decision further opened the door for racist discrimination to be allowed. African Americans were now more completely separated from the whites under threat of jail. And, even though the law said separate but Equal, the facilities were hardly ever equal for the African Americans. They had to use inferior public facilities and go to run-down schools for another half-century.

Both *Dred Scott v. Sandford* and *Plessy v. Ferguson* dealt with very controversial issues. However even though the Supreme Court dealt with both decisions, doesn't mean these decisions were just. Both promoted the legality of racism, and allowed society to unfairly treat African Americans. These two cases show how much effect a Supreme Court decision can have on society when dealing with controversial issues.

Throughout United States History, the Supreme Court has dealt with many controversial issues. While the government is supposed to protect the people, sometimes, it actually limits their rights instead. This is seen through the cases of Plessy v. Ferguson in 1896, and Korematsu v. the United States in 1944. The court's decisions in these cases have had a significant impact on the United States and American society as a whole.

After the Civil War, the 13th, 14th, and 15th Amendments were passed, granting former slaves freedom, citizenship, and voting rights. However, in the South especially, new laws were passed to circumvent these Amendments and control former slaves under the power of the white man. Whites in the South made it difficult for freedmen to make any economic progress and they gradually did more and more to keep African Americans from voting. Jim Crow laws were established by southern states to drastically limit the rights of African-Americans by segregating them. According to Jim Crow laws, blacks could use public facilities, as long as they were kept separate from whites. One man, Homer Plessy who was merely one-eighth black, sought to challenge this separate but equal practice, after he was arrested for riding in the all white car of a train. The case made its way to the Supreme Court, and the federal landmark decision upheld segregated railroad facilities, saying they did not violate the equal protection clause of the 14th amendment. This established the doctrine of "separate but equal" that would be applied to virtually every part of southern life. This landmark case had a monumental impact on the nation for over half a century. During this time, blacks were kept segregated from whites in all aspects of daily life leaving them

vulnerable to poverty and violence. African Americans who challenged Jim Crow inequality risked visits from the KKK and lynching. Finally, the Civil Rights movement of the post-World War II era would help to reverse "separate but equal." Supreme court cases, legislation and activism eventually helped fulfill the promise of the 14th amendment. However, the impact of the decision must never be forgotten, because it truly halted racial progress in American society.

For a century before World War II, Asian Americans on the west coast had faced racism and discrimination. Separate schools, laws against land ownership, prohibition of intermarriage and restrictions on immigration were long established policies in western states. After Japan unexpectedly bombed Pearl Harbor, the United States felt threatened by all of its Japanese-American citizens. This was especially true on the west coast, where fears ran highest. Therefore, under direct executive order by President Franklin Roosevelt, all Japanese-American living on the west coast were faced with forced removal and were placed in internment camps in the interior to prevent them from spying or aiding Japan in another attack. A few people criticized this decision, because they felt it violated due process in the Constitution. Japanese-Americans had not been convicted of any crimes. Japanese-Americans had been "bullied" and depicted as evil and treasonous in various political cartoons and other propaganda, so many Americans supported their evacuation. One man, Korematsu, felt especially hurt by these laws, and challenged them all the way to the Supreme Court. This Japanese-American violated the evacuation order and was determined to avoid internment. However, his determination saw no success, as he was eventually

arrested and sent to an internment camp. In the case of *Korematsu v. United States* in 1944, the Supreme Court ruled that during a period of military crisis such as World War II, the federal government has the right to take measures that it feels will protect and benefit most of its citizens. The Court upheld the evacuation order as a matter of military urgency. This policy of individual liberties being subject to the needs of national security, though long debated, still stands today. It has been further expanded by things such as President George Bush's creation of the Patriot Act after 9/11. The Patriot Act allows for surveillance of personal communications to prevent another terrorist attack. NSA is keeping records of phone calls made by ordinary citizens, angering civil libertarians. The *Korematsu* decision will forever impact American Society, because it allows the federal government to extend its usual powers, to protect our security at the possible cost of personal freedom.

It's incredible how much one case can forever impact American Society. In the previously discussed cases, it is seen that although a nation must govern its citizens, sometimes it does so in a very contraversial manner. The Supreme Court must truly be regarded as a force to be reckoned with, for its power often affects the nation and its people with its decisions.

The Supreme Court has dealt with many important cases; two of which are Dred Scott v. Stanford and Roe v. Wade. Both cases had a monumental impact on society at the time, and in the case of Roe v. Wade, still affect society today. Both Dred Scott v. Stanford in 1857 and Roe v. Wade were very important cases, which caused controversy throughout society.

Dred Scott vs. Stanford took place in 1857. The ruling arose because Dred Scott, a slave who had lived in the South, argued that because he had lived in the North he could sue for his freedom. Southerners favored slavery as an institution. Northerners, on the other hand, argued against it. The Supreme Court headed by Judge Taney ruled that Dred Scott was property, and since he was not a citizen could not sue in federal courts. Essentially, the court ruled that slaves would remain property anywhere in the U.S., including Free States. The Court also said that the Missouri compromise line at the 36° 30' parallel had been unconstitutional because Congress had no power to limit slavery in the territories. This decision led to more Northern resistance against slavery because they were afraid they could no longer ban slavery anywhere in the U.S. It also helped to spur further division between the North and the South. This division would later result in the civil war.

The Roe v. Wade decision took place in 1973. The issue at hand was whether all states must legalize abortions, or if they could continue to outlaw them. A lot of religious groups, especially Catholics, argued that abortion was murder. Women's rights groups, however, argued that the woman had the right to privacy and to choose under the 14th amendment. The Supreme Court ruled that first trimester abortions

were legal, and that they could be performed anywhere in the US because women have the right to privacy. The ruling was very controversial, and many anti-abortions groups now started movements against the ruling. This case also led to subsequent decisions in which the court allowed states to make some restrictions, but still upheld the original decision. Later on, people such as Randall Terry would run on anti-abortion platforms. Thus, the ruling still remains controversial today.

Both Dred Scott vs Stanford and Roe v Wade were very important decisions. They changed society fundamentally at the time, and affected the lives of millions of people. In fact, many court decisions still affect society today.

Throughout history, the United States Supreme Court has dealt with many controversial issues. The Court's decisions in these cases have had a significant impact on American society and history. Two such cases were *Schenck v. United States* and *Korematsu v. United States*. Both cases took place in a time of war when personal freedoms had to be sacrificed for the good of America. The decision of the Court in these cases drastically changed the lives of not only those involved in the case, but all other American citizens.

Schenck v. United States took place in 1919, during World War One. When the war broke out in Europe, the United States remained neutral and did not join the conflict. Eventually, however, President Wilson asked for a declaration of war to "make the world safe for democracy." The Wilson administration put out anti-German propaganda and passed controversial laws such as the Espionage Act. This act made it illegal for Americans to speak out against United States involvement in the war. Schenck, a socialist who opposed the war because he believed it only benefited businessmen and bankers, violated the act by printing antidraft pamphlets and was arrested. In the court case, Schenck argued that he was not guilty on the grounds that the Espionage Act violated his right to freedom of speech. The Court ruled against Schenck. Their reasoning was that during wartime, individual freedoms had to be sacrificed. The Court also reasoned that freedom of speech is not absolute and when an individual uses speech that poses "a clear and present danger," they could be silenced. Schenck, by trying to persuade Americans not to join the U.S. Army, risked the welfare of America and all its inhabitants similar to someone yelling "fire in a crowded movie theater." This case set the

long standing belief that the needs of American security during wartime override individual rights. During World War Two, the Court again ruled on the side of national security over personal freedom.

The *Korematsu v. United States* case took place during World War Two. It was a time when US tensions with Japan were high because of the war and especially because of the Japanese bombing of Pearl Harbor, an American Naval Base. For decades, discriminatory laws had been passed against Japanese Americans. Now, it got to the point that an executive order was issued that demanded all Japanese Americans, or those of Japanese ancestry had to move to camps farther inland because of the fear that Japanese spies hidden in the population were feeding Japan information or might engage in sabotage.

In a time when nativism and nationalism were high, many Americans supported this executive order. These fears fueled even greater racism against the Japanese. Japanese-Americans were targeted more so than Italian Americans or German Americans because they were Asian and looked different than the majority of citizens in America.

Fred Korematsu, a United States citizen by birth, did not comply with the executive order and did not move to a camp. Instead, he tried to change his appearance, but was found out and arrested. There had been other cases similar to Korematsu involving Japanese Americans, but the military order to evacuate Japanese-Americans continued. The Supreme Court decided against Korematsu. The justices reasoned that the executive order was a military necessity because there was a reasonable fear of an enemy invasion and people of Japanese ancestry might be loyal to the enemy. Japanese Americans had to suffer for the

greater good of America, even if due process was ignored. The dissenting judges argued that ruling against Korematsu was racist. Italians and Germans were not being moved to camps though we were also at war with the countries of their origin. It was also unfair to uproot the lives of so many Americans into terrible camps. They lost their homes, businesses and most of their property because they were forced to leave on very short notice and could take only what they could carry. The camps had no privacy and traditional family life was lost. This tragedy was even worse because most of them were American citizens and no acts of treason or sabotage by Japanese-Americans were ever discovered. As a result of the ruling, it was made absolutely clear that rights are not absolute, especially during wartime.

These Supreme Court Cases reinforced the American ideal of self-sacrifice in times of crisis. Schenck v. US made it clear that an individual cannot use their rights if they pose a clear and present danger to others. Korematsu v. US upheld the relocation of tens of thousands of innocent people from their homes to awful camps. In both cases, rights were sacrificed. Freedom of speech or the right to due process can both be stripped away for the greater good of America. All Supreme Court cases affect every American in one way or another at different points in history and some can still be felt today.

The United States Supreme Court has dealt with many controversial issues in previous years; all having some kind of important impact on the United States and American history. Plessy v. Ferguson and Dred Scott v. Sanford are two court cases that play an important role in the history of America.

Plessy v. Ferguson was a court case held in which the dispute of “separate but equal” and the rights of African Americans were discussed.

In 1857, the case of Dred Scott v. Sanford took place and argued about the Missouri Compromise.

Controversies and issues were dealt with by the United States Supreme Court. These court cases have had an impact on American history, including two cases, Plessy vs. Ferguson and Dred Scott v. Sanford.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task unevenly for both *Dred Scott v. Sanford* and *Plessy v. Ferguson*
- Is more descriptive than analytical (*Dred Scott v. Sanford*: in the decades before the Dred Scott decision, the North and South argued over whether slavery should expand into new states; when his master died, Scott sued for his freedom, claiming that because he had been in a free state, he should be free; slaves were property, and property could not be taken away or restricted due to the fifth amendment; because Scott was technically not a citizen, he had no right to sue; ruling left the United States without any clear way of deciding the issue of slavery in the territories; caused further controversy and eventually a Civil War; *Plessy v. Ferguson*: African Americans had been freed from slavery but Jim Crow laws in the South kept them separate from whites; Supreme Court decided that under the 14th amendment, it was legal to have separate but equal facilities; it made segregation legal; African Americans were separated from whites under threat of jail; the facilities were hardly ever equal)
- Includes some relevant facts, examples, and details (*Dred Scott v. Sanford*: Chief Justice Taney; Missouri Compromise unconstitutional; *Plessy v. Ferguson*: train; racist discrimination; inferior public facilities; run-down schools) includes an inaccuracy (*Plessy v. Ferguson*: the man sued the railroad company)
- Demonstrates a satisfactory plan of organization; includes an introduction that notes that the Supreme Court has the power of judicial review and a conclusion that states both decisions promoted the legality of racism and injustice

Conclusion: Overall, the response fits the criteria for Level 3. The response includes a general discussion of the major points of each case with some analysis. The response is very clear about the decision in *Scott*, but lacks details about the decision in *Plessy*. The impacts of the decision for *Scott* are mentioned, but not developed; however, the impacts of *Plessy* are detailed.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding *Plessy v. Ferguson* and *Korematsu v. United States*, the Court's decision in each case, and the impact of each decision on the United States
- Is more analytical than descriptive (*Plessy v. Ferguson*: in the South, new laws were passed to circumvent the 13th, 14th, and 15th amendments and control former slaves under the power of the white man; economic power of freedmen limited; African Americans kept from voting; drastically limited the rights of African Americans by segregating them; Plessy was arrested for riding in the all-white car of a train; the federal landmark decision upheld segregated railroad facilities; they did not violate the equal protection clause of the 14th amendment; established the doctrine of "separate but equal" that would be applied to virtually every part of southern life; blacks were segregated from whites in all aspects of daily life leaving them vulnerable to poverty and violence; African Americans who challenged Jim Crow inequality risked visits from the KKK and lynching; the civil rights movement of the post–World War II era would help to reverse "separate but equal"; *Korematsu v. United States*: before World War II, Asian Americans on the West Coast had faced racism and discrimination; after Japan unexpectedly bombed Pearl Harbor, the United States felt threatened by all of its Japanese American citizens; fears ran highest on West Coast; Japanese Americans were bullied and depicted as evil and treasonous in various political cartoons and propaganda, so many Americans supported their evacuation; Supreme Court ruled the federal government has the right to take measures that will protect and benefit most of its citizens; upheld the relocation order as a matter of military urgency; policy of individual liberties being subject to the needs of national security still stands today; NSA is keeping records of phone calls made by ordinary citizens, angering civil libertarians; allows the federal government to extend its usual powers to protect our security at the possible cost of personal freedom)
- Richly supports the theme with relevant facts, examples, and details (*Plessy v. Ferguson*: after the Civil War; freedom, citizenship, and voting rights; one-eighth black; *Korematsu v. United States*: separate schools; laws against land ownership; restrictions on immigration; executive order by President Franklin Roosevelt; internment camps in the interior; violated due process; President George Bush; Patriot Act; 9/11)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that note that cases have sometimes limited American rights

Conclusion: Overall, the response fits the criteria for Level 5. The response connects *Plessy* to the pattern of limiting the rights of African Americans after Reconstruction and *Korematsu* to the continuing needs of national security, discussing how they perpetuated racism and the loss of individual liberty. Descriptive details are followed by analytical statements.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task in little depth for *Dred Scott v. Sanford* and *Roe v. Wade*
- Is more descriptive than analytical (*Dred Scott v. Sanford*: Dred Scott was property and could not sue in federal courts; Missouri Compromise line at 36°30' parallel had been unconstitutional; this decision helped to spur further division between the North and South; would later result in the Civil War; led to more northern resistance because they were afraid they could no longer ban slavery anywhere in the United States; *Roe v. Wade*: the issue at hand was whether all states must legalize abortions or if they could continue to outlaw them; a lot of religious groups, especially Catholics, argued that abortion was murder; the Supreme Court ruled that first trimester abortions were legal, and that they could be performed anywhere in the United States because women have the right to privacy and to choose; many antiabortion groups started movements against the ruling; led to subsequent decisions in which the Court allowed states to make some restrictions, but still upheld the original decision)
- Includes some relevant facts, examples, and details (*Dred Scott v. Sanford*: not a citizen; slavery as an institution; Judge Taney; *Roe v. Wade*: women's rights groups; 14th amendment; Randall Terry; antiabortion platform; remains controversial today); includes an inaccuracy (*Dred Scott v. Sanford*: slaves would remain property anywhere in the United States, including free states)
- Demonstrates a satisfactory plan of organization; includes an introduction that notes that *Roe v. Wade* still affects society today and a conclusion that states that both decisions affected millions of Americans

Conclusion: Overall, the response fits the criteria for Level 3. The response exhibits comprehension of the decisions and their major impacts. The historical circumstances surrounding *Dred Scott* and *Roe* are limited in scope and development. The response would have been strengthened by including additional facts and details.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing *Schenck v. United States* less thoroughly than *Korematsu v. United States*
- Is both analytical and descriptive (*Schenck v. United States*: President Wilson asked for a declaration of war to “make the world safe for democracy”; the Wilson administration put out anti-German propaganda and passed controversial laws such as the Espionage Act; opposed the war because he believed it only benefited businessmen and bankers; freedom of speech is not absolute, and when an individual uses speech that poses a “clear and present danger,” they could be silenced; set the long-standing belief that the needs of American security as a whole override individual rights; during World War II, the Court again ruled on the side of national security over personal freedom; *Korematsu v. United States*: tensions with Japan were high because of the war, especially because of the Japanese bombing of Pearl Harbor; many Americans supported this executive order; these fears fueled even greater racism against the Japanese; justices reasoned there was a reasonable fear of an enemy invasion and people of Japanese ancestry might be loyal to the enemy; Japanese Americans had to suffer for the greater good of America, even if due process was ignored; unfair to uproot the lives of so many Americans into terrible camps; camps had no privacy and traditional family life was lost; this tragedy was even worse because most of them were American citizens and no acts of treason or sabotage by Japanese Americans were ever discovered)
- Supports the theme with relevant facts, examples, and details (*Schenck v. United States*: World War I; remained neutral; socialist; antidraft pamphlets; “fire in a crowded movie theater”; *Korematsu v. United States*: World War II; nativism and nationalism; Italians and Germans; citizen by birth; military necessity; lost their homes, businesses and most of their property)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state that both cases took place in wartime when individual rights had to be sacrificed for the good of America

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates an understanding of how limits on constitutional rights during wartime have been upheld by the Court. However, a fuller discussion of the impact of *Schenck* would have strengthened the response.

Practice Paper E—Score Level 1

The response:

- Minimally develops an aspect of the task for *Plessy v. Ferguson*
- Is descriptive (*Plessy v. Ferguson*: a court case in which the dispute of “separate but equal” and the rights of African Americans were discussed)
- Includes no additional relevant facts, examples, or details; includes an inaccuracy (*Dred Scott v. Sanford*: argued about the Missouri Compromise)
- Demonstrates a general plan of organization; includes a brief introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response includes a correct statement about the historical circumstances for *Plessy* but addresses neither the decision nor the impact for either case.

United States History and Government Specifications June 2014

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change—Supreme Court Citizenship; Constitutional Principles; Individuals, Groups, Institutions; Civic Values; Diversity	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government
Document-based Essay	Citizenship; Civic Values; Environment; Reform Movements; Change	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2014 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 17, 2014 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography and United States History and Government*.

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Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The conversion chart for this examination is located at <http://www.p12.nysed.gov/assessment/> and must be used for determining the final examination score.

United States History and Government
Part A Specific Rubric
June 2014

Document 1a

...In any nonviolent campaign there are four basic steps: (1) collection of the facts to determine whether injustices are alive; (2) negotiation; (3) self-purification; and (4) direct action. We have gone through all of these steps in Birmingham. There can be no gainsaying [denying] of the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of police brutality is known in every section of this country. Its unjust treatment of Negroes [African Americans] in the courts is a notorious reality. There have been more unsolved bombings of Negro homes and churches in Birmingham than any city in this nation. These are the hard, brutal, and unbelievable facts. On the basis of these conditions Negro leaders sought to negotiate with the city fathers. But the political leaders consistently refused to engage in good faith negotiation....

Source: Dr. Martin Luther King Jr., "Letter from Birmingham Jail," April 16, 1963

Document 1b

During civil rights protests in Birmingham, Alabama, Public Safety Commissioner Eugene "Bull" Connor was in charge of the police and fire departments. Acting on his orders, firefighters turned their hoses on demonstrators.



Source: AP/World Wide Photos, May 1963

1 Based on these documents, what were *two* examples of racial injustice addressed by Dr. Martin Luther King Jr.?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* example of racial injustice addressed by Dr. Martin Luther King Jr.
Examples: segregation in the city of Birmingham; unjust treatment in the courts for Negroes/African Americans; more unsolved bombings of Negro homes/churches in Birmingham than any city in the United States; refusal of political leaders to engage in good faith negotiations with Negro leaders; cruel/harsh/dangerous methods were used to stop demonstrators/fire department using fire hoses against civil rights demonstrators/Bull Connor ordering brutal use of fire hoses against African American demonstrators; use of police brutality; Negroes/African Americans not treated fairly in Birmingham; bad racial conditions in Birmingham

Note: To receive maximum credit, two *different* examples of racial injustice addressed by Martin Luther King Jr. must be stated. For example *the fire department using fire hoses against civil rights demonstrators* and *cruel/harsh/dangerous methods were used to stop demonstrators* are the same example expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: racial injustice; political leaders negotiated in good faith with African Americans; fair treatment of Negroes/African Americans; desegregation of Birmingham
- Vague response
Examples: it is an ugly record; Bull Connor gave orders; campaign was nonviolent; unjust; direct action
- No response

Document 2

Two years after writing “Letter from Birmingham Jail,” Dr. Martin Luther King Jr. was asked by an interviewer if the events that followed its publication justified the sentiments expressed in that letter.

...I would say yes. Two or three important and constructive things have happened which can be at least partially attributed to that letter. By now, nearly a million copies of the letter have been widely circulated in churches of most of the major denominations. It helped to focus greater international attention upon what was happening in Birmingham. And I am sure that without Birmingham, the march on Washington wouldn't have been called—which in my mind was one of the most creative steps the Negro [African American] struggle has taken. The march on Washington spurred and galvanized [strengthened] the consciences of millions. It gave the American Negro a new national and international stature. The press of the world recorded the story as nearly a quarter of a million Americans, white and black, assembled in grandeur as a testimonial to the Negro's determination to achieve freedom in this generation....

Source: James M. Washington, ed., *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.*, HarperCollins

2 According to Dr. Martin Luther King Jr., what were *two* effects of his “Letter from Birmingham Jail”?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of Martin Luther King Jr.'s. “Letter from Birmingham Jail”
Examples: nearly a million copies of the letter were circulated in churches of most major denominations; it led to the march on Washington; raised public awareness of/focused greater attention on what was happening in Birmingham; it contributed to the momentum of the civil rights movement/encouraged more Americans to join the civil rights movement; African Americans/Negroes became more determined to achieve freedom in this generation; raised international attention; it helped give the American Negro a new national and international stature; the creative step of the March on Washington; helped strengthen consciences of millions of American with the March on Washington

Note: To receive maximum credit, two *different* effects of Martin Luther King Jr.'s. “Letter from Birmingham Jail” must be stated. For example, *raised public awareness of what was happening in Birmingham* and *helped to focus greater attention on what was happening in Birmingham* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: it took attention away from Birmingham; it discouraged the civil rights movement; churches refused to circulate copies of the letter; it was a testimonial
- Vague response
Examples: important things can be attributed to the letter; the story was recorded; it was essential; creative steps
- No response

Document 3

...Today we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Viet-Nam or West Berlin, we do not ask for whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having to be backed up by troops....

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

The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives....

I am, therefore, asking the Congress to enact legislation giving all Americans the right to be served in facilities which are open to the public—hotels, restaurants, theaters, retail stores, and similar establishments....

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

3 According to President John F. Kennedy, why should Congress pass civil rights legislation?

Score of 1:

- States a reason Congress should pass civil rights legislation according to President John F. Kennedy
Examples: because we are committed to a worldwide struggle to promote/protect the rights of all who wish to be free; if Americans of any color/African American soldiers are sent to fight for freedom in Vietnam or West Berlin, they should have freedom at home; American students of any color should be able to attend any public institution they choose without having to be backed up by troops; it is time for the nation to fulfill its promise; the cries for equality can no longer prudently be ignored by cities/states/legislative bodies; fires of frustration/discord are burning in every city where legal remedies are not at hand; all Americans deserve the right to be served in facilities/hotels/restaurants/theaters/retail stores which are open to the public; demonstrations/parades/protests create tensions/threaten violence/threaten lives

Score of 0:

- Incorrect response
Examples: to keep African Americans/whites from fighting in Vietnam/West Berlin; cries for equality had decreased; to ban/encourage demonstrations/parades/protests
- Vague response
Examples: all Americans should be given the right; to prudently choose; it's part of a struggle; redress; deserved the rights
- No response

Document 4

Rachel Carson, a friend of Olga Owens Huckins, was sent a copy of this letter in 1958.

To the Editor of The [Boston] Herald:

Mr. R. C. Codman, who wrote that he “is actively associated” with the Commonwealth of Mass. aerial spraying programs for alleged mosquito control, also says that state tests have proved that the mixture used—fuel oil with DDT [chemical insecticide]—last summer over Plymouth and Barnstable Counties was entirely harmless....

Dr. Robert Cushman Murphy, distinguished scientist, observed after New York State sprayed Long Island in the same way, that no fish in still waters survived. All bees in a large section of the state were killed. Indeed, evidence of the havoc wrought by all air spraying of DDT is accumulating so rapidly that Mr. Codman’s placid [calm] assurance becomes absurd.

The mosquito control plane flew over our small town last summer. Since we live close to the marshes, we were treated to several lethal doses as the pilot crisscrossed our place. And we consider the spraying of active poison over private land to be a serious aerial intrusion....

The remedy of this situation [killing the mosquitoes] is not to double the strength of the spray and come again. It is to STOP THE SPRAYING OF POISONS FROM THE AIR everywhere until all the evidence, biological and scientific, immediate and long run, of the effects upon wild life and human beings are known....

Olga Owens Huckins
Duxbury, 1958

Source: Adler and Adler, eds., *Letters of the Century: America 1900–1999*, Dial Press

4 According to this letter, what is *one* reason Olga Huckins is concerned about spraying DDT?

Score of 1:

- States a reason Olga Huckins is concerned about spraying DDT according to this letter
Examples: after New York State sprayed Long Island, no fish in still waters survived; all bees in a large section of New York State were killed after spraying; evidence of the havoc wrought by all air spraying of DDT is accumulating rapidly; people have been treated to lethal doses of spray; spraying active poison over private land is a serious aerial intrusion; Mr. Codman’s claims about DDT being harmless are inaccurate/absurd based on the evidence; the long-term effects of its usage are unknown; biological/scientific effects on wildlife and human beings are not known; it is a poison; continuing to spray DDT will wreak havoc on the wildlife and humans/they will continue to spray DDT; it wreaked havoc

Score of 0:

- Incorrect response
Examples: few bees were killed in New York State after spraying; the fish population is increasing; mosquitoes were being killed; stopping the spraying; the remedy
- Vague response
Examples: it is bad; it is actively associated; the situation has a remedy
- No response

Document 5a

In *Silent Spring*, Rachel Carson warned about what might happen if the use of dangerous pesticides such as DDT continued.

...There was a strange stillness. The birds, for example—where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund [dying]; they trembled violently and could not fly. It was a spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh....

The roadsides, once so attractive, were now lined with browned and withered vegetation as though swept by fire. These, too, were silent, deserted by all living things. Even the streams were now lifeless. Anglers [fishermen] no longer visited them, for all the fish had died.

In the gutters under the eaves and between the shingles of the roofs, a white granular powder [DDT] still showed a few patches; some weeks before it had fallen like snow upon the roofs and the lawns, the fields and streams....

Source: Rachel Carson, *Silent Spring*, Houghton Mifflin, 1962 (adapted)

Document 5b



Source: L.D. Warren, *Cincinnati Enquirer*, 1972, in Jerry Robinson, ed., *The 1970s: Best Political Cartoons of the Decade*, McGraw-Hill

5 Based on these documents, what is *one* possible effect of DDT on the environment?

Score of 1:

- States a possible effect of DDT on the environment based on these documents
Examples: birds would become silent/die/disappear; there would be no sound from birds; fields/woods/marshes would be silent; roadsides would be lined with browned/withered vegetation; roadsides would be silent, deserted by all living things; the streams would be lifeless; birds would have a difficult time surviving; birds would tremble and would be unable to fly; all the fish in streams would die; DDT would destroy plant/animal life; there would be a “Silent Spring”; the environment could become deserted; can accumulate/be deposited in gutters/on roofs/on lawns/between shingles; it could silence the chorus of birds

Score of 0:

- Incorrect response
Examples: backyard feeding stations would be overcrowded; birds would have to wear gas masks; roadsides were attractive
- Vague response
Examples: they died; deserted; it might happen; it is everywhere; there are patches
- No response

Document 6a

According to a 1970 Gallup poll, 53 percent of the American public saw controlling air and water pollution as a critical issue, up from only 17 percent five years earlier. This made the environment an important political concern for many elected officials, including President Richard Nixon.

...The great question of the seventies is, shall we surrender to our surroundings, or shall we make our peace with nature and begin to make reparations [compensation] for the damage we have done to our air, to our land, and to our water?...

We still think of air as free. But clean air is not free, and neither is clean water. The price tag on pollution control is high. Through our years of past carelessness we incurred a debt to nature, and now that debt is being called....

I shall propose to this Congress a \$10 billion nationwide clean waters program to put modern municipal waste treatment plants in every place in America where they are needed to make our waters clean again, and do it now. We have the industrial capacity, if we begin now, to build them all within 5 years. This program will get them built within 5 years....

The automobile is our worst polluter of the air. Adequate control requires further advances in engine design and fuel composition. We shall intensify our research, set increasingly strict standards, and strengthen enforcement procedures—and we shall do it now....

Source: President Richard M. Nixon, State of the Union Address, January 22, 1970

6a According to the 1970 State of the Union address, what is *one* proposal made by President Richard M. Nixon to address the concerns of environmentalists such as Rachel Carson?

Score of 1:

- States a proposal made by President Richard M. Nixon to address the concerns of environmentalists such as Rachel Carson

Examples: a \$10 billion nationwide clean waters program; putting modern municipal waste treatment plants where needed in America within 5 years; intensifying research into auto engine design/fuel composition; to set increasingly strict air pollution standards for automobiles; to strengthen enforcement procedures for automobile air pollution standards; to begin to make reparations for damages done to our air, our land, and our water; to clean up the environment/repair our environment

Score of 0:

- Incorrect response
Examples: to make clean air and clean water free; ending research in auto design/fuel composition; banning automobiles; incurring a debt to nature
- Vague response
Examples: make it a question; do it now; industrial capacity
- No response

Document 6b

...*Silent Spring* planted the seeds of a new activism that has grown into one of the great popular forces of all time. When Rachel Carson died, in the spring of 1964, it was becoming clear that her voice would never be silenced. She had awakened not only our nation but the world. The publication of *Silent Spring* can properly be seen as the beginning of the modern environmental movement....

Source: Vice President Al Gore, introduction to 1994 edition of *Silent Spring*

6b According to Vice President Al Gore, what was *one* effect of the publication of *Silent Spring*?

Score of 1:

- States an effect of the publication of *Silent Spring* according to Vice President Al Gore
Examples: it planted the seeds of a new activism; was the beginning of the modern environmental movement; it awakened the nation/world to environmental concerns; more environmental activism occurred; made environmental activism one of the great popular forces of all time; awakened environmental activism in the United States and the world

Score of 0:

- Incorrect response
Examples: it ended environmental activism; end of the modern environmental movement; it silenced environmentalists
- Vague response
Examples: it planted the seeds; it was properly seen; it was becoming clear; an awakening; was a beginning
- No response

Document 7

...It also is time to stop giving lip service to the idea that there are no battles left to be fought for women in America, that women's rights have already been won. It is ridiculous to tell girls to keep quiet when they enter a new field, or an old one, so the men will not notice they are there. In almost every professional field, in business and in the arts and sciences, women are still treated as second-class citizens. It would be a great service to tell girls who plan to work in society to expect this subtle, uncomfortable discrimination—tell them not to be quiet, and hope it will go away, but fight it. A girl should not expect special privileges because of her sex, but neither should she “adjust” to prejudice and discrimination....

Source: Betty Friedan, *The Feminine Mystique*, W.W. Norton, 1963

7 According to Betty Friedan, what is *one* form of discrimination experienced by women in the early 1960s?

Score of 1:

- States a form of discrimination experienced by women in the early 1960s according to Betty Friedan
Examples: being treated as second-class citizens in almost every professional field/business/arts and sciences; urged to keep quiet when entering a new/old field; girls are expected to adjust to prejudice; they are made to feel uncomfortable by being urged to keep quiet

Score of 0:

- Incorrect response
Examples: they cannot enter professional fields/business/arts and sciences; treatment as first-class citizens in every professional field; they are given/expect special privileges; stop giving lip service; loss of hope
- Vague response
Examples: battles are left to be fought; adjustments are made; subtle; uncomfortable
- No response

Document 8

...With its impassioned yet clear-eyed analysis of the issues that affected women's lives in the decades after World War II—including enforced domesticity, limited career prospects and, as chronicled in later editions, the campaign for legalized abortion—"The Feminine Mystique" is widely regarded as one of the most influential nonfiction books of the 20th century. Published by W. W. Norton & Company, the book had sold more than three million copies by the year 2000 and has been translated into many languages.

"The Feminine Mystique" made Ms. Friedan world famous. It also made her one of the chief architects of the women's liberation movement of the late 1960's and afterward, a sweeping social upheaval that harked back to [recalled] the suffrage campaigns of the turn of the century and would be called feminism's second wave....

Source: Margalit Fox, *New York Times*, February 5, 2006

8 According to Margalit Fox, what is *one* issue addressed in *The Feminine Mystique* that concerned American women after World War II?

Score of 1:

- States an issue addressed in *The Feminine Mystique* that concerned American women after World War II according to Margalit Fox
Examples: enforced domesticity; limited career prospects; few opportunities to work outside the home; access to legalized abortion; women's liberation

Score of 0:

- Incorrect response
Examples: many opportunities to work outside the home; unlimited career prospects; suffrage
- Vague response
Examples: campaigns; social upheaval
- No response

Document 9a

DON'T iron while the strike is hot," advised the slogan of the Women's Strike for Equality. No one knows how many shirts lay wrinkling in laundry baskets last week as thousands of women across the country turned out for the first big demonstration of the Women's Liberation movement. The strike, on the 50th anniversary of the proclamation of the women's suffrage amendment, drew small crowds by antiwar or civil rights standards, yet was easily the largest women's rights rally since the suffrage protests....

Betty Friedan, whose 1963 book *The Feminine Mystique* is credited with reviving the feminist movement, originally called the strike at the conference of the National Organization for Women in March. As head of the hastily assembled National Women's Strike Coalition, she had predicted an impressive turnout and was not dismayed by the figures. "It exceeded my wildest dreams," Friedan said. "It's now a political movement; the message is clear. The politicians are taking heed already."...

Source: *Time*, September 7, 1970

9a Based on this document, what was *one way* *The Feminine Mystique* influenced the women's movement of the 1960s and early 1970s?

Score of 1:

- States a way *The Feminine Mystique* influenced the women's movement of the 1960s and early 1970s based on the document
Examples: it helped revive the feminist movement; it helped the women's movement become a political movement; it influenced politicians to pay more attention to/take heed of women's issues; it helped encourage women to gather in the largest women's rights rally since the suffrage protests; helped bring about the National Women's Strike Coalition/National Organization for Women/NOW; led to the first big demonstration of the women's liberation movement; influenced women to strike for equality

Score of 0:

- Incorrect response
Examples: it led to the woman's suffrage amendment; it ended the feminist movement; women refused to protest; exceeded her wildest dreams
- Vague response
Examples: they turned out; the message became clear; National Organization for Women; impressive turnouts
- No response

Document 9b

...Many factors have contributed to that record of [women's] achievement. The reform efforts of suffragists in the nineteenth and early twentieth centuries were important, as were those of the feminists of the 1960s. American women owe a great deal to those who fought for the passage of civil rights legislation in the 1960s, particularly the Equal Pay Act of 1963 and the Civil Rights Act of 1964. Demographic and economic trends also shaped women's experiences.

The personal choices women have made are perhaps the most important and least appreciated factor in women's economic progress over the years. Decisions to enter previously male-dominated fields of education and employment, to marry and bear children later in life, to join the work force, and to leave the work force to raise children have all had an enormous effect on whether women can achieve total parity with men. Some of those choices, such as leaving the work force for a time to raise children or working part-time, have a negative effect on women's earnings. Others, such as entering previously all-male fields, have led to remarkable gains for women in the work force....

Source: Furchtgott-Roth and Stolba, *Women's Figures: An Illustrated Guide to the Economic Progress of Women in America*, The AEI Press and Independent Women's Forum, 1999

9b According to Furchtgott-Roth and Stolba, what is *one* factor that contributed to the economic progress of women?

Score of 1:

- States a factor that contributed to the economic progress of women according to Furchtgott-Roth and Stolba
Examples: reform efforts of suffragists in the 19th and early 20th centuries; reform efforts of feminists of the 1960s; passage of civil rights legislation of the 1960s/Equal Pay Act of 1963/Civil Rights Act of 1964; decisions of women to enter previously male-dominated fields of education/employment; women's personal choices to marry/bear children later in life; decisions to join the workforce; demographic trend of women marrying later

Score of 0:

- Incorrect response
Examples: the choice to leave the workforce for a time to raise children; women working part-time; decision not to enter male-dominated fields of education/employment
- Vague response
Examples: their efforts were important; trends; total parity with men; doing things later; decisions made; enormous impact of children
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
June 2014

Historical Context: During the 1960s, writers frequently reflected social conditions that influenced United States history. These writers increased public awareness of critical issues facing the nation and had an important impact on the United States and on American society. Three such writers were **Dr. Martin Luther King Jr.** (“Letter from Birmingham Jail”), **Rachel Carson** (*Silent Spring*), and **Betty Friedan** (*The Feminine Mystique*).

Task: Choose *two* writers from the 1960s mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding an issue addressed by the writer
- Discuss how the writer influenced the United States and/or American society

Scoring Notes:

1. This document-based question has a minimum of *four* components (describing the historical circumstances surrounding an issue addressed by *each* of *two* writers **and** discussing the influence of *each* writer on the United States and/or on American society).
2. The description of the historical circumstances may address the specific events surrounding the publication of the writing or may address the broader issues of the topic, e.g., Dr. Martin Luther King Jr.’s response to his arrest during the Birmingham protests or his response to a century of discrimination against African Americans.
3. The description of the historical circumstances surrounding the issue addressed by the writer may, but is not required to, include information about the content of the writing.
4. The influence of the writer on the United States and/or on American society may be immediate or long term.
5. The discussion of the influence of the writer may be on the United States, on American society, or on both the United States and on American society.
6. A document may sometimes be used to address either aspect of the task, e.g., the brutality toward African Americans illustrated in document 1b may be used to describe historical circumstances surrounding the writing of “Letter from Birmingham Jail” or, after its publication, the influence of the letter on the increased coverage of the continuing brutality toward African Americans.
7. The influence of the writer may be discussed from differing perspectives as long as the position taken is supported by accurate historical facts and examples.
8. Students should not be penalized for using terms that appear in the documents in their response, e.g., historically accepted terms for African Americans.
9. Only two writers should be chosen from the historical context. If three writers are addressed, only the first two writers may be scored.
10. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 5a, 5b, 6a, 6b, 9a, and 9b may be considered as separate documents *if* the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding an issue addressed by **each** of **two** writers **and** discussing the influence of **each** writer on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Dr. Martin Luther King Jr.*: connects the impact of the end of Reconstruction on the civil rights of African Americans and their use of civil disobedience to achieve racial equality to the influence of King's work on expanded media coverage and to increased public support leading to presidential advocacy for the passage of civil rights legislation that promoted social, political, and economic equality; *Rachel Carson*: connects the impact the development of the West had on the environmental thinking of individuals and federal conservation policy during the Progressive Era to the impact her writing had on health-related environmental activism and a more expansive government regulatory role in protecting the environment from chemicals and toxic wastes
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to issues addressed by writers and their works (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Dr. Martin Luther King Jr.*: decision in *Plessy v. Ferguson*; events of Montgomery bus boycott; Southern Christian Leadership Conference; "I Have a Dream" speech; assassination of President John F. Kennedy; role of President Lyndon Johnson; terms of 1964 Civil Rights Act; terms of Voting Rights Act of 1965; *Rachel Carson*: destruction of buffalo; strip mining; efforts of John Muir; conservation efforts of Theodore Roosevelt; terms of Clean Air Act; activities of Environmental Protection Agency; banning of DDT
- 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 writer more thoroughly than for the second writer *or* by discussing one aspect of the task less thoroughly than the other
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Dr. Martin Luther King Jr.*: discusses the political, economic, and social inequalities that led to African American civil rights protests in cities throughout the South and the focus that King's work brought to events in Birmingham, thus encouraging national support for the civil rights movement and its legislative goals; *Rachel Carson*: discusses government conservation actions taken in response to environmental concerns generated by individuals and groups during the early 1900s and the impact of her writing on creating a new environmental public awareness, leading to support for the passage of federal and state legislation
- 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** writer 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
- 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.

Dr. Martin Luther King Jr.**Key Ideas from Documents 1-3**

Historical Circumstances	Influence of Writer
<p>Doc 1—Four basic steps of nonviolent campaigns in Birmingham (collection of facts to determine injustices, negotiation, self-purification, direct action)</p> <p>Racial injustice in Birmingham</p> <p>More thorough segregation of Birmingham than any city in United States</p> <p>Record of police brutality in Birmingham</p> <p>Unjust treatment of African Americans in Birmingham courts</p> <p>More unsolved bombings of African American homes and churches in Birmingham than any city in nation</p> <p>Consistent refusal of political leaders to engage in good faith negotiation with African Americans</p> <p>Attacks on civil rights demonstrators</p> <p>Use of fire hoses on civil rights demonstrators in Birmingham</p>	<p>Doc 1—Focusing attention on attacks against civil rights demonstrators</p> <p>Doc 2—Wide circulation of letter in churches of most major denominations</p> <p>Focus of greater international attention on events in Birmingham</p> <p>Calling of March on Washington (spurring and galvanizing of consciences of millions; new national and international stature for African Americans; assembly of nearly a quarter million Americans in Washington; attention of world press)</p> <p>Doc 3—Increase in cries for equality</p> <p>Impossibility for cities, states, or legislative bodies to ignore events in Birmingham</p> <p>Frustration and discord in Northern and Southern cities where legal remedies not at hand; creation of tensions, threat of violence in demonstrations, parades, and protests</p> <p>President John F. Kennedy’s request to Congress to end segregation in public facilities—hotels, restaurants, theaters, retail stores</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Influence of Writer
<p>Role of Compromise of 1877</p> <p>Passage of state legislation restricting African American civil rights (Jim Crow laws, grandfather clause, literacy tests, poll taxes)</p> <p>Narrowed scope of 14th and 15th amendments from judicial interpretation (1883 <i>Civil Rights Cases</i>, <i>Plessy v. Ferguson</i>)</p> <p>Attempts to address issues of inequality by groups and individuals (Booker T. Washington, Du Bois, NAACP, Southern Christian Leadership Conference, SNCC, CORE)</p> <p>Continuation of racial inequality despite contributions during world wars (resurgence of Ku Klux Klan, racial violence, resistance to integration)</p> <p>Growth in assertiveness of civil rights movement after World War II (NAACP legal challenges, civil disobedience, sit-ins, Freedom Riders, Montgomery bus boycott)</p>	<p>Increase in public support</p> <p>Increase in presidential commitment to equality (Lyndon B. Johnson)</p> <p>Increase in congressional commitment to equality (1964 Civil Rights Act, 1965 Voting Rights Act, 1968 Fair Housing Act, 24th amendment, Great Society programs)</p> <p>Expansion of campaign for voting rights (SNCC activities, Freedom Summer, Selma March)</p> <p>Growth in disillusionment with nonviolent strategy (Malcolm X, Black Power, Black Panthers, Black Muslims)</p>

Rachel Carson

Key Ideas from Documents 4-6

Historical Circumstances	Influence of Writer
<p>Doc 4—Spraying of DDT to control mosquito population Death of fish in still waters on Long Island from aerial spraying of DDT Death of all bees in large section of New York after spraying Lethal doses of DDT near marshes from mosquito control planes Aerial intrusion from spraying of active poison over private land Unknown effects of DDT on wildlife and humans</p> <p>Doc 5—Possible effects of continued use of dangerous pesticides (disappearance of birds, desertion of feeding stations in backyards, trembling and inability of birds to fly, browned and withered roadside vegetation, lifeless streams, dead fish, disappearance of sounds of wildlife, difficult for birds to survive)</p>	<p>Doc 6—Control of air and water pollution becoming critical issue (environment becoming important political concern for many elected officials) Proposals by President Nixon to address concerns of environmentalists (\$10 billion to build municipal waste treatment plants, intensified research to advance automobile engine design and fuel composition, increase in standards and enforcement policies) Planting seeds for new environmental activism Beginning of modern environmental movement</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Influence of Writer
<p>Effects of industrialization and growth of cities on land, air, and natural resources Impact on environment of westward settlement (destruction of buffalo, logging, mining, overcultivation) Growth in public awareness of environmental issues by individuals and groups (Gifford Pinchot, John Muir, Sierra Club) Activism by presidents (Theodore Roosevelt, Franklin D. Roosevelt) Increase in use of pesticides and chemicals in agriculture (impact on food chain)</p>	<p>Expansion in role of government in environmental protection (Clean Air Act, Environmental Protection Agency, banning of DDT, state conservation departments) Increase in individual and group efforts (Earth Day, Jacques Cousteau, Greenpeace, recycling programs, wildlife sanctuaries, Pete Seeger, Hudson River conservation efforts) Inspiration for political activism on other health-related environmental issues (acid rain, toxic wastes, Love Canal, hydraulic fracturing, nuclear energy, Three Mile Island, PCB dredging, Keystone XL pipeline) Reduction in pollution (unleaded gasoline, catalytic converter, electric car, public transportation) Growth in interest in alternative energy (wind turbines, solar panels) Debate over global warming Tensions between environmental activism and industrial development</p>

Betty Friedan

Key Ideas from Documents 7-9

Historical Circumstances	Influence of Writer
<p>Doc 7—Battles to be fought for women in America (girls keeping quiet at their jobs to escape notice of men; treatment of women as second-class citizens in almost every professional field, in business, and in arts and sciences; subtle, uncomfortable discrimination and prejudice)</p> <p>Doc 8—Issues affecting women (enforced domesticity, limited career prospects, lack of access to legalized abortion)</p> <p>Doc 9—Contribution of 19th- and 20th-century suffragists</p> <p>Influence of demographic and economic trends</p>	<p>Doc 7—Urging girls to fight prejudice and discrimination</p> <p>Doc 8—Friedan chief architect of 1960s women's liberation movement (feminism's second wave)</p> <p>Influence on campaign for legalized abortion</p> <p>Doc 9—Revival of feminist movement (Women's Strike for Equality slogan; called for National Women's Strike Coalition at conference of National Organization for Women; women's movement becoming a political movement)</p> <p>Economic progress of women from passage of civil rights legislation in 1960s (a factor supporting Equal Pay Act of 1963, Civil Rights Act of 1964)</p> <p>Effect of personal choices on economic progress (decisions to enter male-dominated fields in education and employment, to marry and bear children later in life, to join the workforce, to leave the workforce to raise children; negative effect on women's earnings in leaving the workforce to raise children or working part-time)</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Influence of Writer
<p>Achievements of women's rights movement of 19th and 20th centuries (Seneca Falls convention, National Woman's Suffrage Association, 19th amendment)</p> <p>Expansion of employment opportunities during wartime but continuation of wage discrimination</p> <p>Expectation that women would return to traditional roles after World War II</p> <p>Limited career opportunities for women (teachers, nurses, secretaries, clerks)</p> <p>Continuation of societal emphasis on women as wives and mothers (cult of domesticity, media images, post-World War II baby boom, suburban lifestyle, glass ceiling)</p> <p>Growth in dissatisfaction of some women with traditional roles</p>	<p>Increase in demands for stricter enforcement of 1964 Civil Rights Act (Equal Employment Opportunity Commission, Title IX protections)</p> <p>More aggressive pursuit of equality with National Organization for Women (child care, improved image of women in media, ongoing issue of abortion rights, education and professional opportunities, Equal Rights Amendment)</p> <p>Reexamination of traditional societal roles of women and men (women's liberation movement, Family Leave Act of 1993, less gender segregation in employment)</p> <p>Increase in political activism at local, state, and national levels (National Women's Political Caucus, Gloria Steinem, Shirley Chisholm, Geraldine Ferraro, Sarah Palin, Hillary Clinton, Kirsten Gillibrand, Nancy Pelosi)</p> <p>Inspiration for African American and Latina feminist movements</p> <p>Emergence of an antifeminist movement</p>

Writing can often bring a voice to issues most people cannot hear. In the 1960's, authors were busy at work to shed light on the wrongs of society at the time. Specifically, two writers, achieved success by calling attention to their issue. Martin Luther King Jr. wrote his "Letter from Birmingham Jail" in 1963 to reveal the hard truth of the treatment of African Americans. In addition, Rachel Carson's Silent Spring brought up the issues facing the environment in 1962. Both MLK Jr. and Carson took pressing issues of their time and brought about change down the road because of the voices they represented.

While imprisoned for violating an injunction against demonstrating in Birmingham, Martin Luther King Jr. wrote about the challenges facing African Americans because all men were not treated equally. During Reconstruction amendments were passed which gave African Americans the right to vote and their citizenship rights. However, when Reconstruction ended, many could not vote because of the spread of restrictive poll taxes and segregation. Equality on paper was different from equality on real life when white southerners returned to power. At the same time the Supreme Court declared the Civil Rights Act of 1875 unconstitutional and "separate but equal" constitutional. Racial violence against African Americans increased. By the 1950s African Americans had had enough of racism in Montgomery, Little Rock, and Birmingham. In attempts to protest for their civil rights, protesters were hosed down by firefighters or stopped by other forms of police brutality (Doc 1b). Working with other civil rights leaders, Martin Luther King Jr. had tried to influence the highly racist city of Birmingham with a nonviolent campaign, but the community was resistant to change. Martin Luther King Jr.

had attempted to negotiate with Birmingham officials, however the officials refused and many protesters including Martin Luther King Jr. were arrested. (Doc. 1a) While there were few immediate effects of MLK Jr.'s letter, the text would prove as a springboard for civil rights activism. Two years after writing his letter, Martin Luther King Jr. reflected on how his words from jail had influenced events that followed. The "Letter from Birmingham Jail" would act as a magnifying glass to focus international attention on Birmingham. Along with the attention, came support. With power in numbers, Martin Luther King Jr. headed the famous march on Washington which gave a voice to the oppressed African Americans around the nation. Martin Luther King Jr. admitted that without "Letter from Birmingham Jail" support for the critical march might not have formed. (Doc. 2) With the showing of so much support for civil rights, the cause supported by the letter flowered into material for political debate. On June 11, 1963, President Kennedy gave an address concerning civil rights. JFK employed the thought that if African Americans can serve and die for our country in the military (which they had in wars throughout our history), then why can't they use the same drinking fountains as whites? To the joy of civil rights activists, JFK then asked Congress to desegregate public facilities. (Doc. 3). From a jail cell to the White House to the floor of Congress, the notion of civil rights grew in a time of great oppression and sadness for African Americans as bombings in Birmingham continued even killing little girls in church. However, thanks to "Letter from Birmingham Jail" and growing national support and the efforts of many different civil rights groups, the U.S. finally began to end

discrimination in employment and public places. The passage of the 24th amendment would finally end the poll tax.

Almost at the same time, Rachel Carson was championing a different cause. The environment of the U.S. had been taking a hit since the earliest days of Manifest Destiny and industrialization. Until environmentalists such as John Muir and Theodore Roosevelt began to make people more aware of the consequences of its exploitation, many Americans didn't think very much about protecting natural resources. In the 1960s the environment was taking another hit from the pesticide DDT. Some people like Mr. R.C. Codman assured the public that DDT "was entirely harmless". However, other observations showed that DDT had killed a large amount of bees on Long Island, and contaminated people's homes close to marshes (Doc 4). To most Americans, DDT was not a concern since they did not live close to affected areas or were unaware of how dangerous it was. To shed light on the situation, Rachel Carson released her book Silent Spring in 1962 to depict the harmful effects of the pesticide. Carson conveyed the dangers that DDT posed to nature: birds were seen dying, vegetation had withered, and fish no longer occupied the streams. (Doc. 5a) As the power of writer Carson's message spread environmental activism gained public support like the civil rights activists did after MLK Jr.'s letter. Thirty years later, Vice President Al Gore would write that Silent Spring had marked "the beginning of the modern environmental movement" and given the environment a voice—a voice he added to with his message of "an inconvenient truth." (Doc. 6b) So with attention called to environmental conditions, and with bipartisan political support growing, President Nixon responded.

In 1970, Nixon proposed solutions to improve environmental conditions in his State of the Union address. Among the ideas presented were more water treatment facilities for clean water, and an investment into researching ways to make automobiles cleaner and more fuel efficient. While conservation programs would help the environmentalist cause, Nixon's message to preserve the environment for future generations echoed Carson's goal. (Doc. 6a) Through her writing, Carson called attention to environmental issues and successfully encouraged political action. Families in Niagara Falls exposed the dangers of Love Canal and opponents of nuclear energy rallied after Three Mile Island. Just as John Muir and Theodore Roosevelt warned that natural resources were not unlimited and natural environments should be preserved for future generations, Rachel Carson declared that our actions have consequences and nature needs to be protected.

Movements often are based off an idea. For civil rights activists, the goal was to end segregation. For environmentalists, saving the planet from damaging human activities was their goal. Thanks to the works of Martin Luther King Jr. and Rachel Carson, the civil rights and environmental movements gained ground against their opposition. Eventually, legislation gave attention to both of these issues.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Dr. Martin Luther King Jr. and Rachel Carson
- Is more analytical than descriptive (*King*: tried to influence highly racist Birmingham with a nonviolent campaign but the community was resistant to change; while there were few immediate effects the letter acted as a magnifying glass to focus international attention on Birmingham; March on Washington gave a voice to oppressed African Americans; growing national support, and efforts of civil rights groups began to end discrimination in employment and public places; *Carson*: while some assured the public DDT was “entirely harmless” others showed it had killed a large amount of bees on Long Island and contaminated homes; to most Americans DDT was not a concern since they did not live close to affected areas or were unaware of the dangers; helped spread public support for environmental activism just as King did for civil rights; Vice President Gore wrote that book marked beginning of modern environmental movement and gave the environment a voice)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*King*: imprisoned for violating an injunction against demonstrating in Birmingham; amendments passed giving African Americans right to vote and citizenship rights but when Reconstruction ended many could not vote because of the spread of poll taxes and segregation; Supreme Court declared Civil Rights Act of 1875 unconstitutional and “separate but equal” constitutional; President Kennedy felt since African Americans had served in wars they should be able to use the same drinking fountains as whites; 24th amendment finally ended poll tax; *Carson*: environment taking a hit since earliest days of Manifest Destiny and industrialization; until environmentalists such as John Muir and Theodore Roosevelt began to make people more aware of consequences of exploitation many Americans did not think much about protecting natural resources; Vice President Gore added to her message with his “inconvenient truth”; families in Niagara Falls exposed dangers of Love Canal and opponents of nuclear energy rallied after Three Mile Island)
- Richly supports the theme with many relevant facts, examples, and details (*King*: racial violence against African Americans increased; protesters hosed down by firefighters or stopped by other forms of police brutality; President Kennedy asked Congress to desegregate public facilities; *Carson*: environment taking hit from pesticide DDT; President Nixon proposed solutions such as more water treatment facilities for clean water and investment into research to make automobiles cleaner and more fuel efficient)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how King and Carson worked to shed light on the wrongs of society and bring a voice to issues people could not hear and a conclusion that states King and Carson pressed issues that eventually resulted in change by gaining ground against the opposition

Conclusion: Overall, the response fits the criteria for Level 5. An understanding that a combination of historical factors contributed to the unequal status of African Americans effectively establishes the context for King’s writing as a springboard for civil rights activism. An analytic appraisal of the influence of Carson’s writing is supported by insightful comparative statements that reflect a good historical understanding of the environmental movement.

In the era of the 1960's, several writers helped call attention to social issues and led movements to address them. Martin Luther King, Jr.'s "Letter from Birmingham Jail" helped to fuel the Civil Rights Movement for African Americans. Moreover, Betty Friedan's The Feminine Mystique restarted the feminist movement with regards to equal rights for women. Many writers helped social justice issues facing the nation to be brought to public awareness.

Martin Luther King, Jr. wrote his letter in response to the long-term entrenched segregation and mistreatment of blacks in the American South. With the Compromise of 1877 finally settling the Tilden-Hayes election the Reconstruction period of the South ended, Southern white conservative governments began dismantling the social and political gains made by African Americans and continued to discriminate against African Americans by ignoring the 14th and 15th amendments. Southern citizens had to pass literacy tests and pay poll taxes to vote, and grandfather clauses allowed poor whites to vote while excluding nearly all blacks. The Supreme Court Case Plessy v. Ferguson allowed Southern states to segregate blacks and whites on the basis of 'separate but equal' facilities. Having declared segregation constitutional even more Jim Crow laws were passed in the North and the South. As time passed, black civil rights organizations such as the NAACP fought for rights, but were generally ignored. Even after numerous blacks fought for America in both world wars and the Cold War, not much changed except for integration of the military. However, in the 1950's, the NAACP's Thurgood Marshall began a legal fight for civil rights challenging segregation. The decision in the Supreme Court case Brown v. Board of Education allowed black children to

attend white schools. President Eisenhower's strong intervention in Little Rock, for nine black schoolchildren who wanted to attend a white school, but had to be guarded by federal troops, gave hope to the Civil Rights movement. All of these events helped to lead up to Martin Luther King, Jr.'s "Letter from Birmingham Jail".

King's letter helped the Civil Rights movement to gain the momentum and the publicity it needed. In his letter, King was responding to the criticisms made by local religious leaders regarding the Birmingham protestors and their use of nonviolent acts. The Birmingham protestors showed their impatience with the inequality African Americans faced every day. By King's explaining his position in a calm and thoughtful way the media would see, as the protests continued, how unjustly the police of Birmingham treated African Americans, who were only taking a stand against an unjust situation (Document 1). The actions of King and the protestors at Birmingham started to bring the world's attention to the Civil Rights Movement and eventually inspired the March on Washington (Document 2). In time, the peacefulness of the movement and publicity that the movement caused finally forced President Kennedy to confront the issue and helped convince Congress to pass the Civil Rights Act (Document 3). Martin Luther King, Jr.'s letter brought a better understanding of the Civil Rights movement to the American people and encouraged it to grow and succeed.

Furthermore, Betty Friedan, through her writing, brought attention to the issue of women's equality. Although the nineteenth amendment had ensured that women had the right to vote, women continued to face other kinds of injustice. The women's rights movements that

began at Seneca Falls ended with the successful guarantee of political rights in the 19th amendment but not economic equality. In the workforce, women were treated unfairly, almost like second-class citizens earning less than men and not being given opportunities for advancement (Document 7). Even though women did gain more higher-paying jobs during times of war, they were often paid less than their male coworkers. They often lost those jobs to returning veterans as soon as peace was restored. Leaving those jobs many women became dedicated homemakers, however, increasing numbers of women continued to work outside the home in the 1950s. Women continued to work as nurses, teachers, and secretaries and continued to be paid less. At the time Betty Friedan wrote her book, women were confined by what society expected of them and had limited opportunities for economic independence.

The Civil Rights Movement like the Abolitionist Movement in the 1800s made women more aware of their second-class status. By writing *The Feminine Mystique*, Friedan helped to call attention to the plight of white middle-class women during the 1960's. The effect her book had on women led them to form the National Organization for Women to fight discrimination and to fight for an Equal Rights Amendment. Eventually a women's Liberation Movement was formed with her as one of the leading figures in their strike for equality (Document 8). As women began to rethink their economic and social roles Congress passed such legislation as the Equal Pay Act of 1963, which helped start to even out the differences between men and women's wages. Provisions of the Civil Rights Act of 1964 were used to protect women in the job market. Not only that, but more women

who entered the workforce were interested in a career and in jobs that had previously only been available to men (Document 9). Betty Friedan, due to her writing and work, revitalized the feminist movement that had begun in the 1800s and still continues today.

During the 1960's, numerous writers and their works inspired movements towards social change. Martin Luther King, Jr. and Betty Friedan played a major role in the Civil Rights Movement and the Women's Rights movement, respectively. Such writers not only brought attention to these issues, but also led the movements to be successful as well.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Dr. Martin Luther King Jr. and Betty Friedan
- Is more analytical than descriptive (*King*: helped civil rights movement gain momentum and publicity it needed; helped media see how unjustly police of Birmingham treated African Americans who were only taking a stand against an unjust situation; brought a better understanding of civil rights movement to the American people and encouraged it to grow and succeed; *Friedan*: at the time women confined by what society expected of them and had limited opportunities for economic independence; helped call attention to plight of white middle-class women during 1960s; more women who entered workforce were interested in a career and in jobs previously available only to men; revitalized feminist movement that had begun in 1800s and still continues today)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*King*: Southern white conservative governments ignored 14th and 15th amendments; Southern citizens had to pass literacy tests and pay poll taxes to vote; grandfather clauses allowed poor whites to vote while excluding nearly all blacks; *Plessy* allowed Southern states to segregate blacks and whites on basis of “separate but equal” facilities; after numerous blacks fought in both world wars and the Cold War not much changed except for integration of military; *Brown* allowed black children to attend white schools; President Eisenhower’s strong intervention in Little Rock gave hope to civil rights movement; *Friedan*: women’s rights movement begun at Seneca Falls ended with the successful guarantee of political rights in 19th amendment but not economic equality; even though women gained more jobs during times of war they were often paid less than male coworkers and often lost jobs to returning veterans; women continued to work as nurses, teachers, and secretaries and be paid less than men; book led women to form National Organization for Women to fight discrimination and for an Equal Rights Amendment; provisions of Civil Rights Act of 1964 were used to protect women in job market)
- Richly supports the theme with many relevant facts, examples, and details (*King*: responded to criticisms by local religious leaders of Birmingham protesters and the use of nonviolent acts; Birmingham protesters started to bring world’s attention to civil rights movement; helped convince Congress to pass Civil Rights Act; inspired March on Washington; *Friedan*: work restarted feminist movement; women treated unfairly in workforce; women treated almost like second-class citizens; Congress passed Equal Pay Act of 1963)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that states writers not only have helped call attention to social issues and but also led to the success of the movements

Conclusion: Overall, the response fits the criteria for Level 5. Historical details and analytic statements are integrated with information from the documents, demonstrating a strong understanding of the task. The development of historical circumstances and comparative linking statements for the writings of both Martin Luther King Jr. and Betty Friedan are the strength of the response.

The 1960's in America was a time of realization of the many issues that contaminated society. Through observation and research of these issues, writers, similar to abolitionist writer Harriet Beecher Stowe emerged and published books that would greatly impact American society. Just like abolitionist works these books were not exclusively written by men since two of the most influential were written by women, Rachel Carson and Betty Friedan. Carson's scientific studies of the use of modern pesticides and human interference with the environment in her book Silent Spring as well as Friedan's focus on the issues women still faced in America following World War II as non-equals to men in the work place captured America's interest. Both these women's works would eventually sell millions of copies, the Feminine Mystique by Friedan would sell more than three million (Doc 8) and Silent Spring still influences the environmental movement (Doc 6b). Not only did their books affect the common person, but even the government acknowledged the seriousness of both issues.

John F. Kennedy was the president when Silent Spring was published. He loved the sea, loved to sail, and read the book with alarm. He was concerned about the environmental issues she raised. Silent Spring's environmental warnings were about the impact of chemicals like DDT that could wreak havoc on an entire ecosystem. In Rachel Carson's book she foresees a world with no songbirds to wake to in the morning, no fish in the bubbling brooke and no green leaves, but instead withered brown death (Doc 5a). Her hypothesis was not without evidence as a friend of her's once wrote to the Herald of the issues that surround the use of chemical pesticide. Olga Huckins,

Carson's friend, describes how shortly after Long Island was sprayed, no fish that lived in still waters remained alive, as well as killing of a huge majority of bees. (Doc 4). Those warnings led to more concerns about the effects of environmental destruction. By the late 1960s the growth of the environmental movement and the strength of its supporters helped broaden political support. President Nixon called for major federal action on air and water pollution. The first Clean Air Act, which was a plan to limit air pollution caused by cars and factories, was supported by President Nixon. He believed in building more waste treatment plants in order to clean water nation wide, as well as having the government further exercise control over the pollution caused by the automobile and "intensifying" research to cleaner emissions (Doc 6a). Not only the government but conservation groups throughout America became interested in saving wildlife and waterways like the Hudson River. More thought was given to the future supply of fish. Interest in protecting endangered species like the bald eagle helped save birds and other animals from extinction. It was because of women like Huckins and Carson that the environmental issue became truly noticed, and controversial. Silent Spring led to the birth of the modern environmental movement which continues today (Doc. 6b).

Carson wasn't the only woman that was influential in the 60's, as the Feminine Mystique would prove. Its author, Betty Friedan was a fireball. In her book she attacked the people who would dare deprive a woman of the equal rights they deserved as citizens. While the 15th amendment gave African Americans the right to vote it did not give women the right to vote which disappointed women's rights leaders like

Susan B. Anthony. When the 19th amendment was passed women got the right to vote giving them political equality but leaving other inequalities. Many women seemed to accept lower wages and fewer educational opportunities as things that were not going to change. Friedan's writing helped drive women to pursue more rights. She states in the Mystique that women should tell new-comers to the workforce, "not to be quiet, and hope discrimination would go away, but fight it" (Doc 7). Friedan did not believe in giving women special rights, but she did insist that they be given the same rights as any man (Doc 7). This is what delegates to the Seneca Falls Convention had wanted and women still had not achieved. The Feminine Mystique was published in 1963, and was the spark that reignited the drive for feminine equality (Doc 9a). In this book Friedan tackles more than just the aforementioned issues, but also the limited career opportunities, legalizing abortions and enforced domesticity (Doc 8). Friedan was the new Susan B. Anthony and together with her new and improved declaration of women's rights, she forged a path through the political system and the courts. It was through the work of women like her that civil rights legislation such as the Civil Rights Act of 1964 and the Equal Pay Act of 1963 were passed. Her book had wide-ranging effects including igniting debate and personal thinking about women's own life choices. Through these the Feminine Mystique had a big effect on women, their families, and our culture. Naturally, opposition to many of these changes was strong. It is difficult to imagine that women would have made as much political and economic progress since 1963 without Friedan's book.

Both Friedan and Carson were amazing women who wrote books on

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

what was wrong during their time. While they wrote on different aspects of society, both of them achieved their goal of bringing attention to an issue and, even today, continue to influence events with their written word.

Anchor Level 4-A

The response:

- Develops all aspects of the task for Rachel Carson and Betty Friedan
- Is both descriptive and analytical (*Carson*: scientific studies of the use of modern pesticides and human interference with environment captured America's interest; environmental warnings about impact of chemicals such as DDT that could wreak havoc on entire ecosystem; warnings led to more concerns about effects of environmental destruction; President Nixon believed in building more waste treatment plants to clean water nationwide and having government further exercise control over pollution caused by automobiles and intensify research on cleaner emissions; environmental issue became truly noticed and controversial; *Friedan*: focused on issues women faced following World War II as non-equals to men in the workplace; attacked people who dared deprive a woman of equal rights they deserved as citizens; helped drive women to pursue more rights; did not believe in giving women special rights but did insist they be given same rights as men; through the work of women like her the Civil Rights Act of 1964 and Equal Pay Act of 1963 were passed; ignited debate and personal thinking about women's own life choices; big effect on women, their families, and our culture)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Carson*: President Kennedy loved the sea, loved to sail, and read her book with alarm; President Nixon supported first Clean Air Act to limit air pollution; conservation groups became interested in saving wildlife and waterways such as the Hudson River; interest in protecting endangered species such as bald eagle helped save birds and other animals; *Friedan*: while 15th amendment gave African Americans right to vote, it did not give women right to vote which disappointed women's rights leaders such as Susan B. Anthony; 19th amendment gave women right to vote giving them political equality but leaving other inequalities; many women seemed to accept lower wages and fewer educational opportunities as things that were not going to change; women still had not achieved what delegates to Seneca Falls Convention wanted; together with new and improved declaration of women's rights forged a path through the political system and the courts)
- Supports the theme with relevant facts, examples, and details (*Carson*: fish living in still waters and huge majority of bees died shortly after spraying on Long Island; led to birth of modern environmental movement; *Friedan*: more than three million copies of *The Feminine Mystique* sold; tackles limited career opportunities, legalizing abortions, and enforced domesticity)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the influence of Carson and Friedan on American society and their similarity to abolitionist works and a conclusion that states how both Carson and Friedan were successful in bringing attention to their respective issues

Conclusion: Overall, the response fits the criteria for Level 4. Documents are used to frame the discussion of Carson's and Friedan's work. Historically accurate outside information and analytic statements are integrated into the response.

The 1960's will forever be remembered as a decade of both social upheaval and promising reform. The quiet conformity of the 1950's had given way to a decade of protest and unrest. Two movements in particular helped to define the nation's struggle against injustice throughout this time: the Black Civil Rights Movement and the women's rights movement. These movements arose in response to troublesome social conditions, and were given impetus through writers. Martin Luther King's "Letter from Birmingham Jail" and Betty Friedan's "The Feminine Mystique" were both written to protest oppressive social conditions against their respective demographic, and both had similar impacts upon American society.

King's letter and Friedan's revolutionary book were written under similar social conditions. King's letter was written as a means of drawing attention to the oppressive policies of Southern state and city governments against the Negro race and the denial of their citizenship rights. Social injustice consequently resulted. King wrote the letter while imprisoned in a Birmingham, Alabama jail, an imprisonment he earned for continuing his protest and merely demanding equal rights. Birmingham was sharply racially divided, with public officials often resorting to violent measures such as hosing protestors (Doc 1b) to keep protests at bay. When photographs of dogs attacking protestors appeared in newspapers more Americans began to understand how bad things were. African Americans were not going to be discouraged. They were tired of suffering from white injustice such as bombings, beatings and Jim Crow laws. Some, such as Emmett Till, had lost his life to a lynching by racist whites who were not convicted by a white jury. King's own home was even bombed

during the Montgomery bus boycott. Although women during the 1960's were not targets of that kind of violence, they were still oppressed in different ways prompting Friedan to pen "The Feminine Mystique." Friedan believed women during the 1960's were treated as "second-class" citizens (Doc 7). Women often were expected to stay at home and if they worked outside the home they frequently were paid lower wages for equal work or were refused employment due to their gender. Few had the chance to become lawyers or doctors and very few had been elected to political office. Women were not able to take full advantage of the freedoms of America, similar to the disadvantages faced by African-Americans. Although King and Friedan heralded different movements, the dissatisfaction that led to their writings were comprable and had been around a long time.

The literary works of King as well as Friedan both led to a greater awareness of their movements and a revitilazation of them. King's letter had grieved the social injustices inflicted upon Negros as they protested for equal rights during the 1960's (Doc 1a). However, many people had turned a blind eye to the discrimination until the Birmingham protests. With the letter's publication, the reasons for the civil rights movement became much more publicized and understood, with nearly a million copies of the letter circulating the country (Doc 2). The letter did not fall on deaf ears, but rather strengthened the movement as more demonstrations and sit-ins occurred throughout the country. African-Americans feeling empowered decided to organize the Washington March, in which King delivered his "I have a dream speech" which won the hearts of many to the civil rights cause. King's letter also contributed to President John F. Kennedy's official endorsment of the

civil rights movement (Doc 3). With the president's support, the movement gained its most powerful ally, the US government. This would eventually lead to the passage of the Civil Rights Act of 1964, the civil rights' movement's greatest victory since Reconstruction. Friedan's book had a similar bolstering effect on the feminist movement. "The Feminine Mystique" is credited with sparking the Second Feminist Wave (Doc 8). Women had been given new hope by Friedan's book as they began thinking about their own lives and decided they wanted to continue to push issues that were important to them. Inspired by Friedan, women took bold action such as organizing strikes for equality (Doc 9a) and daring to enter male-dominated fields (Doc 9b). More women ran for political office and became advocates for women's issues. Over time, Friedan's book has given more women from many different backgrounds the rallying point they needed, and empowered them to work to remedy their situation. It helped them build their confidence to take a stand against all forms of discrimination and choose independent lives and careers. They became astronauts, Supreme Court judges, and military commanders. The "glass ceiling" was there to be broken. King's letter as well as Friedan's book empowered their respective movements to keep driving forward while establishing a greater public presence for both groups.

Martin Luther King Jr and Betty Friedan were both great reform writers in the 1960's. The two had the courage and leadership skills to inspire people to rise up together against great social injustices. The works of these writers helped define the civil rights and feminist movements, making the movements two of the most powerful in the

1960's. The 1960's was defined by protest, protest that was greatly influenced by the writings and actions of Reverend King and Betty Friedan.

Anchor Level 4-B

The response:

- Develops all aspects of the task for Dr. Martin Luther King Jr. and Betty Friedan
- Is both descriptive and analytical (*King*: Birmingham racially divided with public officials often resorting to violent measures such as hosing protesters to keep them at bay; when photographs of protesters being attacked appeared in newspapers more Americans began to understand how bad things were; African Americans were tired of suffering from white injustices such as bombings, beatings, and Jim Crow laws; many people turned a blind eye to discrimination until Birmingham protests; with its publication, reasons for civil rights movement became more publicized and understood; empowered African Americans to organize a march on Washington; contributed to Kennedy's endorsement of civil rights movement, giving it a powerful ally; *Friedan*: believed women during 1960s were treated as second-class citizens; women not able to take full advantage of freedoms of America similar to disadvantages faced by African Americans; credited with sparking second feminist wave; gave women new hope as they began thinking about their own lives; empowered women to work to remedy their situation)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*King*: drew attention to oppressive policies of southern state and city governments against African Americans and denial of citizenship rights; imprisoned for continuing his protest and demanding equal rights; Emmet Till had lost his life to lynching by racist whites not convicted by a white jury; home bombed during Montgomery bus boycott; strengthened movement as more demonstrations and sit-ins occurred throughout country; "I Have a Dream Speech" won hearts of many to civil rights cause; Civil Rights Act of 1964 was movement's greatest victory since Reconstruction; *Friedan*: women were often expected to stay at home and if they worked outside home frequently paid lower wages for equal work or refused employment due to gender; few had chance to become lawyers or doctors, and very few elected to political office; more women ran for political office and became advocates for women's issues; helped women build confidence to take a stand against all forms of discrimination and choose independent lives and careers; women became astronauts, Supreme Court judges, and military commanders; "glass ceiling" was there to be broken)
- Supports the theme with relevant facts, examples, and details (*King*: imprisoned in a Birmingham jail; nearly a million copies of letter circulated; *Friedan*: women organized strikes for equality and dared to enter male-dominated fields)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the quiet conformity of the 1950s that had given way to a decade of protest and a conclusion that states King and Friedan had the courage and leadership skills to inspire people to rise up together against social injustices

Conclusion: Overall, the response fits the criteria for Level 4. The inclusion of a comparative element in the discussion of both aspects of the task is good; however, that comparison focuses primarily on the individual aspects of each movement. Conclusions about the influence of both King and Friedan reflect thoughtful document analysis.

In the 1960's, the United States experienced some radical social reforms, following a series of the influential reform movements. Often labelled as "the stormy 60's", the United States in the 60's underwent dynamic reinvention with the leadership of progressive-minded public figures such as Doctor Martin Luther King Jr. and Betty Friedan. As representatives of the Civil Rights Movement and the Second Wave of Feminism, they reminded the nation about how the basic rights of individuals were being violated and urged politicians to make necessary changes to end unequal treatment.

After the Civil War, African-Americans gained their constitutional rights and became free as they had long wished. However, gaining voting rights and becoming citizens guaranteed by amendments did not mean the permanent change they had hoped for. Despite the abolition of slavery, racial discrimination and segregation were still inherent throughout the South and in some other sections of the country as well. Jim Crow laws ensured that the "separate but equal" code was enforced in many areas of public life and was made legal in the Plessy v. Ferguson case. Blacks fought in separate units during the First and Second World War. After fighting for democracy they returned to an undemocratic America, racial tensions, and poll taxes. By the 1950s and 1960s physical violence towards the African Americans who protested was very common during the Freedom Rides and events in Birmingham. Complete abolition of racism was impossible but the emerging of Dr. Martin Luther King Jr. and his message helped African Americans join together to reclaim their constitutional rights. In his famous "Letter from Birmingham Jail", King addresses the issue of oppression African-Americans faced daily.

and the lack of a political willingness to work towards a remedy for these problems. The Letter became extremely influential amongst his fellow black Americans; it was a major source of inspiration for the March on Washington, which became the largest civil rights demonstration and as Doctor King said was one of “the most creative steps” that African Americans ever took. The Birmingham struggle helped move President Kennedy to decide to promote a Civil Rights Act that would hopefully end segregation in all public places. Once accomplished, the Civil Rights Act of 1964, in a way, was the doorway for voting and reforms in other areas of the United States society including more rights for women as a result of the Feminist movement.

Since colonial times women were often seen as inferior to men and had fewer legal rights. Although education and employment opportunities outside the home increased for women in the 19th century the United States remained a male-dominated society into the 20th century. “The Feminist Mystique” written by Betty Friedan was a direct hit on the male-dominated society of America. Prior to the publication of this book, women in America did have the right to vote in part because of their contributions during World War I; but the equality was not present in many other upsets of the society. Although they had worked at men’s jobs during the war they didn’t receive the same pay. The same thing happened during and after World War II. Patriarchic values continued to limit women’s full access to certain schools and professions. While it seemed to some that the right place for women was at home there were women who wanted to be doing something else. In her book, Friedan decrees that, “a girl should not

expect privileges because of her sex, but neither should she adjust to prejudice and discrimination." The Women's Rights Movement was not over. Her cries for true gender equality were met with a large number of women who absolutely understood the sentiment she was expressing. Women should be able to do any job or go to any school they were qualified for. As a result, just like the Civil Rights Movement, the Feminist movement sparked the famous event named "Women's Strike for Equality", which exhibited their firm desire to gain equality. Since then, the United States certainly has become a far more generous place for women. In most cases women can make equal pay for equal work and they are no longer expected to be quiet and not stand up for themselves. Some women now make more than their husbands and run big companies.

What the publication of "Letter from Birmingham Jail" and "The Feminist Mystique" achieved are remarkable. Changes they brought were not instantaneous, but gradual, permanent, and critical. The current and future generations of African Americans and women will live in a fairer world, the foundations of which were laid by the courageous spirit of people like Doctor King and Betty Friedan.

Anchor Level 4-C

The response:

- Develops all aspects of the task for Dr. Martin Luther King Jr. and Betty Friedan
- Is both descriptive and analytical (*King*: gaining voting rights and becoming citizens guaranteed by amendments did not mean permanent change African Americans had hoped for; physical violence towards African Americans who turned to protests were common during the Freedom rides and events in Birmingham; complete abolition of racism was impossible but the emerging of Dr. Martin Luther King Jr. and his message helped African Americans join together to reclaim their constitutional rights; addressed issue of oppression toward African Americans and lack of a political willingness to work toward a remedy for problems; Birmingham struggle helped move President Kennedy to promote civil rights legislation that would hopefully end segregation in all public places; *Friedan*: direct hit on male-dominated society of America; while it seemed to some that right place for women was at home there were women who wanted to be doing something else; women's rights movement not over; women should be able to do any job or go to any school they were qualified for; United States has become a more generous place for women as in most cases they can make equal pay for equal work)
- Incorporates relevant information from documents 1, 2, 3, 7, and 9
- Incorporates relevant outside information (*King*: despite abolition of slavery racial discrimination and segregation still inherent throughout South and in other sections of country; Jim Crow laws ensured that "separate but equal" code enforced in many areas of public life and made legal in *Plessy v. Ferguson*; blacks fought in separate units during World War I and II; after fighting for democracy blacks returned to an undemocratic America, racial tensions, and poll taxes; Civil Rights Act of 1964 a doorway for voting and reforms in other areas of society; *Friedan*: since colonial times women often seen as inferior to men and had fewer legal rights; although education and employment opportunities increased for women in 19th century United States remained a male-dominated society into 20th century; women did have right to vote in part because of contributions during World War I; although women worked in men's jobs during World War I and II they did not receive the same pay; patriarchic values continued to limit women's full access to certain schools and professions; some women now make more than their husbands and run big companies)
- Supports the theme with relevant facts, examples, and details (*King*: major source of inspiration for March on Washington which became largest civil rights demonstration; *Friedan*: sparked "Women's Strike for Equality")
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses that in the 1960s the United States underwent dynamic reinvention with the leadership of progressive minded people such as King and Friedan and a conclusion that discusses that changes brought by King and Friedan were not instantaneous but gradual, permanent, and critical

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of circumstances surrounding civil rights and women's rights demonstrates a good historical understanding of the issues that led to the writings. Additional facts and details in the treatment of both King's and Friedan's influence would have enhanced the analytic component.

Throughout history writers have been helping shape people's views on different ideas. During the 1960's writers such as Martin Luther King Jr., Rachel Carson and Betty Friedan have influenced the way people look at different issues. They all helped the nation realize that standing up for what you believe in could make a difference in the nation. They increased public awareness through participation in key events during the 1960's. Martin Luther King Jr.'s "Letter from Birmingham Jail" and Betty Friedan book – The Feminine Mystique had a huge role in shaping the nation in the 1960's.

Reverend Dr Martin Luther King Jr believed the best way to achieve equal rights was through ongoing nonviolent protest. He believed the first amendment gave civil rights demonstrators the right to peacefully protest. He refused to end the protest in Birmingham and was arrested. He accepted his punishment and went to jail. While in a Birmingham jail Martin Luther King Jr wrote one of the most famous letters ever written in history – "Letter from Birmingham Jail." In document 1a Martin Luther King Jr explains in his letter the four basic steps to nonviolent campaigns. The four steps were to know the facts about the injustice, negotiation, self purification and direct action. In his letter he states the facts about unjust treatment of African Americans, why negotiations failed, and why protest was important. Even when so much violence was occurring in the US over civil rights and racial segregation Martin Luther King Jr sought a peaceful way to make his point. Many African Americans believed they had a right to freedoms guaranteed in the US constitution – the same freedoms white men had. African Americans such as the Tuskegee Airmen fought in World War II for protecting other's

freedoms and rights. When they returned home they faced segregation. Wilson issued an executive order to end segregation in the army but many African Americans in the US saw that as just a beginning and joined the civil rights movement. Martin Luther King Jr's "Letter from a Birmingham jail" had a huge influence on many people. In document 2 Martin Luther King Jr tells an interviewer that the March on Washington would probably not have occurred if Birmingham had not occurred and had not been explained in his letter. March on Washington was the largest walk protesting racial segregation. African Americans and white walked on the March on Washington from the Washington Monument to the Lincoln Memorial. During the March Martin Luther King Jr delivered his "I have a dream" speech about equality, brotherhood, and peace which had a big effect on people's feelings about civil rights. Unfortunately he was later killed in Memphis while trying to support striking workers. Even though Martin Luther King Jr did not see the official end of racial segregation his ideas about civil disobedience written in "Letter from a Birmingham" will never be forgotten. The letter played an important role in the success of the civil rights movement.

Betty Friedan's *The Feminine Mystique* was a major book increasing the nation's awareness of the unequal rights and restrictions women faced. During World War II women were needed to enter the workforce, especially factories. Many women answered the call and liked their jobs and higher pay scale. But when the war ended the women were expected to leave the workforce and give men their jobs back. Although many women wanted to leave the workforce and be at home with their families others wanted to work. Some workplaces did

not welcome women and when they did they paid them less. According to document 7 Betty Friedan explains that in many professional fields, in business, arts, and science women are treated like second class citizens. They were not given equal pay for the same job and many men would get hired before women. According to document 8 Betty Friedan's *The Feminine Mystique* led to calls for more rights just as the suffragists movement did earlier. Congress began to respond. Title IX was passed that gave women scholarship money to play sports in college. Women were treated more fairly in college admissions. Many women would finally be paid on a more equal basis with men after the Equal Pay Act was passed. Betty Friedan had a lasting impression on the women's movement.

Martin Luther King Jr and Betty Friedan helped shape the civil rights and women's movements. Without these letters and books civil rights for African Americans and women may have not been achieved. Martin Luther King Jr and Betty Friedan helped shape public awareness on key events in the 1960's.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for Dr. Martin Luther King Jr. and Betty Friedan
- Is more descriptive than analytical (*King*: believed best way to achieve equal rights was through ongoing nonviolent protest; stated facts about unjust treatment of African Americans, why negotiations failed, and why protest was important; even when so much violence was occurring over civil rights and racial segregation he sought a peaceful way to make his point; March on Washington probably would not have occurred if Birmingham had not occurred; played important role in success of civil rights movement; *Friedan*: played a major role in increasing nation's awareness of unequal rights and restrictions women faced; women not given equal pay for same job and many men would get hired before women; led to calls for more rights just as suffragist movement did earlier; many women were finally paid on a more equal basis after Equal Pay Act passed)
- Incorporates relevant information from documents 1, 2, 7, and 8
- Incorporates relevant outside information (*King*: believed first amendment gave civil rights demonstrators right to peacefully protest; refused to end protest in Birmingham and was arrested; many African Americans believed they had a right to freedoms guaranteed in the Constitution; Tuskegee Airmen fought in World War II to protect others freedoms and rights and when they returned home faced segregation; "I Have a Dream" speech about equality, brotherhood, and peace; killed in Memphis while trying to support striking workers; *Friedan*: during World War II women needed to enter workforce especially in factories; many women liked their jobs and higher pay scale during World War II; when war ended women were expected to leave workforce and give men their jobs back; although many women wanted to leave workforce and be at home with their families others wanted to work; some workplaces did not welcome women and when they did paid them less; Title IX gave women scholarship money to play sports in college; women treated more fairly in college admissions)
- Includes some relevant facts, examples, and details (*King*: African Americans and whites walked in March on Washington; *Friedan*: explained in many professional fields, in business, arts, and science women treated as second-class citizens); includes a minor inaccuracy (*King*: Wilson issued an executive order to end segregation in army)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses writers increased public awareness through participation in key events during the 1960s and a conclusion that states without the writings of King and Friedan civil rights for African Americans and women may not have been achieved

Conclusion: Overall, the response fits the criteria for Level 3. While document information is presented in a limited straightforward style, supportive outside historical references indicate an understanding of the issues addressed by King and Friedan. More thorough explanations of each writer's influence would have strengthened the discussion.

During the 1960's, writers such as Dr. Martin Luther King Jr. and Rachel Carson worked tirelessly to raise awareness of problems found in the United States. Dr. King's "Letter from Birmingham Jail" increased public awareness of racism and Carson's Silent Spring increased public awareness of the dangers of pesticides. Both made an impact on American society in exposing their respective issues. It is due to writers such as these that unjust social conditions and unhealthy environmental choices that would be considered commonplace in the 1960's are seen far less in today's America.

Dr. King fought an admirable fight against racism in the deep South. Since the institution of slavery had been abolished, Southerners struggled to hold on to their close-minded and segregated way of life. In places like Birmingham, non-violent protestors who were fighting against Jim Crow segregation were often violently treated. Birmingham fought back against change. Dr. King wanted the world to know of injustice so the reasons for protesting would be better understood. For this reason he wrote "Letter from a Birmingham Jail." In this letter, he explains the racism, segregation and injustice that African Americans experienced had long been part of life in Birmingham and elsewhere. He reveals that attempted negotiations with politicians have fallen on deaf ears. (Doc 1a). Since there had been no improvement in their situation African Americans had to take matters into their own hands and peacefully protest. Fortunately, this letter made its way around, drawing national and international attention and leading to the March on Washington. (Doc 2) Dr. King had an immeasurable influence on American society. As the leader of a civil rights movement, he opened the eyes of many, and made

injustice impossible to ignore. Throughout his life, he was dedicated to his cause and was known for his impassioned speeches that inspired not only civil rights protestors but people all over the world who were fighting for their rights. After his assassination, many mourned, and some pushed harder after his death for the cause that Dr. King had believed in. Although some of his goals had been achieved, there was more left to do.

Rachel Carson fought for environmental protection. Mosquito control programs were being implemented with many possible negative side effects on the environment, such as the death of fish living in still water. (Doc. 4) In Silent Spring, Carson observes the absence of birds in the spring, lifeless streams that were once filled with fish, and withered vegetation where it once flourished. (Doc. 5a) She blamed it on the use of pesticides. Silent Spring's popularity brought a new activism and a new attitude toward the use of pesticides and appreciation for environmental issues of all kinds. (Doc 6b) As the population of America grew concerned about these issues, politicians began to address stances and plans about the mistreatment and disregard of the environment. Clean water and air became priorities as more people became concerned about environmental problems. In recent years, the issue of global warming has been thoroughly debated in politics and frequently discussed especially when weather extremes occur. Global warming is seen by some as harmful to people and nations. High carbon dioxide levels and severe drought are environmental problems of the 21st century. Despite specific disagreements many Americans agree with Rachel Carson that protecting the environment matters.

The reflection of social conditions in the 1960s by writers is an important cause of creating and increasing activism. If it were not for writings like those of Carson and Dr. King, the awareness and activism toward their respective injustices may not have been as great.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for Dr. Martin Luther King Jr. and Rachel Carson
- Is more descriptive than analytical (*King*: Birmingham fought back against change; wanted world to know of injustices so reasons for protesting would be better understood; explained racism, segregation, and injustice African Americans experienced had long been part of lives; opened eyes of many and made injustice impossible to ignore; speeches inspired not only civil rights protesters but people all over the world fighting for their rights; although some goals were achieved there was more to do; *Carson*: mosquito control programs implemented with many possible negative side effects on environment; blamed absence of birds in spring, lifeless streams, and withered vegetation on use of pesticides; brought a new activism and attitude toward use of pesticides and appreciation for environmental issues; politicians began to address plans about mistreatment and disregard of environment; despite specific disagreements many Americans agree that protecting the environment matters)
- Incorporates some relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (*King*: since institution of slavery abolished Southerners struggled to hold on to close-minded and segregated way of life; nonviolent protesters fighting against Jim Crow segregation; pushed harder after his death for the cause; *Carson*: global warming thoroughly debated in politics and frequently discussed especially when weather extremes occur; global warming seen by some as harmful to people and nations; high carbon dioxide levels and severe drought are environmental problems of 21st century)
- Includes some relevant facts, examples, and details (*King*: leader of civil rights movement; nonviolent protesters often violently treated; led to national and international attention and March on Washington; *Carson*: fought for environmental protection; increased public awareness of dangers of pesticides)
- Demonstrates a satisfactory plan of organization; includes an introduction that states it is partly due to writers such as King and Carson that unjust social conditions that were considered commonplace in the 1960s are seen far less in today's America and a conclusion that discusses writers' reflections of social conditions in the 1960s were an important cause of creating and increasing activism

Conclusion: Overall, the response fits the criteria for Level 3. While an understanding of the civil rights issue is demonstrated, the discussion is somewhat repetitive and would benefit from further explanation. Although the treatment of historical circumstances surrounding environmental issues relies on document information, the discussion of influences of Carson's writing includes some examples of contemporary concerns. Further development would have strengthened this response.

The 1960s was a time for minorities in the US to gain freedoms and rights previously denied them. Two of the most prominent minority movements at this time were those of blacks and women. Influencing the Civil Rights Movement, author Dr. Martin Luther King Jr. wrote "Letter from Birmingham Jail," citing the actions which needed to be taken by blacks to gain equality. Similarly, Betty Freidman influenced the feminist movement of the 1960s with her work The Feminine Mystique, citing problems for women in the workplace. Both strongly influenced the actions and subsequent rights of these groups.

Many problems faced blacks in the twentieth century. The Jim Crow laws legalized segregation, and organizations like the Ku Klux Klan made the lives of blacks very dangerous. In "Letter from Birmingham Jail" (document 1), Martin Luther King discusses actions which had to be taken by blacks to gain equality. Just waiting to be given their equal rights was not a choice because they had already waited a long time. He cites the appeal to the local government in Birmingham, which he said had refused to listen or change any of their discriminatory ways. This letter increases national awareness of racial problems in the South and the need for African Americans to fight prejudice, and it eventually leads to the famous March on Washington according to document two. This march is where Martin Luther King Jr. gives his "I have a dream" speech and inspires many blacks in the country to protest for equal rights. This march came at the end of a decade of civil disobedience and victories for blacks, such as Rosa Parks and others in Montgomery earning the right for blacks to sit anywhere on a bus. The early Civil Rights Movement was also

successful in reversing Plessy vs. Ferguson, with Brown vs. Board of Education which ended the “separate but equal” precedent, and began the integration of public schools, leading to the problems which are cited in document three. Because troops were sometimes required for black children to attend white schools, President Kennedy shows his support for civil liberties by imploring Congress to end segregation of public facilities. Much of this change in the racial climate of the US was brought about by Martin Luther King’s “Letter from Birmingham Jail” and civil rights laws that helped make African Americans more equal citizens.

Another author with great influence in the 1960s was Betty Friedan, who wrote The Feminine Mystique. According to document 7, this work discussed many problems still faced by women including discrimination in the workplace. During WW II, there was a great demand for women to work in factories to replace men who had gone to war. After WW II, however, demand went down and men saw women as a threat in the workplace and as a threat to their jobs. Many women who worked in wartime industries did not want to leave their jobs. The Feminine Mystique discusses the indignity of the postwar mentality that women should be quiet if they worked in professional fields and subservient to men. According to document 8, this work went on to fuel “a second wave of feminism” creating some social upheaval as more women questioned what was expected of them. As this document was written by a woman, she may have exaggerated Friedan’s influence to give credit to a woman for helping bring about a natural change in society that might have happened anyway. Before Friedan’s writing, women might have been more intimidated

and wore skirts in the workplace to maintain their identity, but the writing did lead to more women realizing there were many different ways of thinking about their jobs. Eventually, this book influenced many women's personal choices and increased attention on working to end inequality. Changing attitudes and civil rights legislation resulted in an improved economic and social climate for women (document 9). Betty Freidman did much to influence feminism in the 1960s with her book The Feminine Mystique.

Both Betty Freidman and Martin Luther King directed social reform in the US in the 1960s. Both brought about movements which led to more equality for minority groups. Freidman influenced women and King influenced blacks, but both contributed to the less hostile social climate of America today.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for Dr. Martin Luther King Jr. and Betty Friedan
- Is more descriptive than analytical (*King*: waiting to be given equal rights not a choice for blacks as they had already waited a long time; increased national awareness of racial problems in South and need for African Americans to fight prejudice; President Kennedy implored Congress to end segregation of public facilities; civil rights laws helped make African Americans more equal citizens; *Friedan*: problems of women included discrimination in workplace; postwar mentality that women should be quiet if they worked in professional fields and be subservient to men; some social upheaval created as more women questioned what expected of them; changing attitudes and civil rights legislation resulted in improved economic and social climate for women; influenced many women's personal choices and increased attention on working to end inequality)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*King*: Jim Crow laws legalized segregation and organizations such as Ku Klux Klan made lives of blacks dangerous; "I Have a Dream" speech at March on Washington inspired many blacks to protest for equal rights; Rosa Parks and others in Montgomery earned right for blacks to sit anywhere on a bus; early civil rights movement successful in reversing *Plessy v. Ferguson* with *Brown v. Board of Education* which ended "separate but equal" precedent and began integration of public schools; *Friedan*: during World War II great demand for women to work in factories to replace men who had gone to war; after World War II men saw women as a threat in workplace; many women who worked in wartime industries did not want to leave jobs)
- Includes some relevant facts, examples, and details (*King*: eventually led to March on Washington; *Friedan*: influenced feminist movement of 1960s; fueled a second wave of feminism)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses that the 1960s was a time for minorities in the United States to gain freedoms previously denied to them and a conclusion that discusses that both King and Friedan contributed to the less hostile social climate of America today

Conclusion: Overall, the response fits the criteria for Level 3. The inclusion of specific relevant historical information about the civil rights movement supports a good document-based discussion which generally addresses the task. Further development of the influence of both King's and Friedan's writing would have strengthened the response.

During the 1960s, there were many writers who made a change in society through their words. They increased public awareness, and helped change America's history and society. Two authors who have done so are Martin Luther King Jr. and Betty Freidan.

Martin Luther King Jr.'s "Letter from Birmingham Jail" helped comment on and publicize the injustices occurring in Birmingham, Alabama, as well as, across the nation. In his letter, he discussed Birmingham's "ugly record of police brutality" towards African Americans, along with "unsolved bombings" of Blacks' homes. (Doc. 1a) King was describing the horrible circumstances of civil rights violations and racism occurring in America. King was able to influence the American society through his non-violent, civil disobedience approach. His writings helped plan the March on Washington, which "strengthened the consciences of millions" in America. (Doc. 2) The letter was recopied and spread around America, increasing awareness and changing America's Society. It helped change history by giving reason for legislation to pass the Civil Rights Act. (Doc. 3) Martin Luther King's writing helped change society by increasing awareness, bringing peoples' attention to civil rights, and finally, getting a law passed to better America.

Betty Freidan was another author who helped to shape America's society. Her book, The Feminine Mystique, helped start the modern women's movement in the 1960s. The historical circumstances surrounding Freidan's issue was the injustices towards women. They were being treated as "second-class citizens" even after WWII. (Doc. 7) Some examples of discrimination against women during this time were "enforced domesticity and limited career prospects." (Doc. 8)

Freidan was able to influence the society of America through her book. Her work, including her book, helped “start a social upheaval” (Doc. 8), as well as fuel the motivation for the women’s strike for Equality as women refused to do laundry and chose to protest for their rights. (Doc. 9a). She encouraged women to make changes for themselves, such as enter previously all-male fields of work, join the work force, or marry or have kids later in life. (Doc. 9b) Overall, her work and book encouraged a change in society to occur, positively changing America’s history.

Many people have used force throughout history to make changes in society. Both Martin Luther King Jr. and Betty Freidan used their words to make changes in America. They both used their writings to increase awareness for their cause, and encourage change. Martin Luther King was able to encourage change for Civil Rights for African Americans, while Betty Freidan did so for women. Both leaders were able to get their message across without using force, and were able to accomplish their goals for society.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for Dr. Martin Luther King Jr. and Betty Friedan
- Is primarily descriptive (*King*: helped publicize injustices occurring across the nation; discussed Birmingham's ugly record of police brutality towards African Americans along with unsolved bombings of blacks' homes; described horrible circumstances of civil rights violations and racism occurring in America; March on Washington strengthened conscience of millions in America; increased awareness and changed society; brought people's attention to civil rights; *Friedan*: helped start modern women's movement; examples of discrimination against women included enforced domesticity and limited career prospects; helped start a social upheaval as well as fueled motivation for Women's Strike for Equality; encouraged women to protest for their rights and make changes for themselves)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents little relevant outside information (*King*: influenced American society through his nonviolent civil disobedience approach; helped change history by giving a reason to pass Civil Rights Act)
- Includes few relevant facts, examples, and details (*King*: talked about injustices in Birmingham, Alabama; letter recopied and spread around America; *Friedan*: women treated as second-class citizens even after World War II; encouraged women to enter all-male fields of work, join work force, or have kids later in life)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses that while many people used force to make changes both King and Friedan used words to make changes and increase awareness for their cause

Conclusion: Overall, the response fits the criteria for Level 2. An understanding of the relationship between the documents and the task is demonstrated but statements are often presented without explanation. Assessments of the influence of each writer are generalized and somewhat repetitive.

During Post World War II America, equality became a major topic of discussion for writers. These writers spoke out about the injustices that they saw, and their publications had powerful results.

One such writer was Dr. Martin Luther King Jr. During his time in the Birmingham jail, he wrote a letter in which he described the harsh treatment that African Americans endured in the city. (Document 1a) He spoke about police brutality (Document 1b), and how even the court systems were corrupt enough to treat people of color unfairly. Even political leaders refused to help, so now it was time for the African American population to take a stand for themselves. This letter later spurred the March on Washington, a peaceful demonstration in which supporters of equality spoke out for their beliefs. (Document 2) The letter and the march combined helped to bring about a greater international attention to their cause. Dr. King gave the African American people a voice, and they believed that if he could dream and believe it, that they could achieve it.

Another writer that pushed for equality was women's rights activist Betty Friedan. In her book published in 1963 "The Feminine Mystique", Friedan wrote about how women were treated as second class citizens, however she believed that they weren't supposed to accept it, she felt that they should fight it. (Document 7) "The Feminine Mystique" quickly rose to fame, as did Friedan. The book helped to spark a new interest in the women's rights movement, and brought back new support for feminism. (Document 8). Similarly to Dr. King, Friedman's publication caused people to not sit and wait for change, but to go out and claim it. In 1970 thousands of women arrived for a strike in support of the Women's Liberation Movement. This

display finally grabbed the attention of political figures and showed that the women were a force to be reckoned with. (Document 9a)

Author's publication can prove to be vital in order to bring about change. It gives the reader the feeling that they are not the only one with this belief. It brings people together, and can cause drastic results that people could previously only dream about.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for Dr. Martin Luther King Jr. and Betty Friedan
- Is primarily descriptive (*King*: described harsh treatment African Americans endured in Birmingham; spoke about how court systems corrupt enough to treat people of color unfairly; political leaders refused to help so it was time for the African American population to take a stand for themselves; spurred March on Washington; letter and March on Washington combined to help bring greater international attention to their cause; *Friedan*: women treated as second class citizens but should fight it rather than accept it; *The Feminine Mystique* quickly rose to fame as did she; helped to spark new interest in women's rights movement and brought new support for feminism; publication similar to King's in that caused people to not sit and wait for change but go out and claim it; strike in 1970 finally grabbed attention of political figures and showed women were a force to be reckoned with)
- Incorporates limited relevant information from documents 1, 2, 7, 8, and 9
- Presents little relevant outside information (*King*: gave African Americans a voice and they believed if he could dream and believe it then they could achieve it)
- Includes few relevant facts, examples, and details (*King*: during time in Birmingham jail he wrote letter; spoke about police brutality; *Friedan*: 1970 thousands of women arrived for a strike in support of women's liberation movement)
- Demonstrates a general plan of organization; includes an introduction that states post–World War II writers wrote about injustices and their publications had powerful results and a conclusion that discusses that publications can be vital in bringing about change

Conclusion: Overall, the response fits the criteria for Level 2. An understanding of the task and of document information are demonstrated but are presented with few supporting facts and details. The comparison of Friedan's and King's influence is interesting; however, it lacks explanation.

During the 1960s there were many critical issues at hand. During this time, many people expressed their thoughts regarding these issues through writing. Among these writers were Rachel Carson, author of *Silent Spring* and Betty Friedan, author of the *Feminine Mystique*.

During the 1960s, environmental issues began to arise. Industrial waste, and DDT were especially of concern. In Document 4, Olga Owens Huckins expresses her concerns about pesticides. She explains that R.C. Codman claims that the pesticides being used in Massachusetts were harmless, meanwhile, the same pesticides being used on Long Island killed large populations of fish and birds. Many believed the pesticides to be poison, and harmful to the environment. Rachel Carson wrote *Silent Spring* to express her concern for the environment. She writes about how the birds seem to have gone missing. This, she believes, is from the use of DDT, which may have killed the birds. (Doc. 5) Rachel Carson's book had lasting effects on America. It was published in 1962, in 1970, President Richard Nixon saw how the environment was being destroyed, and proposed a \$10 million project to help clean waters. (Document 6a). Even Al Gore, in 1992, (30 years later!) expressed how although Rachel Carson died in 1964, her voice would still live on through *Silent Spring*. Clearly, Rachel Carson made a lasting impression on America and its environmental issues.

Another author who discussed issues in the 1960s was Betty Friedan, author of the *Feminine Mystique*. During the 1960s, women's rights were a big issue. At the time, women had gained more rights, including the right to vote, which made many women content. They did not feel the need to gain complete equality. She exclaimed that too

many women believed that their rights had already been won. (Document 7) She believed that it was outrageous that women were expected to be quiet and content as “lesser” people. She said that everywhere, especially in the workplace, women were still treated as “Second-class citizens” Margalit Fox (Document 8) called her “one of the chief architects of the women’s liberation movement in the late 1960s...” This is true. Her book may be the sole reason for reviving the feminist movement. (Document 9a) Women were originally called to strike at the National Organization for Women. This book had lasting effects (Doc 9b) and much is owed to Friedan for it. It is thought that one of the most important parts of the movement was women’s choice to do what was not traditionally expected of them. Taking traditionally male jobs, having children at a later age, etc. The women’s rights movement was very important during the 1960s and Friedan can be thanked for its success.

During the 1960s, two major issues were environmentalism and women’s rights. Writing helped to spread ideas and thoughts about these issues. Rachel Carson authored *Silent Spring*, which helped make people aware of environmental issues and Betty Friedan wrote *The Feminine Mystique*, which encouraged women to fight for their equal rights. These authors were very important during the 1960s, and had effects which lasted to and helped improve modern times.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task Rachel Carson and Betty Friedan
- Is primarily descriptive (*Carson*: while R. C. Codman claimed pesticides used in Massachusetts were harmless, same pesticides on Long Island killed large populations of fish and birds; many believe pesticides to be poison and harmful to environment; believed birds to have gone missing or killed because of DDT; President Nixon saw how environment was being destroyed; Al Gore expressed that she would still live on through *Silent Spring*; made a lasting impression on America and its environmental issues; *Friedan*: by 1960s women gained more rights including right to vote which made many women content so they did not feel need to gain complete equality; believed it outrageous that women were expected to be quiet and content as “lesser” people; everywhere especially in workplace women still treated as second-class citizens; may be sole reason for reviving feminist movement; thought that one of most important parts of movement was women’s choice to do what was not traditionally expected of them such as taking traditionally male jobs and having children at a later age)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Carson*: industrial waste and DDT a concern in 1960s; *Friedan*: women’s rights big issue in 1960s); includes a minor inaccuracy (*Carson*: President Nixon proposed a \$10 million project to help clean waters)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses Carson and Friedan helped spread ideas and thoughts about environmentalism and women’s rights

Conclusion: Overall, the response fits the criteria for Level 2. An understanding of the task is demonstrated in the descriptions of document information that dominate the discussion. Occasional statements of analysis are weakened by a lack of supporting facts and details.

During the 1960's writers frequently reflected social conditions that influenced U.S. history. These writers increased public awareness of critical issues facing the nation & had an important impact on the U.S. & on American Society. Two such writers were Rachel Carson (Silent Spring) & Betty Friedan (The Feminine Mystique).

Rachel Carson is known for writing Silent Spring, which was about people's spraying programs that hurt the environment. (Doc 4). The spray was thought to hurt vegetation kill birds & fish. (Doc 5A). When Rachel wrote this it was seen as the beginning of the modern environmental movement. (Doc 6b). 53% of the American public saw controlling air & water pollution as a critical issue, up from 17% years earlier with the help from Silent Spring (Doc 6A). President Nixon proposed a \$10 billion nation wide clean waters program (Doc 6A), which was sprung from Rachel carson's Silent Sprink. (Pk.)

Betty Friedan is known for writing The Feminine Mystique which contributed to the record of a achivment (Doc 9b). That work of literature is created with reviving the feminist movement (Doc 9A). This made a sweeping social upheave for women.

Women were effective all over with these books.

Anchor Level 1-A

The response:

- Minimally addresses some aspects of the task for Rachel Carson and Betty Friedan
- Is descriptive (*Carson*: spraying programs hurt the environment; seen as beginning of modern environmental movement; helped 53% of American public see controlling air and water pollution as a critical issue, up from 17% years earlier; *Friedan*: revived feminist movement; led to sweeping social upheaval for women)
- Includes minimal information from documents 4, 5, 6, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Carson*: known for writing *Silent Spring*; President Nixon proposed \$10 billion nationwide clean waters program; *Friedan*: known for writing *The Feminine Mystique*)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a one-sentence conclusion that is an overgeneralization stating women were effective all over with these books

Conclusion: Overall, the response fits the criteria for Level 1. A minimal understanding of the task is demonstrated by the use of single, unexplained statements extracted from the documents. Historical circumstances surrounding Friedan's writing are not addressed and two general statements address her influence.

Writers had a huge impact throughout American history however, even more so during the 1960's. Both Dr. Martin Luther King Jr. and Betty Friedan had important influences on American society. The "Letter from Birmingham Jail" and "The Feminine Mystique" were works of literature that affected the United States.

Dr. Martin Luther King Jr. wrote the "Letter from Birmingham Jail". This was a letter that focused on the issues of racial injustice and segregation. (D1) Martin Luther stated that his letter "gave the American Negro a new national and international stature". (D2) This influenced President John F. Kennedy to want to promote and protect the rights of all who wish to be free. (D3).

Betty Friedan wrote "The Feminine Mystique". In this she wrote how she feels women were still being treated like second-class citizens. (D7) It affected American society by being called "the turn of the century, feminism's second wave. (D8).

American writers had a massive influence on American society. Two of these writers were Dr. Martin Luther King Jr. who wrote the "Letter from Birmingham Jail." and Betty Friedan author of "The Feminine Mystique." Without these two writers African Americans and women would still be treated unfairly in United States society.

Anchor Level 1-B

The response:

- Minimally addresses all aspects of the task for Dr. Martin Luther King Jr. and Betty Friedan
- Is descriptive (*King*: focused on issues of racial injustice; *Friedan*: felt women still being treated as second-class citizens)
- Includes minimal information from documents 1, 2, 3, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*King*: wrote *Letter from Birmingham Jail*; *Friedan*: wrote *The Feminine Mystique*); includes an inaccuracy (*King*: Martin Luther instead of King); includes faulty and weak application (*King*: stated that letter gave American Negro a new national and international stature; influenced President Kennedy to promote and protect rights of all who wish to be free)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is an overgeneralization and states without the writings of King and Friedan African Americans and women would still be treated unfairly in the United States

Conclusion: Overall, the response fits the criteria for Level 1. Basic document summary statements demonstrate a limited understanding of the task. Minimal descriptions and inaccuracies further limit the response.

Over the course of history in America, writers have not only exposed corruption and injustice, but have also reflected upon the country's social conditions. Through their literary works, authors have not only raised awareness of particular issues, but have also managed to have a profound influence on their nation. Two of these writers include Dr. Martin Luther King Jr. and Rachel Carson. Their literary works not only speak to the past, but led the country into the direction of change and made America a better place.

During the 1960s, racism and discrimination still loomed in America. A century after the Civil War ended slavery, African Americans faced segregation, prejudice, and injustice despite guarantees of equal protection of the law. Obstacles to voting meant that since Reconstruction ended their representation in government decreased. Since the earliest days of Jim Crow African Americans had protested individually against injustices but in the 1950s and 1960s protests became larger group movements which were not always well received. African Americans involved in peaceful marches and boycotts faced the cruelty of people and police brutality (Doc 1b). In effort to truly make a difference and put an end to discrimination, Dr. Martin Luther King Jr. emerged as a major figure of the civil rights movement first in Montgomery and then in Birmingham. In order to spread awareness of the struggle for civil rights, Dr. King wrote the "Letter from Birmingham Jail" (Doc. 2). After being arrested for standing up for injustice, Reverend King knew that he must explain why African Americans had to demand their rights and end the unfairness. His letter not only raised awareness of why the civil rights movement was taking place in America, but also made the

world aware (Doc. 2). This was important because during the Cold War America's treatment of African Americans was used as Soviet propaganda. Also, the letter influenced the March on Washington. (Doc. 2). During the March, thousands of people of all ages and of every race and background walked in unison to the Lincoln Memorial where Dr. Martin Luther King declared his famous "I have a dream" speech. As the issue of race discrimination became more apparent to more Americans it became more crucial for the government to respond and address the inequality. Civil rights legislation passed by Congress before the 1960s had not changed much for African Americans. The Civil Rights Act of 1964 was passed to end segregation in public facilities. This was followed by the Voting Rights Act of 1965. Martin Luther King Jr. believed in using non-violence and civil disobedience (the breaking of unjust laws followed by the acceptance of punishment) to achieve change. By following this approach and writing the "Letter from Birmingham Jail," he exposed the truth of racism and got public support for the new legislation. Dr. King gave a voice to those who had no voice for too long and made sure that that voice was heard. He was honored with the Nobel Peace Prize for his efforts.

Both Theodore Roosevelt and Franklin D. Roosevelt made environmental conservation in the West a priority. Theodore Roosevelt set land aside for protection and Franklin D. Roosevelt responded to Dust Bowl conditions by setting up the CCC. Protecting the environment became a more widespread concern in the 1960s. Rachel Carson made a tremendous impact on the way society saw the environment in the 1960s. After World War II economic growth led to

the use of more chemicals in industry and farming. Rachel was a biologist and environmentalist who studied the harmful effects of the chemical DDT on the environment. As she extended her research, she was alarmed with her data and decided that she must inform society and stop DDT's usage. During the 1960s, DDT was a main ingredient of pesticide used in agriculture across America. It also aimed to kill mosquitos, which was a good goal but ended up being bad because many bees were killed. Bees are an important part of the ecological system. It was discovered that DDT itself was a lethal poison with the capability of killing not only insects, but also wildlife (Doc. 4). If it could kill insects and wildlife it could possibly kill people. In order to address this and spread awareness, Rachel Carson wrote *Silent Spring*. In the book, she deduced that the chemical DDT could turn American communities into barren wastelands because of its harmful and devastating effects on the environment (Doc. 5a). Not everyone agreed with her and questioned her research. However, her book increased environmental activism and influenced environmental movements ranging from saving wildlife to warning about the dangers of global warming. It also influenced the passage of legislation by states and the federal government. Due to increased public interest in environmental issues President Nixon proposed a \$10 billion nationwide clean waters program and proposed new research in the manufacturing of cars to reduce their impact on the environment (Doc. 6a). States such as California passed strict emission standards and automobile manufacturers eventually responded to growing concerns about gas mileage and pollution. Hybrid cars have become a reality. Rachel Carson exposed the harmful

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impact that humans can have on the environment and made them think about what they were doing to make things worse. She aimed to stop the usage of DDT. The government eventually passed new policies banning or warning about the use of harmful chemicals in an attempt to protect the environment.

Throughout American history, writers, such as Martin Luther King Jr. and Rachel Carson, have made a difference through their literary works. Dr. King influenced new legislation and the civil rights movement and Rachel Carson did the same for the environmental movement. By expressing their beliefs and ideas, authors have influenced movements, society, and the world.

Throughout history, the United States of America has been witness to multiple reform movements that have altered history. Many such reform movements were championed by a strong writer, who helped to bring awareness and strength to their cause. Martin Luther King Jr. and Betty Friedan were such people who, through their writing influenced the U.S. Martin Luther King Jr., through his "Letter from Birmingham Jail", and Betty Friedan through The Feminine Mystique, greatly influenced the U.S. and help achieve more equality.

Martin Luther King Jr brought his cause to the forefront of American attention through his letter and eventually bringing about the equality he sought. While the 13th, 14th, and 15th amendments had given African Americans freedom, citizenship, and the vote, equality still eluded them since certain places, especially in the South enacted segregation that essentially made blacks second class citizens. Martin Luther King Jr was one of the leading civil rights activists, rising to fame through the Montgomery bus boycott. His letter was one of the most important written in U.S history and revealed many details of injustices and the brutality demonstrated against people protesting segregation in Birmingham. He also explained why blacks had waited too long for Birmingham to respond to their demands. It was time to protest because Birmingham might never respond to their demands for equality. His letter expressed the wrongs of segregation and the corruption in Birmingham's legal system that would not guarantee due process for African Americans. Police brutality and vigilante killings of Negroes frightened many living in Birmingham, a place where bombings were not seriously investigated for many years. His letter put civil rights in the

forefront because nearly a million copies were distributed which helped raise awareness and contributed to the March on Washington and King's dream that we live up to the ideas in the Declaration of Independence that all men are created equal. Through his letter and his speeches, King made civil rights an international cause and gave it the momentum needed to achieve its goal of equality to all. Congress would pass legislation that would end Jim Crow laws and guarantee more equality.

Likewise, Betty Friedan's The Feminine Mystique brought attention to women's rights—reviving the movement and brining about greater equality. The women's rights movement dates back to the revolutionary era when Abigail Adams told her husband to remember women when writing the Declaration of Independence. When demanding equality at the Seneca Falls Convention women used the Declaration of Independence as a model. It would take them decades before they were seen as equal enough to vote. Women were finally granted the right to vote, but the struggle did not stop there since many women were still treated as second-class citizens. Their opportunities were limited by a traditional view of their role. Betty Friedan, through her book, made women realize they were not alone in facing difficult life issues and encouraged women to continue to fight for their rights. After reading her book, women began to think about the still existing inequalities in areas such as education and employment. Their Strike for Equality made the country more aware of the injustices women still faced. Some women did not see those injustices as being serious and did not support the new movement. The Feminine Mystique influenced change in the nation and revived the

Document-Based Essay—Practice Paper – B

women's rights movements of the past—helping women get more opportunities for a better education and more employment choices, the right to abortion, and equality.

Through their writings, Martin Luther King Jr. and Betty Friedan made the nation aware of their causes and in doing so helped their causes achieve their goals. King's "Letter from Birmingham Jail" exhibited the corruption and injustice of segregation which helped the civil rights movement expand and achieve equality. Likewise, Friedan's The Feminine Mystique brought awareness to the inequalities women faced and established the women's right activism of the 1960's. Ultimately, the writings of such people influenced the nation and changed American history.

Throughout United States history, Americans experienced a series of cultural, political, and economic shifts. The 1960s, in particular, marked a time of new movements. Two of these movements are environmental protection and civil rights. "Letter from Birmingham Jail" by Dr. Martin Luther King Jr. and *Silent Spring* by Rachel Carson both helped influence these reform movements.

After the Civil War, slaves were freed, but these African Americans would not be able to experience "equality" until more than a century later. With Reconstruction over and federal troops removed, the South was left on its own. Few African Americans voted and most lived in a Jim Crow world. Even during the 1950s and 1960s, segregation still continued in American society. *Plessy vs. Ferguson* ruled that "separated but equal" was constitutional on railroads and implied it was legal everywhere else. African Americans were forced into separate facilities from the "whites" in everything from cemeteries to schools. Birmingham was a good example of this which is why civil rights protesters were active there. Dr. Martin Luther King Jr. defended a nonviolent campaign in Birmingham by reviewing the campaign's four steps: collection of the facts to determine whether injustices are alive, negotiation, self-purification, and direct action. (Document 1a). Dr. Martin Luther King Jr. had long been a supporter of Gandhi's approach to fighting for equality and encouraged civil disobedience as a strategy to achieve civil rights goals. Rosa Parks used this principle when she refused to give up her seat on a segregated bus. After her arrest another form of civil disobedience was used when the Montgomery bus boycott took place. The people who took part in this boycott continued this nonviolent protest against an unjust

segregation law for over a year and hindered the city economically enough for their protests to be considered effective. With more national attention focused on Montgomery and bus segregation being declared unconstitutional, nonviolent protests seemed successful enough to take to other cities such as Birmingham. Dr. Martin Luther King Jr.'s "Letter from Birmingham Jail" helped to focus international attention on Birmingham and as a result on the civil rights movement in the United States. (Document 2). Patience was no longer possible. His letter brought focus to those who were oppressed and to the need for direct action after years of injustice. It helped influence the decision to march on Washington where Martin Luther King Jr. proclaimed his "I Have a Dream" speech to a peaceful crowd of white and black protesters and a large national audience. John F. Kennedy had heard Martin Luther King Jr.'s calls for the end of segregation in Birmingham and elsewhere and recognized civil rights as a moral crisis for the nation. John F. Kennedy asked Congress to pass civil rights legislation in a 1963 speech to the nation (Document 3). The same summer he gave this speech another civil rights leader, Medgar Evers, was killed and five months later President Kennedy was killed. It was left to Lyndon B. Johnson to make sure a civil rights bill was passed in 1964. The injustices King wrote about in his letter were finally being addressed.

Silent Spring by Rachel Carson also represents a movement called the environmental protection movement. Government protection of the environment had been supported by Theodore Roosevelt in the Progressive Era. President Theodore Roosevelt encouraged development of national parks and forest reserves and government intervention to promote a conservation of natural resources for future generations. The

desire for safe drinking water had led to major protections of watersheds in New York, especially of New York City's access to water from the Catskills. Rachel Carson's book helped rekindle these ideas. After World War II, farmers began using pesticides to kill insects which were damaging their crops. Although the DDT spray was first thought to help them, the spray actually had the potential to be dangerous to humans eating food from crops treated with DDT. It could have long-term effects not only on people but on the environment, which is described in Rachel Carson's *Silent Spring*. *Silent Spring* took note of the possibilities of the withering of vegetation and killing of birds (Document 5a). *Silent Spring* sparked a new activism and the rebirth of an environmental movement (Document 6b). As more Americans became concerned about environmental problems that could be dangerous to their health such as air pollution, acid rain, and PCBs, the more they wanted government regulation. In many ways, this paralleled the growth of support for consumer protection during the Progressive Era. As the public learned about the dangers from meat, other foods, and drugs, they supported more and stronger reforms. In January 1970, President Richard M. Nixon proposed a \$10 billion nationwide clean waters program (Document 6a) and an intense research to further advances in engine design and fuel composition (Document 6a). After decades of pollution and careless use of natural resources it was time for the American people and government to take action. Factories as well as the continuous increase in the number of automobiles led to pollution that was significant in cities such as Los Angeles, New York City, and Chicago. Higher standards for auto emissions and the Clean Air Act

have helped the United States clean up some of the problems caused by industrial pollutants that cities such as Beijing are struggling with. Rachel Carson's writing also eventually encouraged more consideration of individual choices that people could make that would protect the environment. The use of electric and hybrid cars, solar and wind power, and recycling have all helped make a difference in saving the environment.

"Letter from Birmingham Jail" by Martin Luther King Jr and "Silent Spring" by Rachel Carson both spurred and rekindled movements in American Society. Dr. Martin Luther King Jr. encouraged civil disobedience and a civil rights campaign. Rachel Carson pressed for improvements to environment. These works of literature marked the beginning shifts in thought and actions in American society which continue today.

The 1960's was a decade of social upheaval and protest. For years groups of people different than the group of white, land-owning males had been trying to gain equality. Two main groups were African Americans and women. Their efforts led to the Civil Rights Movement and the feminist movement, respectively. Two writers connected with these social movements were Martin Luther King Jr. and Betty Friedan. Their writings were very influential to American society.

Martin Luther King Jr. wrote "Letter from Birmingham Jail". The issue he wrote about was racial segregation. Martin Luther King Jr. witnessed the horrors of segregation in his own life and in other African Americans lives as he lived and traveled in the South. He felt the city of Birmingham was an important place to nonviolently protest. Police brutality and unsolved bombings were common in this area (Document 1a). Protesters were violently attacked, even by police and fire departments (Document 1b) in order to prevent progress of the movement. Much of the awful segregation in the South was caused by the Jim Crow Laws implemented after the Civil War in the South. They worsened after Rutherford B. Hayes was elected president and promised to remove troops from the South. The issues of racial segregation and inequality were tied to the South's history of slavery before the civil war.

Martin Luther King Jr. influenced American society. Nearly a million copies of his letter were distributed to churches of most major denominations (Document 2). His reasons for why change was necessary were written from jail and led to increasing cries for equality. His influence even extended to the federal government. JFK eventually asked Congress to pass civil rights legislation which they

did in 1964 (Document 3). MLK's efforts made the goals of the civil rights movement more reachable. He claimed that his letter led to the March on Washington. The issue of equality was reinforced with his "I have a dream speech" made at the March. His writings helped influence society to become more tolerant. Unfortunately, he paid the ultimate price of death for his attempts to gain civil liberties for African Americans.

Betty Friedan was another influential writer who encouraged another feminist movement in "The Feminine Mystique". She lived in a time where women were expected to be domestic homemakers, even after women's great participation in the community and workforce during war-time (represented by Rosie the Riveter). Women were still considered second-class citizens in many professions and were not even expected to be in certain professions that were considered more suitable to men. (Document 7). As time went on, due to the growing respect of the civil rights movement, the feminist movement also gained more respect (Document 9b). The feminist movement was based in part on the reaction to the stereotype of women as being domestic with few interests beyond homemaking.

Betty Friedan was very influential in changing American society's attitudes about women. The main effect she caused was the revival of the feminist movement by women who wanted something different from life and more equal opportunities to get what they wanted. It was the second wave of the movement after suffrage was guaranteed. She addressed many problems like enforced domesticity, limited career prospects, and the campaign for legalized abortion (Document 8). Some women wanted to not be limited by domestic

responsibilities and supported protesting for equal access to jobs, careers, and salaries. Some women did not appreciate the social upheaval many women were causing and resented the protesters. They wanted to keep things the way they were. These women resented the Woman's Strike for Equality. This was one of the first big demonstrations of the Woman's Liberation Movement. Betty Friedan even said that now politicians are taking hold of the problem because they saw growing numbers in the movement. Friedan said that now it had become a political movement (Document 9a). One of Friedan's influences was to encourage women to make personal choices to help themselves. As time went on, these choices changed their lives as they started to earn equal pay and employment discrimination decreased (Document 9b). Betty Friedan was influential in promoting more gender equality in American Society.

Throughout the early nineteenth and twentieth centuries, many groups tried to fight for their rights. It was a long struggle but they started to meet success in the 1960's. Throughout the 1960's, writers like Martin Luther King Jr. and Betty Friedan helped to influence American society. These influences helped lead to gains for both movements. Without these writers and their works, the movements could have taken a lot longer to reach their goals or could have never reached their goals.

The 1960's was a time of revolution, a time when previous thoughts were challenged and in multiple ways, were changed. Dr. Martin Luther King Jr. and Betty Friedan influenced practically the entire country with their writings. They changed the thoughts of thousands and both helped revive the movements they were fighting for. Martin Luther King Jr. with his "Letter from Birmingham Jail" fought for equal treatment of African Americans and Betty Friedan fought for equal treatment of women as addressed in her writing "The Feminine Mystique." Both of these inspiring people and their writings helped recall the movement and call more attention to it as well.

Dr. Martin Luther King Jr., an African American speaker and writer, fought for equal treatment of African Americans. During the protests however they were even more horribly mistreated. They were hit with high pressure water, attacked by dogs, and other ways of hurting them. (Doc 1b). With the "Letter from Birmingham Jail" Dr. Martin Luther King Jr. addressed the issues that were happening there. Dr. Martin Luther King Jr. and many others were arrested for civil disobedience and doing nothing wrong. This letter helped spur the March on Washington and strengthen the movement as well (Doc 2). This letter may have even grabbed the attention of the President who later asked Congress to pass the Civil Rights Act (Doc 3). The African American civil rights movement in the 1960's was greatly helped by Martin Luther King Jr. and his "letter from Birmingham Jail."

Another similar revolution also occurred in the 1960s. However this one was for Women Civil rights. In "The Feminine Mystique" Betty Friedan talks about how women are discriminated against. A major place they are discriminated in is the work place (Doc 7). They are

treated like second class citizens and even had less career prospects and it was harder for women to get jobs than men (Doc 8). However when "The Feminine Mystique" was released this helped recall the movement and even become a political movement too (Doc 9a). Betty Friedan helped to get the public aware of the problems involving women rights and even increased support for the revolution.

The 1960s was an important part of history. During this period of time womens and African American rights were both addressed and even helped through the "Letter from Birmingham Jail" and "The Feminine Mystique." Without these two writings things may never have changed.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task for Dr. Martin Luther King Jr. and Rachel Carson
- Is both descriptive and analytical (*King*: African Americans faced segregation, prejudice, and injustice despite guarantees of equal protection; African Americans involved in peaceful marches and boycotts faced cruelty and police brutality; became more crucial for government to respond and address inequality; gave voice to those who had no voice; *Carson*: DDT main ingredient of pesticide; aimed to kill mosquitoes which was a good goal but ended up being bad because many bees killed; if DDT could kill insects and wildlife it could also kill people; DDT could turn American communities into barren wastelands; not everyone agreed with her and questioned research; exposed harmful impact humans can have on environment and made people think about what they were doing to make things worse; new policies passed banning or warning about harmful chemicals in attempt to protect environment)
- Incorporates relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (*King*: racism and discrimination continued after Civil War ended slavery; obstacles to voting meant since Reconstruction ended African American representation in government decreased; African Americans protested since earliest days of Jim Crow; America's treatment of African Americans used as Soviet propaganda during Cold War; March on Washington to Lincoln Memorial where "I Have a Dream" speech given; legislation such as Civil Rights Act of 1964 was passed to end segregation in public facilities; followed by Voting Rights Act of 1965; believed in nonviolence and civil disobedience; honored with Nobel Peace Prize; *Carson*: Theodore Roosevelt set land aside for protection and Franklin D. Roosevelt responded to Dust Bowl conditions by setting up CCC; after World War II economic growth led to use of more chemicals in industry and farming; influenced environmental movements from saving wildlife to warning about dangers of global warming; states such as California passed strict emission standards and automobile manufacturers eventually responded to growing concerns about mileage and pollution)
- Supports the theme with relevant facts, examples, and details (*King*: emerged as major figure of civil rights movement; influenced March on Washington; *Carson*: studied harmful effects of DDT on environment; President Nixon proposed a \$10 billion nationwide clean waters program and new research in manufacturing of cars to reduce impact on environment)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses that writers have not only raised awareness of particular issues but have also had a profound influence on the nation and a conclusion that mentions that King and Carson made a difference

Conclusion: Overall, the response fits the criteria for Level 4. The response weaves document information and outside information to demonstrate a good historical understanding of the task for the written works of Martin Luther King Jr. and Rachel Carson. Further development of the influence of Martin Luther King Jr.'s work would have strengthened the response.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with little depth for Dr. Martin Luther King Jr. and Betty Friedan
- Is more descriptive than analytical (*King*: segregation essentially made blacks second-class citizens; revealed many details of injustices and brutality demonstrated against people protesting segregation in Birmingham; made civil rights an international cause and gave it momentum needed to achieve goal of equality for all; *Friedan*: made women realize they were not alone in facing difficult life issues and encouraged them to continue to fight for rights; Strike for Equality made the country more aware of injustices women still faced; helped women get more opportunities for a better education, more employment choices, right to an abortion, and equality)
- Incorporates some relevant information from documents 1, 2, 7, 8, and 9
- Incorporates relevant outside information (*King*: while 13th, 14th, and 15th amendments gave African Americans freedom, citizenship, and the vote, equality still eluded them since certain places especially in South enacted segregation; corruption in Birmingham legal system that would not provide justice for African Americans; increased awareness contributed to his dream that we live up to ideas in Declaration of Independence; Congress passed legislation to end Jim Crow laws and guarantee more equality; *Friedan*: women's rights movement dates back to revolutionary era when Abigail Adams told her husband to remember women when writing the Declaration; women at Seneca Falls Convention used Declaration of Independence as a model; it would take decades before women seen as equal enough to vote; women finally granted right to vote but struggle did not stop as many women were still treated as second-class citizens and opportunities limited by a traditional view of their role; some women did not see injustices as serious and did not support movement)
- Includes some relevant facts, examples, and details (*King*: leading civil rights activist; nearly a million copies of letter distributed; helped raise awareness and contributed to March on Washington; *Friedan*: helped revive women's rights movement; brought awareness to inequalities women faced)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses many reform movements were championed by a strong writer who helped bring awareness and strength to the cause and a conclusion that discusses that the writings of King and Friedan made the nation aware of their causes

Conclusion: Overall, the response fits the criteria for Level 3. The response develops the historical circumstances related to the issue in the authors' work more thoroughly than the influence of the writers on American society. Relevant outside information is provided but is not always well integrated. The discussion of each writer's influence lacks facts and details and is limited in scope.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Dr. Martin Luther King Jr. and Rachel Carson
- Is more analytical than descriptive (*King*: brought focus to the oppressed and the need for direct action; helped influence the decision to march on Washington; injustices finally being addressed in 1960s; *Carson*: although DDT spray at first was thought to help it actually had potential to be dangerous to humans eating food from treated crops; took note of possibilities of withering vegetation and killing of birds; sparked a new activism and the rebirth of an environmental movement; this paralleled the growth of support for consumer protection during the Progressive Era; after decades of pollution and careless use of natural resources it was time for the American people and government to take action; encouraged more consideration of individual choices by people to protect environment)
- Incorporates relevant information from documents 1, 2, 3, 5, and 6
- Incorporates substantial relevant outside information (*King*: with Reconstruction over and federal troops removed fewer African Americans voted and most lived in a Jim Crow world; *Plessy* ruled “separate but equal” constitutional on railroads and African Americans were forced into separate facilities; long supporter of Gandhi’s approach and encouraged civil disobedience; with more national attention focused on Montgomery and bus segregation being declared unconstitutional, nonviolent protests seemed successful enough to take to other cities such as Birmingham; helped President Kennedy recognize civil rights as a moral crisis for nation; when Kennedy was killed it was left to President Johnson to pass a civil rights bill; *Carson*: Theodore Roosevelt encouraged development of national parks and government intervention to promote conservation of natural resources; farmers began using pesticides to kill insects damaging crops; more Americans concerned about environmental problems that could be dangerous to health; significant pollution in cities from factories and continuous increase in number of automobiles; higher standards for auto emissions and Clean Air Act helped United States clean up some of the problems caused by industrial pollutants that cities such as Beijing are struggling with; use of electric and hybrid cars, solar and wind power, and recycling helped make a difference in saving the environment)
- Richly supports the theme with many relevant facts, examples, and details (*King*: civil rights protesters active in Birmingham; defended a nonviolent campaign in Birmingham by reviewing the four steps; President Kennedy asked Congress to pass civil rights legislation; *Carson*: President Nixon proposed a nationwide clean waters program and research to further advances in engine design and fuel composition)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses how both King and Carson spurred new movements which marked the beginning of shifts in thinking and actions which continue today

Conclusion: Overall, the response fits the criteria for Level 5. A strong historical understanding of civil disobedience and its application is demonstrated with linkage of King’s influence on Kennedy’s commitment to the civil rights movement. Carson’s book is effectively linked to earlier Progressive Era reforms while her long-term influence regarding individual responsibility is supported with contemporary environmental references.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth for Dr. Martin Luther King Jr. and Betty Friedan
- Is more descriptive than analytical (*King*: protesters in Birmingham violently attacked by police and fire departments to prevent progress of movement; reasons for why change necessary written from jail and led to increasing cries for equality; led to March on Washington; influenced society to become more tolerant; *Friedan*: women still considered second-class citizens in many professions and not even expected to be in professions considered more suitable to men; due to growing respect for civil rights movement feminist movement also gained more respect; feminist movement revived by women who wanted something different from life and more equal opportunities; politicians taking heed of problems because growing numbers in movement; choices of women changed their lives as they started to earn equal pay and employment discrimination decreased)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*King*: Jim Crow laws worsened after Hayes elected president and promised to remove troops from South; issue of equality reinforced with “I Have a Dream” speech; paid ultimate price of death for his attempts to gain civil liberties for African Americans; *Friedan*: women expected to be domestic homemakers even after women’s great participation in community and workforce during wartime, represented by Rosie the Riveter; some women did not appreciate social upheaval many women were causing and wanted to keep things the way they were)
- Includes some relevant facts, examples, and details (*King*: wrote about racial segregation; nearly a million copies of letter distributed to churches of most major denominations; police brutality and unsolved bombings common in area of Birmingham; President Kennedy asked Congress to pass civil rights legislation; *Friedan*: second wave of movement; addressed problems such as enforced domesticity, limited career prospects, campaign for legalized abortion; Women’s Strike for Equality one of first big demonstrations of women’s liberation movement)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the 1960s were a decade of social upheaval and protest especially for African Americans and women and a conclusion that discusses the writings of King and Friedan helped lead to gains for both of their movements

Conclusion: Overall, the response fits the criteria for Level 3. Although not always explained, relevant historical information is used to support limited document interpretation. Statements about the connection of King’s life experiences to the civil rights movement and recognition of dissent in the feminist movement strengthen the discussion.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for Dr. Martin Luther King Jr. and Betty Friedan
- Is primarily descriptive (*King*: during protests African Americans even more horribly mistreated; African Americans hit with high pressure water, attacked by dogs, and other ways were found to hurt them; helped spur March on Washington and strengthen movement; *Friedan*: a major place of discrimination was the workplace; women treated as second-class citizens and even had less career prospects; harder for women to get jobs than men; helped movement become political; helped public become aware of problems involving women's rights and increased support for a revolution)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents little relevant outside information (*King*: he and others arrested for civil disobedience)
- Includes few relevant facts, examples, and details (*King*: fought for equal treatment of African Americans; *Friedan*: fought for equal treatment of women); includes faulty analysis (*King*: may have grabbed attention of the president who asked Congress to pass a civil rights act)
- Demonstrates a general plan of organization; includes an introduction that states that both King and Friedan changed the thoughts of thousands with their writing and helped revive the movements they were fighting for and a conclusion that states without the writings of King and Friedan things may never have changed

Conclusion: Overall, the response fits the criteria for Level 2. Evidence from documents is strung together to address the task in a basic way. Limited interpretation of the documents and lack of explanation weaken the response.

United States History and Government Specifications

June 2014

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change—Supreme Court Citizenship; Constitutional Principles; Individuals, Groups, Institutions; Civic Values; Diversity	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government
Document-based Essay	Citizenship; Civic Values; Environment; Reform Movements; Change	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2014 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

The State Education Department / The University of the State of New York
Regents Examination in United States History and Government – June 2014

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 45 would receive a final examination score of 81.

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	2	5	8	11	14	18	22	26	29	34
	1	1	3	6	9	12	16	19	23	27	31	35
	2	2	4	7	10	13	17	20	24	28	32	37
	3	2	5	8	11	14	18	22	26	29	34	38
	4	3	6	9	12	16	19	23	27	31	35	39
	5	4	7	10	13	17	20	24	28	32	37	41
	6	5	8	11	14	18	22	26	29	34	38	42
	7	6	9	12	16	19	23	27	31	35	39	44
	8	7	10	13	17	20	24	28	32	37	41	45
	9	8	11	14	18	22	26	29	34	38	42	47
	10	9	12	16	19	23	27	31	35	39	44	48
	11	10	13	17	20	24	28	32	37	41	45	50
	12	11	14	18	22	26	29	34	38	42	47	51
	13	12	16	19	23	27	31	35	39	44	48	53
	14	13	17	20	24	28	32	37	41	45	50	54
	15	14	18	22	26	29	34	38	42	47	51	56
	16	16	19	23	27	31	35	39	44	48	53	57
	17	17	20	24	28	32	37	41	45	50	54	59
	18	18	22	26	29	34	38	42	47	51	56	60
	19	19	23	27	31	35	39	44	48	53	57	62
	20	20	24	28	32	37	41	45	50	54	59	63
	21	22	26	29	34	38	42	47	51	56	60	65
	22	23	27	31	35	39	44	48	53	57	62	66
	23	24	28	32	37	41	45	50	54	59	63	67
	24	26	29	34	38	42	47	51	56	60	65	69
	25	27	31	35	39	44	48	53	57	62	66	70
	26	28	32	37	41	45	50	54	59	63	67	71
	27	29	34	38	42	47	51	56	60	65	69	73
	28	31	35	39	44	48	53	57	62	66	70	74
	29	32	37	41	45	50	54	59	63	67	71	76
	30	34	38	42	47	51	56	60	65	69	73	77
	31	35	39	44	48	53	57	62	66	70	74	78

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	32	37	41	45	50	54	59	63	67	71	76	79
	33	38	42	47	51	56	60	65	69	73	77	81
	34	39	44	48	53	57	62	66	70	74	78	82
	35	41	45	50	54	59	63	67	71	76	79	83
	36	42	47	51	56	60	65	69	73	77	81	84
	37	44	48	53	57	62	66	70	74	78	82	85
	38	45	50	54	59	63	67	71	76	79	83	86
	39	47	51	56	60	65	69	73	77	81	84	88
	40	48	53	57	62	66	70	74	78	82	85	89
	41	50	54	59	63	67	71	76	79	83	86	90
	42	51	56	60	65	69	73	77	81	84	88	91
	43	53	57	62	66	70	74	78	82	85	89	92
	44	54	59	63	67	71	76	79	83	86	90	93
	45	56	60	65	69	73	77	81	84	88	91	94
	46	57	62	66	70	74	78	82	85	89	92	95
	47	59	63	67	71	76	79	83	86	90	93	96
	48	60	65	69	73	77	81	84	88	91	94	97
	49	62	66	70	74	78	82	85	89	92	95	97
	50	63	67	71	76	79	83	86	90	93	96	97
	51	65	69	73	77	81	84	88	91	94	97	98
	52	66	70	74	78	82	85	89	92	95	97	98
	53	67	71	76	79	83	86	90	93	96	97	98
	54	69	73	77	81	84	88	91	94	97	98	98
	55	70	74	78	82	85	89	92	95	97	98	98
	56	71	76	79	83	86	90	93	96	97	98	99
	57	73	77	81	84	88	91	94	97	98	98	99
	58	74	78	82	85	89	92	95	97	98	98	99
	59	76	79	83	86	90	93	96	97	98	99	99
	60	77	81	84	88	91	94	97	98	98	99	99
	61	78	82	85	89	92	95	97	98	98	99	99
	62	79	83	86	90	93	96	97	98	99	99	99
	63	81	84	88	91	94	97	98	98	99	99	100