

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 18, 2019 — 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.

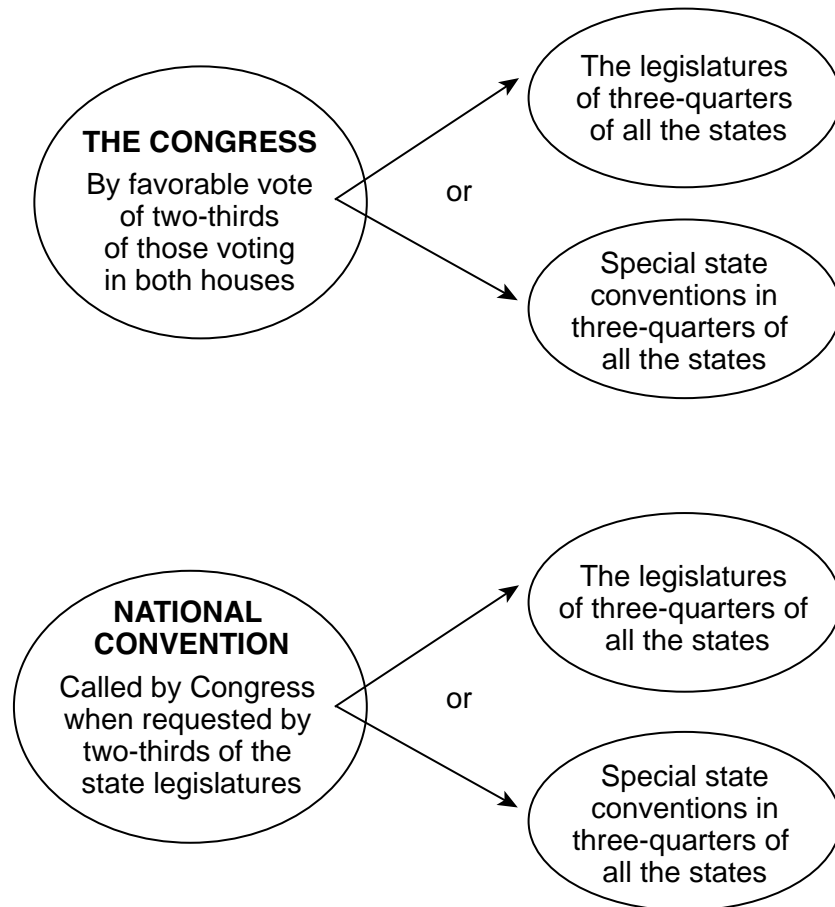
- 1 In colonial America, the Magna Carta, the English Bill of Rights, and the writings of John Locke contributed to the
 - (1) diversity of religious beliefs among the colonists
 - (2) political ideals and practices of the colonists
 - (3) economic relationships between the colonists and the mother country
 - (4) demands of colonists to end the slave trade and the practice of slavery
- 2 Before 1763, most American colonists settled near the Atlantic Coast or rivers because
 - (1) port cities could be more easily defended in times of war
 - (2) valleys were less fertile
 - (3) English colonists were only allowed to settle in these locations
 - (4) navigable water offered easier access to trade and employment
- 3 One way in which the Declaration of Independence and the original United States Constitution are similar is that both promote the idea of
 - (1) the consent of the governed
 - (2) equal rights for women
 - (3) voting rights for all adult citizens
 - (4) judicial review of unjust laws
- 4 The main purpose of the *Federalist Papers* was to
 - (1) discourage the creation of political parties
 - (2) support the candidacy of George Washington
 - (3) urge ratification of the Constitution
 - (4) advocate independence from Great Britain
- 5 “. . . Constitutions should consist only of general provisions: The reason is, that they must necessarily be permanent, and that they cannot calculate for the possible changes of things. . . .”

— Alexander Hamilton, 1788

Which provision of the United States Constitution best supports the idea expressed in this quotation?

 - (1) eminent domain
 - (2) electoral college
 - (3) separation of powers
 - (4) elastic clause
- 6 The main objection to the adoption of the United States Constitution was based primarily on the belief that
 - (1) the number of new states admitted to the Union should be limited
 - (2) individual freedoms could be restricted by a strong central government
 - (3) a separate judiciary would make the government ineffective
 - (4) slave populations gave the South too much power
- 7 Which viewpoint of the framers of the United States Constitution is demonstrated by the use of the electoral college to select the president?
 - (1) distrust of the average citizen’s judgment
 - (2) belief that political parties strengthen the campaign process
 - (3) desire to end property qualifications for voting
 - (4) commitment to universal suffrage

Base your answer to question 8 on the diagram below and on your knowledge of social studies.



Source: National Archives (adapted)

8 What is the best title for this diagram?

- (1) Methods of Amending the Constitution
- (2) Procedures of the Executive Branch
- (3) Process of Nominating Presidential Candidates
- (4) Admission of New States to the Union

9 The United States wanted to acquire New Orleans in 1803 in order to

- (1) end British influence in North America
- (2) promote the growth of manufacturing in the region
- (3) establish a military base to defend against attacks from Mexico
- (4) secure a port that would improve the transportation of agricultural goods

10 The Supreme Court decision in *Gibbons v. Ogden* (1824) is important because it

- (1) banned the importation of manufactured goods
- (2) encouraged state investment in internal improvements
- (3) expanded federal control over interstate commerce
- (4) permitted taxes on exported goods

- 11 Under Chief Justice John Marshall (1801–1835), Supreme Court decisions generally upheld Alexander Hamilton’s belief that
- (1) a national debt would violate the economic principles of the Constitution
 - (2) states should have more economic power than the federal government
 - (3) the power of Congress should be greater than the power of the president
 - (4) a loose interpretation of the Constitution could be used to increase federal power

Base your answer to question 12 on the passage below and on your knowledge of social studies.

. . . I am not a Know-Nothing. That is certain. How could I be? How can any one who abhors the oppression of negroes [African Americans], be in favor of degrading classes of white people? Our progress in degeneracy appears to me to be pretty rapid. As a nation, we began by declaring that “*all men are created equal*.” We now practically read it “*all men are created equal, except negroes*.” When the Know-Nothings get control, it will read “*all men are created equal, except negroes, and foreigners, and catholics*.” When it comes to this I should prefer emigrating to some country where they make no pretence of loving liberty—to Russia, for instance, where despotism can be taken pure, and without the base alloy of hypocrisy. . . .

— Abraham Lincoln, letter to Joshua Speed,
August 24, 1855

- 12 In this 1855 letter, Abraham Lincoln opposed the Know-Nothing party because it
- (1) supported the policy of imperialism
 - (2) favored unrestricted immigration
 - (3) promoted resentment against minority groups
 - (4) wanted equal rights for all people
-
- 13 The Supreme Court’s decision in *Dred Scott v. Sanford* was nullified by the passage of the
- (1) Kansas-Nebraska Act
 - (2) 13th and 14th amendments
 - (3) Compromise of 1850
 - (4) Reconstruction Act

- 14 The Civil War directly affected the Northern economy by
- (1) causing a severe depression
 - (2) destroying much of its farmland
 - (3) greatly expanding the canal system
 - (4) stimulating the growth of factories
- 15 Rapid industrialization during the late 1800s contributed to
- (1) a decline in the membership of the American Federation of Labor (AFL)
 - (2) a reduction in government regulation of railroads
 - (3) a rise in the number of family farms
 - (4) an increase in immigration to the United States
- 16 Which factor aided the building of trans-continental railroads?
- (1) The federal government provided free land to the railroad companies.
 - (2) The railroads established fair rates for customers.
 - (3) Congress repealed antitrust laws against the railroads.
 - (4) The Supreme Court approved public ownership of the railroad industry.
- 17 Which tactics were used by big business during the late 1800s to limit the power of labor unions?
- (1) strikebreakers and lockouts
 - (2) picketing and walkouts
 - (3) collective bargaining and mediation
 - (4) wage increases and shorter hours
- 18 Which constitutional right was the central focus in *Plessy v. Ferguson* (1896)?
- (1) freedom of assembly guaranteed by the first amendment
 - (2) due process of the law in the fifth amendment
 - (3) equal protection of the law under the 14th amendment
 - (4) equal voting rights guaranteed by the 15th amendment

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

The Monster Monopoly



Source: Frank Beard, *Judge*, July 19, 1884 (adapted)

19 What is being criticized in this cartoon?

- (1) environmental damage (3) oil exploration
- (2) business consolidation (4) federal tax laws

20 Which event was a result of the Spanish-American War?

- (1) Cuba was divided into spheres of influence.
- (2) Puerto Rico became a possession of the United States.
- (3) The Philippines became a Spanish colony.
- (4) The United States lost control of the Panama Canal.

- 21 • Chinese Exclusion Act (1882)
- Gentlemen's Agreement (1907)
- Emergency Quota Act (1921)

These federal actions demonstrate that Americans have

- (1) supported the principle of open immigration
- (2) provided immigrants equal access to jobs and social programs
- (3) forced immigrants to settle in designated areas
- (4) favored limiting immigration at different times in the nation's history

22 In the early 20th century, muckraking authors Upton Sinclair and Ida Tarbell primarily criticized the federal government for

- (1) wasting money on foreign wars
- (2) ignoring abuses committed by big business
- (3) excessive regulation of the steel industry
- (4) overspending on social welfare programs

23 During the Progressive Era, voters were given more opportunities to select political party candidates through

- (1) direct primary elections
- (2) term limits on elected officials
- (3) initiative and recall
- (4) public funding of elections

24 Theodore Roosevelt's Square Deal and Woodrow Wilson's New Freedom shared the goal of

- (1) achieving equal rights for minority groups
- (2) protecting the interests of big business
- (3) strengthening federal regulatory power over large corporations
- (4) instituting laissez-faire policies

25 The Federal Reserve System was created in 1913 to

- (1) balance the budget
- (2) control the money supply
- (3) insure savings account deposits
- (4) regulate the stock market

Base your answer to question 26 on these statements by President Woodrow Wilson and on your knowledge of social studies.

“... The United States must be neutral in fact as well as in name...”

— message to U.S. Senate, 1914

“... America can not be an ostrich with its head in the sand...”

— address in Des Moines, Iowa, 1916

“... The world must be made safe for democracy...”

— address to Congress asking for a declaration of war, April 2, 1917

26 What do these statements demonstrate about President Wilson during the three years before the United States entered World War I?

- (1) He gradually changed his foreign policy goals.
- (2) He eagerly became involved in a war.
- (3) He abused the principle of separation of powers.
- (4) He was consistent in his policy of strict neutrality.

27 President Warren Harding’s call for a “return to normalcy” meant the United States should

- (1) limit the number of exports
- (2) reduce its role in world affairs
- (3) expand efforts to end racial discrimination
- (4) support woman’s suffrage

28 Which heading best completes the partial outline below?

- I. _____
- A. Overproduction
 - B. Underconsumption
 - C. Buying on margin
 - D. Unequal distribution of wealth

- (1) Causes of the Industrial Revolution
- (2) Causes of World War I
- (3) Causes of the Great Depression
- (4) Causes of World War II

Base your answer to question 29 on the graph below and on your knowledge of social studies.



Source: *Historical Statistics of the United States, Colonial Times to 1970* (adapted)

29 Which conclusion is most clearly supported by the information provided on the graph?

- (1) Deficit spending ended unemployment.
- (2) World War II increased unemployment.
- (3) New Deal programs only partially relieved unemployment.
- (4) Unemployment after the New Deal was the same as before the stock market crash.

30 During the 1930s, poor land management and severe drought conditions across parts of the Midwest resulted in the

- (1) establishment of the United States Department of Agriculture
- (2) creation of wheat surpluses
- (3) decreased support for conservation
- (4) development of the Dust Bowl conditions on the Great Plains

31 During the 1930s, United States neutrality legislation was primarily designed to

- (1) provide military and economic aid to Italy and Japan
- (2) give the United States time to plan an attack against Germany
- (3) protect American lives and property in Latin America
- (4) avoid foreign policy mistakes that led to involvement in World War I

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

That's Why We're Voting For Roosevelt

Herbie Hoover promised us "Two chickens in each pot,"
Breadlines and Depression were the only things we got.
I lost my job, my bank blew up, and I was on the spot.
That's why I'm voting for Roosevelt.

Hooray! Hooray! Herb Hoover's gone away,
Hooray! Hooray! I hope he's gone to stay.
For now I'm back to work and get my three squares ev'ry day.
That's why I'm voting for Roosevelt. . . .

Wall Street sure is kicking for they know they're on the pan.
Franklin D. in Washington upset their little plan,
And now the one on top is that poor once forgotten man,
That's why we're voting for Roosevelt.

Hooray! Hooray! He banished all our fear.
Hooray! Hooray! Our banks are in the clear.
He brought us back prosperity, he gave us back our beer,
That's why I'm voting for Roosevelt.

— Thomas O'Dowd, 1936

- 32 Which group would most likely have agreed with the lyrics of this song?
- | | |
|------------------------------|----------------------------|
| (1) Prohibition advocates | (3) New Deal supporters |
| (2) Republican Party leaders | (4) Supply-side economists |
- 33 According to the song lyrics, people supported Franklin D. Roosevelt primarily because he
- | |
|---|
| (1) implemented economic relief and recovery programs |
| (2) favored a national suffrage amendment |
| (3) continued Herbert Hoover's economic policies |
| (4) reduced federal income taxes |
-

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

NEVER SATISFIED



Source: Vaughn Shoemaker, *Chicago News*, April 27, 1937 (adapted)

- 34 This cartoon is critical of President Franklin D. Roosevelt's efforts to
- (1) force Congress to reduce government waste
 - (2) convince the Supreme Court to pass a constitutional amendment to balance the budget
 - (3) reverse the effects of the Great Depression
 - (4) increase his power over the Supreme Court

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



Source: Office of Price Administration, 1943

35 The poster indicates that rationing during World War II was a

- (1) policy to encourage small-business owners
- (2) way of assuring that only the wealthy could buy certain products
- (3) necessity caused by farm failures during the Great Depression
- (4) program that was to be applied equally to all Americans

36 What was a major reason for wartime rationing?

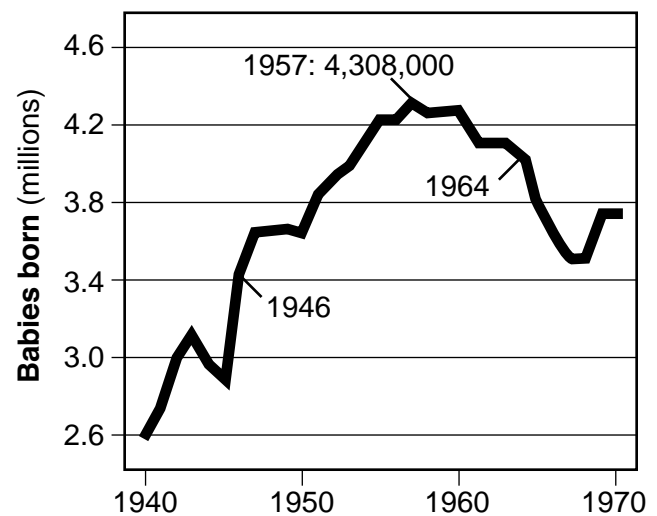
- (1) ensuring that troops were adequately supplied
- (2) restricting lower-priced food imports
- (3) providing jobs for the unemployed
- (4) preventing currency deflation

37 What would be the most appropriate heading for the partial outline below?

- I. _____
- A. Treatment of Japanese Americans
 - B. Segregation of African Americans in the armed forces
 - C. United States reactions to the Nazi Holocaust
 - D. Use of the atomic bomb

- (1) Issues of Morality during World War II
- (2) Domestic Policies during World War II
- (3) Economic Problems during World War II
- (4) Reasons for the Success of the Allies during World War II

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



Source: *The NYSTROM Atlas of United States History*, 2000 (adapted)

38 What is the best title for this graph for the years 1946–1964?

- (1) The Graying of America
- (2) The Growth of the Middle Class
- (3) The Baby Boom Generation
- (4) From Suburbs to Cities

Base your answers to questions 39 and 40 on the map below and on your knowledge of social studies.



39 What was the immediate cause of the action taken by the United States that is shown on the map?

- (1) Cuban refugees lobbied President Dwight Eisenhower to overthrow Fidel Castro.
- (2) The Soviet Union built nuclear missile launch sites within range of United States cities.
- (3) United States military bases in the Caribbean were closed by Cuban armed forces.
- (4) Puerto Rican citizens asked Congress to assist them in repelling communist advances.

40 One positive outcome of the situation shown on the map was that the United States and Soviet Union increased

- (1) communication between the two nations to avert war
- (2) military control of their Latin American colonies
- (3) cooperative humanitarian efforts in Caribbean nations suffering from natural disasters
- (4) joint efforts to end the cruel practices of Cuba's leaders

41 The main reason President John F. Kennedy proposed the establishment of the Peace Corps was to

- (1) promote trade with Africa
- (2) combat drug use in American cities
- (3) gain support from immigrant voters
- (4) improve conditions in developing nations

42 What was an outcome of the Watergate affair during the administration of President Richard Nixon?

- (1) Presidential powers were expanded.
- (2) Respect for the office of the president declined.
- (3) The Supreme Court cleared President Nixon of all charges.
- (4) Congress refused to take action against President Nixon.

43 The goal of the War Powers Act of 1973 was to

- (1) allow the president to declare war without congressional approval
- (2) give Congress the sole power to authorize the use of military force
- (3) limit the president's power to use military force without congressional approval
- (4) require a declaration of war for all uses of military forces

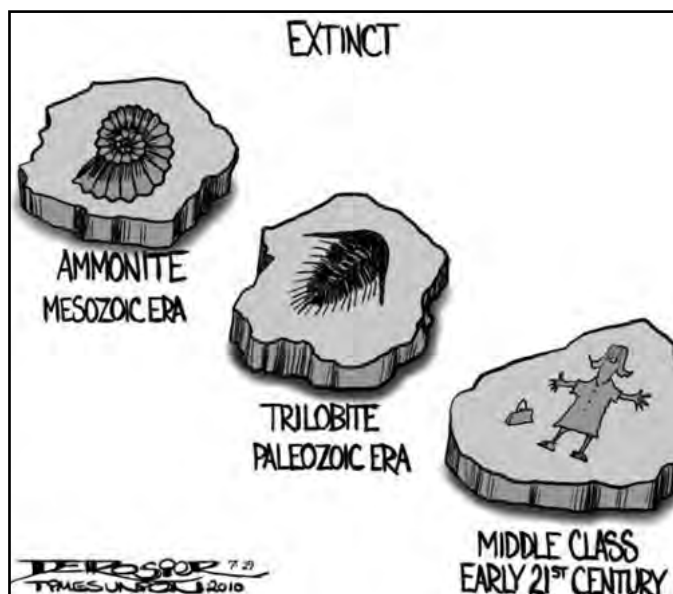
44 “. . . The United States, together with the United Nations, exhausted every means at our disposal to bring this crisis to a peaceful end. However, Saddam [Hussein] clearly felt that by stalling and threatening and defying the United Nations, he could weaken the forces arrayed against him. . . .”

— President George H. W. Bush, address to the nation, January 16, 1991

President George H. W. Bush used this statement to defend

- (1) taking military action to liberate Kuwait from Iraqi aggression
- (2) providing foreign aid to Israel
- (3) supporting Egypt against attacks by terrorists
- (4) using United States troops as peacekeepers in Bosnia

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



Source: John de Rosier, *Albany Times Union*, July 29, 2010

45 Which combination of factors has led to the problem shown in the cartoon?

- (1) lower medical costs and high interest rates
- (2) business monopolies and depletion of natural resources
- (3) consumer debt and nearly stagnant wages
- (4) population migration and the graying of America

46 One way in which the goals of the Know-Nothing Party in the 1850s and the response to the Red Scare of 1919 were similar is that both

- (1) called for equal rights for women and African Americans
- (2) sought to limit immigration to the United States
- (3) supported the overseas expansion of the United States
- (4) attempted to limit the influence of big business on American politics

47 Which term most accurately describes United States foreign policy during the Cold War?

- (1) containment
- (2) nonalignment
- (3) Big Stick
- (4) Open Door

Base your answer to question 48 on the chart below and on your knowledge of social studies.

Action	Reaction
President Andrew Johnson disobeys the Tenure of Office Act.	Congress impeaches Johnson and he remains in office by one vote.
Congress passes the National Industrial Recovery Act (NIRA).	The Supreme Court declares the NIRA unconstitutional in <i>Schechter Poultry Corporation v. United States</i> .

48 Which aspect of governmental power is best illustrated by both examples in the chart?

- (1) federalism
- (2) checks and balances
- (3) States rights
- (4) judicial review
-

49 Which economic policy argues that government should limit, as much as possible, any interference in the economy?

- (1) socialism
- (2) laissez-faire
- (3) mercantilism
- (4) protectionism

50 W. E. B. Du Bois, Jackie Robinson, and James Meredith are considered pioneers in the area of

- (1) labor relations
- (2) educational reform
- (3) civil rights
- (4) environmental protection
-

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

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

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Westward Movement of the Frontier

Throughout United States history, efforts to settle new land pushed the frontier further west. Several important events influenced this westward movement. These events often led to conflict with Native American Indians or with foreign governments.

Task:

Select **two** events that significantly influenced the westward movement of the frontier and for **each**

- Describe the historical circumstances surrounding the event
- Discuss the positive **and/or** negative effects of the event on the settlement of the West

You may use any event that significantly influenced the westward movement of the frontier from your study of United States history. Some events you might wish to consider include:

Signing of the Treaty of Paris (1783)	Discovery of gold in California (1848)
Creation of the reservation system (1800s)	Passage of the Homestead Act (1862)
Purchase of the Louisiana Territory (1803)	Purchase of Alaska (1867)
Opening of the Erie Canal (1825)	Completion of the transcontinental railroad (1869)
War with Mexico (1846–1848)	

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Discuss *at least two* effects for each event
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

In the decades following World War II, significant domestic and foreign policy issues led to political and social tensions in the United States. These issues motivated individuals and groups to organize protest movements to bring about change. Protest movements such as the *civil rights movement*, the *anti-Vietnam War movement*, and the *environmental movement* met with varying degrees of success.

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** protest movements mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding the protest movement
- Discuss the extent to which the protest movement was successful

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

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

Part A

Short-Answer Questions

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

Document 1a

“AND REMEMBER, NOTHING CAN BE ACCOMPLISHED BY TAKING TO THE STREETS”



Source: Herblock, *Washington Post*, September 6, 1963 (adapted)

Document 1b

**If You Miss Me At
the Back of the Bus**

If you miss me at the back of the bus
you can't find me nowhere
come on over to the front of the bus
I'll be riding up there. . . .

If you miss me on the picket line
you can't find me nowhere
come on over to the city jail
I'll be rooming over there. . . .

If you miss me in the cotton fields
you can't find me nowhere
come on over to the courthouse
I'll be voting right there. . . .

Source: recorded by Pete Seeger, 1963,
written by Carver Neblett

1 Based on these documents, state **one** form of discrimination African Americans experienced in the 1960s. [1]

Score

Document 2

. . . In its regional breadth, the uprising resembled the sit-in movement of 1960. But the 1963 demonstrations [after Birmingham] were more widespread, involved much larger numbers, and drew in people of all ages and backgrounds. To list the places where black people engaged in nonviolent protests would be to name virtually every town and city in the South: about 115 communities experienced 930 demonstrations of one kind or another. The number of people arrested topped 20,000, four times as many as in 1960.

The 1963 surge of nonviolent direct action made the maintenance of segregation in public accommodations untenable [unable to continue]. Black people knew that if segregation could be cracked in Birmingham, it could be cracked anywhere. Birmingham exposed the vulnerability of the South's political regime, and black people seized the opportunity to attack it. In city after city, under the relentless pressure of demonstrations, whites sat down to negotiate. During a single three-week period after Birmingham, the Justice Department noted that 143 cities had acceded [agreed] to some degree of integration. By year's end the number exceeded three hundred. Many cities set up biracial committees that enabled blacks to press for further desegregation. . . .

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

- 2 According to Adam Fairclough, what was **one** effect of the 1963 demonstrations in Birmingham, Alabama?² [1]

Score

Document 3

. . . In far too many ways American Negroes have been another nation: deprived of freedom, crippled by hatred, the doors of opportunity closed to hope.

In our time change has come to this Nation, too. The American Negro, acting with impressive restraint, has peacefully protested and marched, entered the courtrooms and the seats of government, demanding a justice that has long been denied. The voice of the Negro was the call to action. But it is a tribute to America that, once aroused, the courts and the Congress, the President and most of the people, have been the allies of progress.

Thus we have seen the high court of the country declare that discrimination based on race was repugnant [disagreeable] to the Constitution, and therefore void. We have seen in 1957, and 1960, and again in 1964, the first civil rights legislation in this Nation in almost an entire century. . . .

The voting rights bill will be* the latest, and among the most important, in a long series of victories. But this victory—as Winston Churchill said of another triumph for freedom—“is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning.”

That beginning is freedom; and the barriers to that freedom are tumbling down. Freedom is the right to share, share fully and equally, in American society—to vote, to hold a job, to enter a public place, to go to school. It is the right to be treated in every part of our national life as a person equal in dignity and promise to all others.

But freedom is not enough. You do not wipe away the scars of centuries by saying: Now you are free to go where you want, and do as you desire, and choose the leaders you please. . . .

This is the next and the more profound stage of the battle for civil rights. We seek not just freedom but opportunity. We seek not just legal equity but human ability, not just equality as a right and a theory but equality as a fact and equality as a result.

For the task is to give 20 million Negroes the same chance as every other American to learn and grow, to work and share in society, to develop their abilities—physical, mental and spiritual, and to pursue their individual happiness. . . .

Source: Lyndon B. Johnson, Commencement Address at Howard University, June 4, 1965

*The Voting Rights Act was signed into law on August 6, 1965.

3a According to President Lyndon B. Johnson, what is **one** achievement of the civil rights movement? [1]

Score	<input type="text"/>
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b According to President Lyndon B. Johnson, what is **one** remaining goal for the civil rights movement? [1]

Score	<input type="text"/>
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Document 4

. . . As the U.S. commitment increased, so did the number of bombs dropped on the North, the volume of North Vietnamese coming into the South, the fervor of the protest movement, the billion dollar military grants, and the number of casualties. Johnson's pledge to fight communism in Southeast Asia had degenerated into what anti-war folk singer Pete Seeger labeled "the Big Muddy." And yet, the refrain of that song said, "the old fool says to push on." Tempers on both sides flared as the body counts increased, and each night's TV broadcasts introduced American viewers to faraway hell holes where their sons, brothers, friends, and husbands were stepping on land mines, perishing in Vietcong mantraps, and being cut down in hand-to-hand combat. The week of September 18–24 brought with it a grim statistic: 142 U.S. soldiers killed, 825 wounded, 3 missing—the war's highest toll in 1966. . . .

Every time American troops won a small victory or held a strategic position, the President's advisers used the occasion to press for more troops and more money. These were vital, they repeatedly declared, to consolidate our gains and increase our advantages. The monthly draft was doubled several times, up to 46,000 a month in October 1966, as General Westmoreland constantly increased his call for troops. He had almost a half-million men in combat by April 1967. By the following year, he told the President, he would need almost 700,000. With that number, he said, we could win the war in two years. The "light at the end of the tunnel," which President Johnson optimistically referred to in his news broadcasts, had dimmed considerably since his earlier predictions. . . .

Source: Toby Goldstein, *Waking from the Dream: America in the Sixties*, Julian Messner, 1988

4 According to Toby Goldstein, what were **two** reasons for the development of the anti-Vietnam War movement? [2]

(1) _____

Score

(2) _____

Score

Document 5

American protest against the war in Vietnam was begun and sustained by American citizens who believed that in a representative democracy, individuals can make themselves heard and, more, can affect public policy.

To us, the antiwar movement during the Vietnam era is important not because it stopped the war, which it may or may not have done; rather, it is important because it existed. It is a reminder to Americans that times come when citizens can and, indeed, must challenge their government's authority. . . .

Every war has had its opponents. There was a sizable antiwar sentiment in Great Britain during the South African War (1899–1902), and in America there has always been during every war a small protest movement—most notably, until Vietnam, during the Mexican War in 1846–48 and the Philippine Insurrection in 1899–1901. But the Vietnam War was different: increasingly unpopular, undeclared and therefore in the opinion of many citizens illegal and unconstitutional as well, it was the most frustrating war in American history, and the ugliest, and the longest. The movement opposing it had years in which to grow. . . .

Source: Nancy Zaroulis and Gerald Sullivan, *Who Spoke Up?: American Protest Against the War In Vietnam, 1963–1975*, Holt, Rinehart and Winston, 1984

5 According to Nancy Zaroulis and Gerald Sullivan, what was **one** reason for protest against the Vietnam War? [1]

Score

Document 6

. . . The impact of the antiwar protests remains one of the most controversial issues raised by the war. The obvious manifestations [displays] of dissent in the United States probably encouraged Hanoi's will to hold out for victory, although there is nothing to suggest that the North Vietnamese would have been more compromising in the absence of the movement. Antiwar protest did not turn the American people against the war, as some critics have argued. The effectiveness of the movement was limited by the divisions within its own ranks. Public opinion polls make abundantly clear, moreover, that a majority of Americans found the antiwar movement, particularly its radical and "hippie" elements, more obnoxious than the war itself. In a perverse sort of way, the protest may even have strengthened support for a war that was not in itself popular. The impact of the movement was much more limited and subtle. It forced Vietnam onto the public consciousness and challenged the rationale of the war and indeed of a generation of Cold War foreign policies. It limited Johnson's military options and may have headed off any tendency toward more drastic escalation. Perhaps most important, the disturbances and divisions set off by the antiwar movement caused fatigue and anxiety among the policymakers and the public, and thus eventually encouraged efforts to find a way out of the war. . . .

Source: George C. Herring, *America's Longest War: The United States and Vietnam, 1950–1975*, Alfred A. Knopf, 1986 (adapted)

6a According to George C. Herring, what was **one** way the anti–Vietnam War movement was **not** successful? [1]

Score

b According to George C. Herring, what was **one** way the anti–Vietnam War movement was successful? [1]

Score

Document 7

. . . For the first time in the history of the world, every human being is now subjected to contact with dangerous chemicals, from the moment of conception until death. In the less than two decades of their use, the synthetic pesticides have been so thoroughly distributed throughout the animate and inanimate world that they occur virtually everywhere. They have been recovered from most of the major river systems and even from streams of groundwater flowing unseen through the earth. Residues of these chemicals linger in soil to which they may have been applied a dozen years before. They have entered and lodged in the bodies of fish, birds, reptiles, and domestic and wild animals so universally that scientists carrying on animal experiments find it almost impossible to locate subjects free from such contamination. They have been found in fish in remote mountain lakes, in earthworms burrowing in soil, in the eggs of birds—and in man himself. For these chemicals are now stored in the bodies of the vast majority of human beings, regardless of age. They occur in the mother's milk, and probably in the tissues of the unborn child. . . .

Source: Rachel Carson, *Silent Spring*, Houghton Mifflin, 1962

7 According to Rachel Carson, what is **one** issue that has led to concerns about the environment? [1]

Score

Document 8a

Millions Join Earth Day Observances Across the Nation



Throngs jamming Fifth Avenue yesterday in response to a call for the regeneration of a polluted environment.

Source: *New York Times*, April 23, 1970 (adapted)

Document 8b

Earth Day, the first mass consideration of the globe's environmental problems, preempted [commanded] the attention and energies of millions of Americans, young and old, across the country yesterday. . . .

Organizers of Earth Day said more than 2,000 colleges, 10,000 grammar and high schools, and citizen groups in 2,000 communities had indicated intentions of participating. . . .

The purpose of the observance was to heighten public awareness of pollution and other ecological problems, which many scientists say urgently require action if the earth is to remain habitable. . . .

Summarizing the implications of the day's activities, Senator Nelson said:

"The question now is whether we are willing to make the commitment for a sustained national drive to solve our environmental problems." . . .

Source: Gladwin Hill, "Activity Ranges From Oratory to Legislation," *New York Times*, April 23, 1970

- 8 Based on these documents, state **one** reason the observance of Earth Day is important to the environmental movement. [1]

Score

Document 9a

. . . Earth Day had consequences: it led to the Clean Air Act of 1970, the Clean Water Act of 1972, and the Endangered Species Act of 1973, and to the creation, just eight months after the event, of the Environmental Protection Agency. Throughout the nineteen-seventies, mostly during the Republican Administrations of Richard Nixon and Gerald Ford, Congress passed one environmental bill after another, establishing national controls on air and water pollution. And most of the familiar big green groups are, in their current form, offspring of Earth Day. Dozens of colleges and universities instituted environmental-studies programs, and even many small newspapers created full-time environmental beats. . . .

Source: Nicholas Lemann, "When the Earth Moved: What Happened to the Environmental Movement?"
The New Yorker, April 15, 2013

9a According to Nicholas Lemann, what is **one** impact of Earth Day? [1]

Score

Document 9b

Frances Beinecke served as president of the Natural Resources Defense Council [NRDC] from 2006–2014. The Council writes and lobbies for public policy to protect the environment.

My work at NRDC has brought me to the front lines of the climate crisis. I have flown over the massive tar sands strip mines in the boreal forest. I have visited the homes of people coping with frack pads [an area of land used in the fracking process] and wastewater ponds in their backyards. And I have helped my neighbors recover from the devastation of Superstorm Sandy. . . .

Never in my lifetime have the challenges been greater than those we face from climate change. Never have the solutions been more clearly at hand. We know how to defuse the climate threat. We just have to act now. . . .

It's time for us, as Americans, to state as a national goal that we'll hit fast-forward on efforts to clean up our carbon pollution, invest in energy efficiency and shift to renewable power so that we will become a carbon-neutral nation that no longer contributes to climate change. . . .

We have already begun slashing climate change pollution. More than 3.4 million Americans are on the job every day helping to clean up our dirty power plants, get more electricity from the wind and sun, manufacture more hybrid and electric cars, and cut energy waste in our homes, at work and on the road. . . .

The modern environmental movement exists for one purpose: we're here to change the world—to become a place where we care for the natural systems of the Earth as if our very lives depended on them, because they do. That is not yet the world we live in. It is the world we must create.

Source: Frances Beinecke, "The World We Create: My New Book and a Message of Hope for the Planet," *Switchboard: National Resources Defense Council Blog*, October 14, 2014

9b According to Frances Beinecke, state **one** reason the environmental movement continues to be important. [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

In the decades following World War II, significant domestic and foreign policy issues led to political and social tensions in the United States. These issues motivated individuals and groups to organize protest movements to bring about change. Protest movements such as the *civil rights movement*, the *anti-Vietnam War movement*, and the *environmental movement* met with varying degrees of success.

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

Choose *two* protest movements mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding the protest movement
- Discuss the extent to which the protest movement was successful

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

Tuesday, June 18, 2019 — 9:15 a.m. to 12:15 p.m., only

VOLUME
1 of 2
THEMATIC ESSAY

RATING GUIDE FOR PART II (THEMATIC ESSAY)

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

Contents of the Rating Guide

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Theme: Westward Movement of the Frontier

Throughout United States history, efforts to settle new land pushed the frontier further west. Several important events influenced this westward movement. These events often led to conflict with Native American Indians or with foreign governments.

Task: Select *two* events that significantly influenced the westward movement of the frontier and for *each*

- Describe the historical circumstances surrounding the event
- Discuss the positive *and/or* negative effects of the event on the settlement of the West

You may use any event that significantly influenced the westward movement of the frontier from your study of United States history. Some events you might wish to consider include:

Signing of the Treaty of Paris (1783)	Discovery of gold in California (1848)
Creation of the reservation system (1800s)	Passage of the Homestead Act (1862)
Purchase of the Louisiana Territory (1803)	Purchase of Alaska (1867)
Opening of the Erie Canal (1825)	Completion of the transcontinental railroad (1869)
War with Mexico (1846–48)	

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *at least six* components (for *each* of *two* events that influenced the westward movement of the frontier, discussing the historical circumstances surrounding the event and *at least two* positive and/or negative effects of *each* event on the settlement of the West).
2. The discussion of the historical circumstances surrounding the event may focus on the narrow facts of the event *or* it may consider the wider issues of the time, e.g., a discussion of the war with Mexico may focus on United States troops in disputed territory or on the increasing momentum for Manifest Destiny.
3. The discussion of how the events influenced western settlement may be similar as long as the response includes distinct and separate information for each event, e.g., both the opening of the Erie Canal and the war with Mexico led to increased overseas trade, but the Erie Canal increased European trade through New York harbor while the Mexican Cession opened Asian trade through San Francisco.
4. The discussion of the positive and/or negative effects of the event on the settlement of the West may be immediate or long term.
5. The effects on the settlement of the West may be positive, negative, or a combination of positive and negative.
6. The response does not have to identify the effect as positive or negative as long as it is implied in the discussion.
7. The response may discuss how the event influenced the settlement of the West from any perspective as long as the position taken is supported by accurate facts and examples.
8. Although conflicts with Native American Indians and foreign governments are cited in the theme, the response may or may not include these conflicts as effects of westward movement of the frontier.
9. If more than two events that influenced the westward movement of the frontier are discussed, only the first two may 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** events that influenced the westward movement of the frontier **and** **at least two** positive and/or negative effects of each event on the settlement of the West
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., (*Erie Canal*: connects the favorable geographical location of New York state between the Great Lakes and the Atlantic port at New York City and the growing support for internal improvements to Governor DeWitt Clinton's determination to build a major east-west canal across the state that substantially reduced the cost of shipping from the Midwest, increased the value of western farmland, and attracted thousands of land-hungry European immigrants; *War with Mexico*: connects President Polk's campaign to achieve Manifest Destiny, the boundary dispute with Mexico after the annexation of Texas, and the killing of American soldiers on "American soil" to a war with Mexico in which the United States took control of California and the Southwest, opening fertile land for farms but escalating sectional tension over the expansion of slavery and intensifying nativism against both Mexican citizens living in areas annexed by the United States and Chinese immigrants)
- Richly supports the theme with many relevant facts, examples, and details, e.g., (*Erie Canal*: Hudson River; Mohawk River; Lake Erie; Henry Clay's American System; transportation revolution; "Clinton's Ditch"; New York funded and controlled; Irish canal builders; reduced shipping time; growth of cities along canal; Rochester and Buffalo; growth of Midwestern cities like Detroit and Chicago; breadbasket; German immigrants; *War with Mexico*: "sea to shining sea"; 1844 election; Rio Grande vs. Nueces River; Zachary Taylor's troops; Treaty of Guadalupe Hidalgo; vineyards; orange groves; Asian trade; Compromise of 1850; balance between free and slave states; Chinese Exclusion Act; genocide against California tribes; debates over immigration)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task *or* discussing one event more thoroughly than the other
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., (*Erie Canal*: discusses how the location of New York state between the Great Lakes and New York City on the Atlantic Ocean and Governor DeWitt Clinton's push for an east-to-west canal across the state led to the construction of the Erie Canal and how the opening of the canal lowered shipping costs and encouraged European immigrants to settle in the Midwest; *War with Mexico*: discusses how the belief in Manifest Destiny and the killing of American soldiers in disputed territory in Texas led to war with Mexico and how the United States victory resulted in the acquisition of California and the Southwest, increasing sectional tension and hostility between white settlers and Native American Indians)
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

American history can be defined by our government's encouragement of Western expansion, which developed into imperialism in later years. During the late 1800s, the Turner Thesis explained the American psyche by asserting that the conquest and taming of savage lands and people truly is the United States role and responsibility. This thesis became widely accepted and lent support to Manifest Destiny. Besides receiving support from academics, the settlers moving west received federal support even during times of national crisis.

Embroided in a bitter civil war, America placed its support of westward expansion on hold, except for the passage of the influential Homestead Act of 1862. Passed in the beginning stages of the war, Lincoln attempted to encourage and improve the settlement of the West. Although Lincoln is considered to be a war president, he was a Republican who believed in internal improvement and expansion. Without southern opposition in Congress, Lincoln could get homestead legislation passed. The Homestead act offered 160 acres of free land to any family willing to settle for 5 years and farm. Many thousands of settlers flocked to what today is known as the Great Plains — in order to try their hand at homesteading. Because the land given out through the act was not always suited for farming, many homesteaders failed and were forced to move back east, giving up their claims to land speculators. Those who survived, often did so with the help of new inventions such as John Deere's steel plow and Cyrus McCormack's reaper that helped conquer the tough sod. The series of small farms that were successful became the legacy of the Homestead Act, as the plains were transformed into the beginnings of America's

“breadbasket” to feed the world. According to the Turner thesis, those who left the east for the promise of free land on the frontier helped shape American democracy through their hard work and self-reliance.

Even before the Civil War, railroad companies took interest in the west. The same Republican Congress that passed the Homestead Act, took action to create a transcontinental railroad. The Pacific Railway Act gave both the Union Pacific and the Central Pacific vast amounts of land and government bonds to connect East and West. In the year 1869, these two privately owned railroad companies — heavily subsidized by the U.S. government and built by the backs of cheap immigrant labor—completed the link between the Mississippi River and the Pacific Ocean. The railroad inspired others like it, creating a web of transportation routes within the next ten years. Unlike many railroads in the east, the transcontinental railroad, and smaller spurs, were mostly used to transport produce and agricultural goods from the west to the east. This link became a lifeline for many farmers and cattle ranchers, stimulating their business by providing a national market to which they could ship their crops and cattle. Longhorn cattle, raised in Southern Texas, was driven to the railheads in Kansas and shipped to the Chicago meat-packing plants, creating the era of the “beef bonanza.” As a result of the new markets more people moved out West and settled along the railroad. The landscape of the western United States became defined by large open ranches and small farms juxtaposed with new towns developed along the rail lines. Cheyenne, Wyoming and Omaha, Nebraska were born as the tracks were being laid and grew to be the most important cities in those states. Bit by bit, the infrastructure of the West improved after the

transcontinental railroad, allowing for a stronger economy which would rely heavily upon the railroad industry during the Gilded Age. Of course, with the movement west by white Americans comes conflict with Native American tribes. Both the Homestead Act and the Transcontinental Railroad stimulated the settlement of the west, and at the same time, assured the destruction of the Plains Indians way of life. The campaign against Native Americans conducted by the United States Army was a direct result of America's westward expansion and America conquered the frontier with waves of settlers and farmers — often supported by the government — and in doing so, they drove the native peoples into reservations or extinction. Huge numbers of buffalo, which the Native Americans depended on for their survival, were killed off. The haphazard settlement of the west caused tensions between whites and Native Americans that are still felt today.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the passage of the Homestead Act and for the completion of the transcontinental railroad
- Is more analytical than descriptive (*Homestead Act*: although Lincoln is considered to be a war president, he was a Republican who believed in internal improvement and expansion; without Southern opposition in Congress, Lincoln could get homestead legislation passed; act offered 160 acres of free land to any family willing to settle for five years and farm; because the land given out through the act was not always suited for farming, many homesteaders failed and were forced to move back east, giving up their claims to land speculators; series of small farms that were successful became the legacy of the Homestead Act, as the plains were transformed into the beginnings of America's breadbasket to feed the world; according to the Turner Thesis, those who left the east for the promise of free land on the frontier helped shape American democracy through their hard work and self-reliance; *transcontinental railroad*: Republican Congress that passed the Homestead Act took action to create a transcontinental railroad; Pacific Railway Act gave both the Union Pacific and the Central Pacific vast amounts of land and government bonds to connect east and west; two privately owned railroad companies—heavily subsidized by the United States government and built by the backs of cheap immigrant labor—completed the link between the Mississippi River and the Pacific Ocean; became a lifeline for many farmers and cattle ranchers, stimulating their business by providing a national market to which they could ship their crops and cattle; longhorn cattle, raised in southern Texas, was driven to the railheads in Kansas and shipped to the Chicago meatpacking plants, creating the era of the beef bonanza; landscape of the western United States became defined by large open ranches and small farms juxtaposed with new towns developed along the rail lines; Cheyenne, Wyoming, and Omaha, Nebraska, were born as the tracks were being laid and grew to be the most important cities in those states)
- Richly supports the theme with many relevant facts, examples, and details (*Homestead Act*: Civil War; John Deere's steel plow; Cyrus McCormack's reaper; tough sod; *transcontinental railroad*: Civil War; 1869; web of transportation routes; smaller spurs; settled along the railroad; stronger economy; Gilded Age; huge numbers of buffalo were killed off)
- Demonstrates a logical and clear plan of organization; includes an introduction that describes the goal of Manifest Destiny and a conclusion that analyzes how both events assured the destruction of the Plains Indians' way of life

Conclusion: Overall, the response fits the criteria for Level 5. The response uses strong analysis to connect the two events in terms of their Republican support, economic impact, and negative effect on Native American Indians.

Throughout United States history, efforts were made to settle in new lands which would push the frontier further west. Many events occurred that influenced the movement in the west which would result in conflict with Native American Indians or foreign governments. Examples of this include the war with Mexico and the completion of the Transcontinental Railroad. These occurrences expanded movement to the west, and would cause disputes and hurt many.

In the beginning of the nineteenth century, after the United States purchased the Louisiana Territory, citizens began to believe in Manifest Destiny — the belief that they had the divine mission to expand all the way to the Pacific. James K. Polk made it his goal in the 1844 Presidential campaign to achieve Manifest Destiny. To Britain he said “fifty-four forty or fight” to gain all of Oregon. Polk increased the tension between the U.S. and Mexico by promising to annex Texas from the Río Grande north. Polk won the presidency and sparked war with Mexico by sending U.S. troops into disputed territory where they were fired upon by the Mexican army.

In 1846 the United States went to war with Mexico and Mexico was completely vulnerable to the superior military of the United States. The war would end in 1848 with Mexico losing the war. In the treaty of Guadalupe Hidalgo the Mexicans were forced to turn over land from the Río Grande in Texas all the way to California. This land from the Mexican Cession was comprised of California, Utah, Nevada, New Mexico, and Arizona. The positive effects of this obviously include the fulfillment of Manifest Destiny promised by Polk. California’s rich farmland, gold, and great ports have made the U.S. rich, all of which should have been Mexico’s. Negative effects include the loss of soldiers

lives which was paramount. The United States was adversely affected because now the new land would cause fights between the Anti Slavery North and the avaricious pro slavery South over whether these territories would become free or slave states. Although a compromise would calm the nation temporarily, sectional tension remained and the issue of spreading slavery into new territories eventually led to a bloody civil war. Thus the Mexican War can be seen as a cause of the Civil War. Conquering land from Mexico also created enduring bitterness with Mexico over the treatment of Mexican citizens, who suddenly found themselves in the U.S. and who often lost their property. For over 150 years immigration has also been a recurring source of tension.

The completion of the transcontinental railroad is another example of the expansion of the West which would cause hatred of, and injustice to, the Native American Indians. Because of the Americans belief in Manifest Destiny, the government was eager to expand settlement across the open land and a transcontinental railroad was a major factor in accomplishing this goal. In the 1860 presidential election, the Republican Party campaigned for federal funding of a transcontinental railroad. Many Republicans like Lincoln were former Whigs and supported federal government money for internal improvements. Even though the nation was fighting a civil war, the Lincoln administration began the building by giving huge land grants to private railroad companies who sold the unused land for a profit. Towns and cities sprung up along the rail lines, populated with tens of thousands of people from all over the world as immigrants were lured from abroad by the railroad companies' advertisements. Towns

along the railroad could quickly communicate and trade with the entire nation.

The ability to travel quickly to the West allowed, as Fredrick Jackson Turner said, the frontier to become America's "safety valve" for those unemployed in the East giving them an opportunity to start over again. But it didn't work out so well for Native Americans because now railroads would drive them out of their lands more efficiently than ever before. White hunters worsened the situation by shooting the buffalo which the Natives depended on for everything, thus ending their nomadic way of life. The Native American Indians on the Great Plains went from being dominant in the first half of the 1800's to being forced onto reservations by the 1880's and 1890's. In 1924 the Native Americans would finally be granted full citizenship, but there is no way to compensate for the broken treaties and lack of concern for how they were treated after the completion of the transcontinental railroad.

In conclusion there have been many events which influenced westward movement and affected many. Examples of this include the war with Mexico and the completion of the transcontinental railroad. While these events had some positive effects on the U.S. economically, the negative effects were complex, with repercussions that still matter down to the present.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the war with Mexico and for the completion of the transcontinental railroad
- Is more analytical than descriptive (*war with Mexico*: James K. Polk made it his goal in the 1844 presidential campaign to achieve Manifest Destiny; Polk increased the tension between the United States and Mexico by promising to annex Texas from the Rio Grande north; won the presidency and sparked war with Mexico by sending United States troops into disputed territory where they were fired upon by the Mexican army; United States was adversely affected because now the new land would cause fights between the anti-slavery North and the avaricious pro-slavery South over whether these territories would become free or slave states; although a compromise would calm the nation temporarily, sectional tension remained and the issue of spreading slavery into new territories eventually led to a bloody civil war; conquering land from Mexico also created enduring bitterness with Mexico over the treatment of Mexican citizens; for over 150 years immigration has also been a recurring source of tension; *transcontinental railroad*: because of the Americans' belief in Manifest Destiny, the government was eager to expand settlement across the open land and a transcontinental railroad was a major factor in accomplishing this goal; Republican Party campaigned for federal funding of a transcontinental railroad; even though the nation was fighting a civil war, the Lincoln administration began the building by giving huge land grants to private railroad companies who sold the unused land for profit; towns and cities sprang up along the rail lines, populated with tens of thousands of people from all over the world as immigrants were lured from abroad by the railroad companies' advertisements; but it did not work out so well for Native Americans because now railroads would drive them out of their lands more efficiently than ever before; white hunters worsened the situation by shooting the buffalo which the natives depended on for everything, thus ending their nomadic way of life; Native American Indians on the Great Plains went from being dominant in the first half of the 1800s to being forced onto reservations)
- Richly supports the theme with many relevant facts, examples, and details (*war with Mexico*: Louisiana Territory; "Fifty-four Forty or Fight!"; Oregon; superior military of the United States; Treaty of Guadalupe Hidalgo; Mexican Cession; California, Utah, Nevada, New Mexico, and Arizona; loss of soldiers' lives; *transcontinental railroad*: 1860 presidential election; Frederick Jackson Turner; America's safety valve; full citizenship; broken treaties)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response provides strong analysis of the negative effects of the Mexican-American War and the transcontinental railroad on Westward expansion, especially in relation to Native American Indians. All aspects of the task are well developed.

Westward expansion and settlement was always a part of the American national identity. The belief in manifest destiny, that the United States had the God-given right to expand from the Atlantic to the Pacific Oceans, took the nation by storm until the frontier was officially closed in 1890. The desire to settle the frontier gripped many American citizens during the 19th century, with many specific events influencing such westward expansion. Events, such as the war with Mexico from 1846 to 1848, and the passage of the Homestead Act in 1862, are examples of the U.S. government encouraging this manifest destiny that had both positive and negative effects on the future of the U.S. society, politics, and economy.

The War with Mexico from 1846 to 1848, was a war over the boundary dispute between the Mexican and American governments that ultimately ended with the U.S. gaining most of the Southwestern region of the present day United States. Supporters of the war argued that it was necessary for the U.S. to protect its newly annexed state of Texas. Supporters also claimed that Mexican soldiers attacked American soldiers on U.S. soil north of the Río Grande, despite it being the place of disputed territory. Opponents to the war put forth the “Spot Resolution” asking where U.S. soldiers were when they were fired upon and argued that winning land from the Mexican government would cause future debates over slavery in the U.S. Ultimately, the United States entered in a war with Mexico in 1846, ending in 1848, with the U.S. gaining Southwestern territory, most notably California. Yet the effects of such a war would be correctly predicted by the war’s opponents. While the opening of these new territories encouraged further frontier settlement and provided an

abundance of natural resources like gold and silver, the negative effect of the Mexican War was to prompt heated debates over the balance of free and slave states in the U.S. The Congress was thus forced to pass the Compromise of 1850, where California was accepted as a free state, and the Fugitive Slave Law of 1850 was passed to make up for upsetting the balance between free and slave states in the Senate. Thus, while the Mexican-American War encouraged and influenced westward expansion, it also further complicated the slavery debate leading up to the U.S. Civil War.

The demands that lands won from Mexico be kept free of slavery were added to demands that public land in the West be given out free to landless settlers. This was realized in the Homestead Act of 1862 which also further influenced western expansion in the U.S. The Homestead Act was a direct encouragement of the settlement of the frontier by the U.S. government. The federal government essentially gave western farm land to settlers as long as they agreed to live on and work the land for five years. But while this free land obviously encouraged westward expansion, many settlers found the land granted them in the Great Plains under the act was poor farming land, often dry. Thus, these poor farming conditions would lead to extreme difficulties for homesteaders and many could not last the whole five years. The U.S. soon entered a "Gilded Age" where big business and rail road companies took control of the products farmers were able to produce, hurting the farmers. Thus, while the Homestead Act of 1862 encouraged westward expansion, many settlers suffered economically under poor farming conditions, the rise of big business and the power of railroads.

The ideal of manifest destiny was ultimately highly encouraged in the 19th century. The Mexican War, while providing new states for settlement, led to further debates over the expansion of slavery. The Homestead Act gave many farmers cheap land to farm on, but the land made farming difficult and led to economic hardships for many farmers. Even after the closing of the frontier in 1890, the U.S. continued to practice manifest destiny by expanding overseas to Latin American nation states and other islands in the Pacific Ocean such as Hawaii, Puerto Rico and the Philippines. Thus, expansion has been and always will be a part of the American identity.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the war with Mexico more thoroughly than the passage of the Homestead Act
- Is both descriptive and analytical (*war with Mexico*: war over the boundary dispute between the Mexican and American governments; supporters of the war argued that it was necessary for the United States to protect its newly annexed state of Texas; also claimed that Mexican soldiers attacked American soldiers on United States soil north of the Rio Grande, despite it being the place of disputed territory; opening of these new territories encouraged further frontier settlement and provided an abundance of natural resources like gold and silver; negative effect of the Mexican War was to prompt heated debates over the balance of free and slave states; Congress was thus forced to pass the Compromise of 1850, in which California was accepted as a free state, and the Fugitive Slave Law of 1850 was passed to make up for upsetting the balance between free and slave states in the Senate; *Homestead Act*: demands that public land in the West be given out free to landless settlers; federal government essentially gave western farmland to settlers as long as they agreed to live on and work the land for five years; many settlers found the land granted them in the Great Plains under the act was poor farming land, often dry; poor farming conditions would lead to extreme difficulties for homesteaders and many could not last the whole five years)
- Supports the theme with relevant facts, examples, and details (*war with Mexico*: Southwestern region; Spot Resolution; California; Civil War; *Homestead Act*: free of slavery; farmers suffering economically; Gilded Age; big business; power of railroads)
- Demonstrates a logical plan of organization; includes an introduction and conclusion that go beyond a simple restatement of the theme by discussing Manifest Destiny as a historical circumstance of both events. The conclusion also observes that after the closing of the frontier the United States went on to pursue overseas expansion

Conclusion: Overall, the response fits the criteria for Level 4. The response concerning the war with Mexico contains good analysis of key events and effects, including the war's causal relationship to the Civil War; however, the discussion of the Homestead Act would have benefitted from further analysis and a more thorough development of the effects on the settlement of the west.

Throughout American History, Manifest Destiny has been a driving force in the country's development. Manifest Destiny is the idea that Americans have the God given right to move west. The expansion was inspired by negative events such as the Mexican American War that won the U.S. land, but also watershed American triumphs such as our purchase of the Louisiana Territory as it gave us 1/3 of our country. Manifest Destiny changed America in ways that can never be reversed.

One cause of westward expansion was the Mexican American War. The Mexican American War began in 1846 over the land between the Nueces and Río Grande Rivers that both countries claimed. The United States had also tried to negotiate with Mexico to purchase California and the Southwest. When that failed, President Polk provoked a war to win the land from Mexico. When the United States emerged as the victor, Mexico surrendered to us the Mexican Cession. The Mexican Cession was a massive piece of land in the Southwest. It was one of the largest pieces of land gained during westward expansion and includes some of the most scenic natural wonders like the Grand Canyon and the redwood forests. Although the Mexican Cession did drastically increase the size and natural beauty of the country, it caused furious debates over the expansion of Slavery. The country was still locked in a battle over slavery. The annexation of the Mexican Cession created dreadful tension between slave and free states and compromises did not eliminate the problems. In 1850 California was admitted as a free state so the South demanded a stronger fugitive slave law. The tensions were very hard on the union. Although gaining the Mexican Cession was a huge step in completing

Manifest Destiny it caused a rift in the union that would bring about America's bloodiest war.

The Purchase of the Louisiana Territory was a watershed moment in United States history. The Louisiana Purchase was the largest gain during westward expansion. It spread from the Appalachian mountains into the mid-western United States. Buying the Louisiana territory from France was the beginning of Manifest Destiny. As settlers began to move west they needed the Mississippi River to transport their crops. When France offered to sell the Louisiana territory, President Jefferson quickly agreed so the United States would get control of the river. But, this purchase caused a plethora of issues for the United States. Before the United States' Purchase of the land, Native Americans called the Great Plains home. They saw the Migration of white Americans as an act of encroachment, and bloody conflicts broke out as a result. To some, the aggression of natives turned them off to the idea of moving west, but most settlers simply fought to win their land. The Purchase also caused internal political problems. The expansion of slavery was becoming a big topic of debate. The annexation of such a monstrous amount of land turned the little spark of tension into a flame. The North and South would argue back and forth about slavery, making the Louisiana Purchase the centerpiece in the later Missouri Compromise. When Missouri was admitted as a slave state Maine became a free state to maintain the balance in Congress. The Louisiana Purchase was possibly the most important deal in U.S history, but caused bloodshed and tension that can never be forgotten. Westward Expansion was America's biggest triumph. Because of

trying times like the Mexican-American War, and risky purchases such as that of the Louisiana Territory, the U.S managed to grow from 13 colonies, to a massive world power. The process was long, wars were fought, and money was made and lost, but in the end the U.S stood victorious as the biggest player on the world stage.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the war with Mexico and for the purchase of the Louisiana Territory
- Is both descriptive and analytical (*war with Mexico*: began in 1846 over the land between the Nueces and Rio Grande rivers that both countries claimed; United States had also tried to negotiate with Mexico to purchase California and the Southwest; President Polk provoked a war to win the land from Mexico; one of the largest pieces of land gained during westward expansion and includes some of the most scenic natural wonders; annexation of the Mexican Cession created dreadful tension between slave and free states and compromises did not eliminate the problems; although gaining the Mexican Cession was a huge step in completing Manifest Destiny it caused a rift in the Union that would bring about America's bloodiest war; *Louisiana Territory*: as settlers began to move west they needed the Mississippi River to transport their crops; when France offered to sell the Louisiana Territory, President Jefferson quickly agreed so the United States would get control of the river; before the United States purchase of the land, Native Americans called the Great Plains home; saw the migration of white Americans as an act of encroachment and bloody conflicts broke out as a result; annexation of such a monstrous amount of land turned the little spark of tension into a flame; North and South would argue back and forth about slavery, making the Louisiana Purchase the centerpiece in the later Missouri Compromise); includes faulty analysis (*Louisiana Territory*: it spread from the Appalachian Mountains into the Midwestern United States)
- Supports the theme with relevant facts, examples, and details (*war with Mexico*: Grand Canyon; redwood forests; expansion of slavery; California was admitted as a free state; stronger fugitive slave law; *Louisiana Territory*: largest gain; beginning of Manifest Destiny; expansion of slavery; Missouri was admitted as a slave state; Maine became a free state; maintain the balance in Congress)
- Demonstrates a satisfactory plan of organization; includes an introduction that connects the two events to the definition of Manifest Destiny and a conclusion that connects westward expansion to the United States as a world power

Conclusion: Overall, the response fits the criteria for Level 4. The response relates both events to Manifest Destiny and tensions over the expansion of slavery using distinct examples for each. While providing some good analysis, the response overall lacks the amount of detail seen in a higher level paper.

From the founding of the United States until the end of World War II in 1945, expansion was an important part of American history. The first leg of that expansion was westward expansion, expanding the United States from its original location along the Eastern Seaboard to spanning the entire North American continent. The United States government used many means to achieve expansion. One effort was the purchase of the Louisiana Territory in 1803 which nearly doubled the size of the United States. Another factor which promoted westward expansion was the Mexican-American War in 1846-1848. Both acts increased tensions, the first with Native Americans and the second within the US regarding slavery. Both the Louisiana Purchase and the Mexican-American War occurred with the intention of increasing territory and led to tensions.

The Louisiana Purchase of 1803 nearly doubled the size of the United States and increased tensions with Native Americans. By 1803, the Louisiana Territory, at that time a huge tract of land in central North America, had changed hands several times until it was in French possession. However wars in Europe in which the French were involved caused Napoleon to sell the land. At the same time, Thomas Jefferson, the third President of the United States felt pressures to expand. Americans wanted control of the Mississippi River and the port of New Orleans. Despite Jefferson's concern over constitutional interpretation, he ultimately used a loose interpretation of the Constitution to purchase the land. Almost instantly, the size of the US doubled. The Louisiana Territory provided land on which farmers could expand. Jefferson sent Lewis and Clark to explore the unknown territory. Their findings indicated a wealth of new resources

including vast navigable rivers, a variety of plant and animal life and a huge land mass. However, this sudden expansion of territory also led to increased conflicts with the Native Americans who had lived on that land. Much of this new Louisiana Territory was the home of nomadic Buffalo hunters. As white American settlers expanded, they came into contact with these Native Americans who resisted advances onto their land. This led to a generation of Indian wars and conflicts that nearly extinguished the Buffalo and native American culture. While the Louisiana Purchase expanded both the size of the United States and the land on which farmers could expand, it also led to an increase in conflict with Native Americans.

The Mexican-American War (1846-1848) was fought with the intention of acquiring new territory and, while it achieved that goal, it also increased internal tensions over the issue of slavery. By the 1840s, expansion was already well underway and Manifest Destiny, the idea that the United States was destined to expand over the entire continent, prevailed. At the time Mexico had a few pieces of territory that the United States wanted, including California and New Mexico. When President Polk sent U.S. troops into disputed territory above the Río Grande, he instigated a war with Mexico that won this territory and more. After a fairly quick and easy war, the United States added new territory with ports on the Pacific Ocean for trade routes with Asia. However, this new territory reawakened the debate over the spread of slavery that had already been fought. The desire of the Northern States to prevent the spread of slavery and the Southern States to spread slavery coupled with the overwhelming desire to keep the balance between the slave and free states produced controversy.

Eventually, the Compromise of 1850 was reached to try to settle the issue of slavery in these new territories, but it only delayed the coming of the Civil War for a decade.

The history of the United States is one of expansion. In the 19th century, the United States grew from a few states on the Eastern Seaboard to a massive nation spanning the continent. Two deliberate attempts to push westward were the Louisiana Purchase in 1803 and the Mexican American War (1846-1848). Both led to increased tensions with Native Americans and increased sectional tensions over the spread of slavery.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the purchase of the Louisiana Territory more thoroughly than the war with Mexico
- Is both descriptive and analytical (*Louisiana Territory*: wars in Europe in which the French were involved caused Napoleon to sell the land; Americans wanted control of the Mississippi River and the port of New Orleans; despite Jefferson's concern over constitutional interpretation, he ultimately used a loose interpretation of the Constitution to purchase the land; their findings indicated a wealth of new resources including vast navigable rivers, a variety of plant and animal life, and a huge land mass; sudden expansion of territory also led to increased conflicts with the Native Americans who had lived on that land; led to a generation of Indian wars and conflicts that nearly extinguished the buffalo and Native American culture; *war with Mexico*: by the 1840s, expansion was already well underway and Manifest Destiny, the idea that the United States was destined to expand over the entire continent, prevailed; when President Polk sent United States troops into disputed territory above the Rio Grande, he instigated a war with Mexico that won this territory and more; after a fairly quick and easy war, the United States added new territory with ports on the Pacific Ocean for trade routes with Asia; new territory reawakened the debate over the spread of slavery; overwhelming desire to keep the balance between the slave and free states produced controversy; Compromise of 1850 was reached to try to settle the issue of slavery in these new territories, but it only delayed the coming of the Civil War for a decade)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: doubled the size; French possession; third president; farmers; sent Lewis and Clark to explore the unknown territory; nomadic buffalo hunters; *war with Mexico*: California and New Mexico; Northern states; Southern states)
- Demonstrates a logical and clear plan of organization; includes a lengthy introduction outlining the ties between expansion and increased tensions and a conclusion that notes both events increased sectional rivalry as well as tensions with Native American Indians

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates good knowledge of the historical circumstances concerning the purchase of the Louisiana Territory and the effects of the purchase on Native American Indians, but discusses the war with Mexico less thoroughly. Further explanation of the effects of the war with Mexico would have strengthened the response.

Throughout United States history, the desire to expand and move further west was propagated by the theory of Manifest destiny as well as efforts to connect the economy. Two events that resulted from this westward expansion were the Louisiana Territory Purchase as well as the emergence of the first transcontinental railroad that connected the Western Economies to that of the Eastern Economies. Positive effects of the Louisiana Purchase was that the USA was able to rid any other European Foreign nation from the mainland that could threaten security, as well as the acquisition of the Port of New Orleans. Positive effects of the Transcontinental Railroad were that it paved the way for the era of industrialisation, as well as a more interconnected economy.

New Orleans was able to be used by American Settlers under the Pickens Treaty. The port had proved beneficial in economic terms, as it had given farmers up North an opportunity to ship their goods to the South. When this opportunity was threatened by European Nations, the US capitalized on the opportunity to purchase the Louisiana territory from France. Under this purchase, not only was the USA able to double its territory but also got ownership of the port of New Orleans. The acquisition of the territory also led to other developments such as tensions with the Native Americans who had already pre-existed in the territory. As more Americans settled westward, debates over the existence of slavery in the territory took place. These ultimately led to the passage of the Missouri Compromise that prohibited slavery north of 36°30', a temporary solution to the sectional problem. Hence, under the Louisiana purchase, there was positive components with the terms of economy, but negative drawbacks with regards to political conflicts over slavery and military conflicts with Native Americans.

By the end of the Civil War, the first Transcontinental Railroad was being built by the Central Pacific and the Union Pacific Companies on land granted by Congress. This was ultimately able to connect regional economies which helped pave the way for the modern industrial Revolution. After the Transcontinental Railroad was built, consolidation of railroad companies by major banks became prevalent and certain aspects of a modern capitalist economy emerged. With that being said, after the Civil War the Southern economy lagged behind the Northern Economy largely due to a lack of modernized economy and railroad systems. Furthermore, with the addition of railroads, conflicts with Native Americans became more prevalent as workers were killing buffalo and taking Native American land to lay track. Hence, the transcontinental railroad paved way for a modern industrialized economy, but hurt Native American relationships.

In conclusion, Westward Expansion came with economic benefits as well as negative aspects regarding Native American Indians and their traditional lifestyles.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for the purchase of the Louisiana Territory and for the completion of the transcontinental railroad
- Is more descriptive than analytical (*Louisiana Territory*: port had proved beneficial in economic terms, as it had given farmers up north an opportunity to ship their goods to the south; when this opportunity was threatened by European nations, the United States capitalized on the opportunity to purchase the Louisiana Territory from France; tensions with the Native Americans who had pre-existed in the territory; as more Americans settled westward, debates over the existence of slavery in the territory took place; these ultimately led to the passage of the Missouri Compromise that prohibited slavery north of 36°30', a temporary solution to the sectional problem; *transcontinental railroad*: by the end of the Civil War, the first transcontinental railroad was being built by the Central Pacific and the Union Pacific companies on land granted by Congress; able to connect regional economies which helped pave the way for the modern Industrial Revolution; consolidation of railroad companies by major banks became prevalent and certain aspects of a modern capitalist economy emerged; conflicts with Native Americans became more prevalent as workers were killing buffalo and taking Native American land to lay track)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: New Orleans; Pinckney Treaty; double its territory; political conflicts over slavery; military conflicts with Native Americans; *transcontinental railroad*: southern economy lagged)
- Demonstrates a logical plan of organization; includes an introduction that mentions some aspects of the discussion and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response mentions several important economic aspects of the events, but they are not explored in sufficient depth for a higher level paper.

The frontier has always been a very crucial part of the United States throughout its history. It has always enabled America to grow not only in size, but also in culture. Two events that significantly influenced the westward movement was the purchasing of the Louisiana Territory as well as the completion of the transcontinental railroad.

Before President Jefferson bought the Louisiana territory, the U.S. was a small country since it did not have a lot of land. Jefferson had to change this since in order for America to remain an agrarian society, Jefferson's vision of how America's economy should be run, there must be enough land to farm. On top of this, purchasing this land enabled Americans to access the Mississippi River which is very crucial for trade. Jefferson had to go against his belief that the constitution should be read strictly in order to promote his belief that America should be an agrarian society - Furthermore, the deal was very appealing since Napoleon was willing to sell it cheaply, as a result of colonies being a burden on him while he is fighting wars in Europe, and also him needing money. After the purchase many were encouraged to move west and settle. Over time, this had a positive effect on the U.S. since there was more land which meant that there could be more farms which in turn could feed the growing populations in the big developing cities. Early explorers called these plains "the Great American Desert" because there wasn't much rain. After the Civil War, inventions helped change the plains. Windmills and irrigation brought water to the soil and the steel plow broke up the tough sod. The prairie then became the source of important crops like wheat and corn. This area then helped feed the world.

The trans-continental railroad enabled people to travel longer distances in shorter amounts of times. Before the railroad was built, the fastest way to get to California was to go by ship around the tip of South America and back North to California. The first railroads were built in the East and they began to replace canals to transport goods. When Abraham Lincoln ran for president, he promised to build a railroad across the continent. His campaign promise was fulfilled and now people were able to go straight through America and get to California. This encouraged more and more people to settle West since they can travel quicker. On top of this, products were now able to be moved faster in comparison to wagon trains or ships around the Americas. New businesses were beginning to develop such as the meat-packing industry in Chicago. Cattle in Texas would be driven to the railroad and taken to Chicago to be slaughtered and packaged for sale. Steel companies grew to supply expanding rail lines. The transcontinental railroad allowed many other businesses to succeed.

This is how the purchase of Louisiana territory and the transcontinental railroad both significantly influenced westward movement, in a positive way. Were it not for these two events, then America may not have been the same.

Anchor Level 3-B

The response:

- Develops most aspects of the task in some depth for the purchase of the Louisiana Territory and for the completion of the transcontinental railroad
- Is more descriptive than analytical (*Louisiana Territory*: in order for America to remain an agrarian society, Jefferson's vision of how America's economy should be run, there must be enough land to farm; purchasing this land enabled Americans to access the Mississippi River which is very crucial for trade; Jefferson had to go against his belief that the Constitution should be read strictly in order to promote his belief that America should be an agrarian society; after the Civil War, inventions helped change the plains; this area then helped feed the world; *transcontinental railroad*: before the railroad was built, the fastest way to get to California was to go by ship around the tip of South America and back north to California; first railroads were built in the east and they began to replace canals to transport goods; when Abraham Lincoln ran for president he promised to build a railroad across the continent; products were now able to be moved faster in comparison to wagon trains or ships around the Americas; new businesses were beginning to develop such as the meatpacking industry in Chicago; steel companies grew to supply expanding rail lines)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: Napoleon was willing to sell it cheaply; colonies being a burden; wars in Europe; windmills and irrigation; steel plow; tough sod; *transcontinental railroad*: cattle in Texas; slaughtered and packaged)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response includes good information especially about the historical circumstances surrounding each event, but discusses only one effect for each.

All throughout United States History, there have been many events and occurrences that led to settling the Western Frontier. These events not only allowed for more land and riches, but also created a variety of conflicts. Two events that significantly influenced the westward movement of the frontier was the purchase of the Louisiana Territory (1803) and the passage of the Homestead Act (1862), with new offers and vast amounts of land.

The Louisiana Purchase in 1803 was one of the most important decisions for America that made the nation much larger. Thomas Jefferson, the President at the time, had been debating if he should purchase the huge amount of land from the French. He was somewhat hesitant at first because his beliefs included not giving too much power to the federal government. He followed Democratic-Republican opinions, and making a deal like this for the nation, was contradicting not having such a strong government. Jefferson ended up purchasing the land for an extremely good deal of a few million dollars. This decision brought forth many positive effects on the settlement of the West. One of the positive effects included the huge amount of land that needed to be explored. Jefferson ordered the Lewis and Clark expedition as just one example of the opportunity to explore. New land was open to the public and after Americans read of Lewis and Clark's discoveries, there was an increase in western settlement. However, this caused issues as well. Even though there was a lot of land, people were unsure what to do with it. Leaders debated whether or not the new area should be slave or free in the future. This caused a variety of conflicts and compromises were needed. The conflicts with Native Americans also increased, causing individuals to face

difficulties settling. Violent conflicts were happening as families and people attempted to settle west.

The Passage of the Homestead Act in 1862 also influenced westward movement of the frontier. The West was a large region, that very few had ventured to. People had not settled here at first. However, during the Civil War, the congress, to fix this problem, decided to pass the Homestead Act. This act gave free land to people who were willing to live on it and farm it for a few years. Many families agreed due to the good deal, and started to migrate there. Many negative effects of the event on the settlement of the West were starting though. The land on the plains was mostly barren of trees and isolated and the utter loneliness that people felt made it difficult to succeed. There was no one around, and families were forced to live on the land, otherwise they couldn't continue the deal. In a few years the transcontinental railroad was completed which made the settlers less isolated and helped them transport their crops. In addition conflicts with Native Americans arose. White Americans were taking over land that buffalo grazed, causing the natives to get into fights with the settlers. The Natives tried to stop the growing western settlement but failed. The Act did increase settlement in the West because it offered a new life and a choice of success in a different place.

The Homestead Act and the Louisiana Purchase both impacted the westward movement of the frontier with prospects of land and a more successful life. The Frontier was continuing to be passed and settled on by families and people. The government had a large role in these specific events by influencing people to migrate towards the West. America was growing and the boundaries for movement on the frontier were pushing farther west year by year.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the purchase of the Louisiana Territory and for the passage of the Homestead Act
- Is more descriptive than analytical (*Louisiana Territory*: somewhat hesitant at first because his beliefs included not giving too much power to the federal government; Jefferson ended up purchasing the land for an extremely good deal; new land was open to the public and after Americans read of Lewis and Clark's discoveries, there was an increase in western settlement; leaders debated whether or not the new area should be slave or free in the future; caused a variety of conflicts and compromises were needed; *Homestead Act*: gave free land to people who were willing to live on it and farm it for a few years; land on the plains was barren of trees and isolated and the utter loneliness that people felt made it difficult to succeed; white Americans were taking over land that buffalo grazed, causing the natives to get into fights with the settlers)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: huge amount of land from the French; Democratic-Republican; Jefferson ordered the Lewis and Clark Expedition; *Homestead Act*: during the Civil War; transcontinental railroad; transport their crops); includes an inaccuracy (*Louisiana Territory*: a few million dollars)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states the government took a large role in influencing westward migration

Conclusion: Overall, the response fits the criteria for Level 3. The response recognizes two of the most important effects of each event; however, the various aspects of the task are not thoroughly developed. Additional supporting facts and details would have strengthened the response.

The construction of means of transportation has led to great westward expansion throughout the history of the United States; the Erie Canal and the Transcontinental Railroad both contributed to westward migration.

In the years leading up to 1825, New York governor Clinton began constructing what was to become the Erie canal, connecting the New York harbor to the great lakes. In the 1780s, the Northwest Ordinance opened up the Northwest Territory for settlement. By creating the Erie Canal, New York grew New York City, developed numerous cities along the canal, and poured migrants into the now-midwest. Large midwestern cities such as Chicago developed as a result of the existence of the Erie Canal as a means of transportation.

Two decades later, gold was discovered in California, and a tremendous number of individuals and families made their way all the way to the west coast. With this migration there was now a large population on both coasts of the country, but was difficult to travel between them. In 1869, the Transcontinental Railroad connected Chicago (and the eastern railroad network) to San Francisco. This new means of transportation allowed for even greater westward movement. Further, the railroad company encouraged the settlement along the route to provide for the labor required to complete the railroad; thus, westward population growth occurred not only at the destination, but along the route as well. The Transcontinental Railroad, itself the product of westward expansion, contributed to even further westward expansion.

Both the Erie Canal and the Transcontinental Railroad, as means of travelling west, provided for individuals seeking to travel west in

search of the American dream – the former for the Northwest Territory in 1825 and the latter for California and the greater West in 1889.

Anchor Level 2-A

The response:

- Minimally develops most aspects of the task for the opening of the Erie Canal and for the completion of the transcontinental railroad
- Is primarily descriptive (*Erie Canal*: New York Governor Clinton began constructing what was to become the Erie Canal, connecting the New York harbor to the Great Lakes; by creating the Erie Canal, New York grew New York City, developed numerous cities along the canal, and poured migrants into the now Midwest; large Midwestern cities such as Chicago developed as a result of the existence of the Erie Canal as a means of transportation; *transcontinental railroad*: gold was discovered in California and a tremendous number of individuals and families made their way all the way to the West Coast; there was now a large population on both coasts of the country, but it was difficult to travel between them; connected Chicago and the eastern railroad network to San Francisco; westward population growth occurred not only at the destination but along the route as well; transcontinental railroad, itself the product of westward expansion, contributed to even further westward expansion)
- Includes few relevant facts, examples, and details (*Erie Canal*: Northwest Territory; *transcontinental railroad*: labor required)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that state both events helped individuals travel west in search of the American dream

Conclusion: Overall, the response fits the criteria for Level 2. The response correctly observes that both transportation systems prompted the growth of cities along their routes; however, the response is far too brief and lacks the development and detail of a Level 3 paper.

In the early 19th Century, many Americans became enamored with the idea of “manifest destiny”— the idea that it was the fate of the United States to extend from the Atlantic to the Pacific Ocean. This led the American government to purchase and annex large tracts of land during the 19th Century, including the Louisiana Territory (1803) and the Mexican Cession (1846-48). This led to various positive and negative effects on the Americans’ settlement in the West.

The Louisiana territory led to boundless opportunities in the West for Americans, but also conflicts with Native Americans. As the French Empire (led by Napoleon) began to decline, Napoleon realized that he could not ensure the protection of the Louisiana Territory in North America. Therefore, he decided to sell this vast amount of land west of the current America to President Thomas Jefferson in America. This purchase doubled the size of the U.S. and inspired many families to move west to begin a new life, especially since the population in the east was increasing. However, before this could occur, Jefferson sent out explorers Lewis and Clark to document and map out the new land. This led to the discovery of the Mississippi River, which would later on be crucial for trade and transportation from east to west. However, they also encountered unwelcoming Native Americans who disapproved of the white people taking their land. As more Americans moved west, they forcibly removed Native Americans from their land and killed them. This led to backlash from the Native Americans, but ultimately the Euroamericans destroyed the majority of their lifestyles and forced them into reservations.

A different example of America acquiring territory in the 19th Century was the Mexican Cession. President James K. Polk led the U.S. into the

Mexican-American War in 1846 – first to annex Texas, where many Americans were now living, and then other territories as well. These territories were made into the states California, Utah, Arizona, Kansas, and Nebraska. This had some positive effects because it brought more farmland into the U.S., which was needed because farmers' ruthless techniques were rapidly destroying the land. However, it also heightened tensions concerning the issue of slavery because the new states altered the balance of an equal number of slave to free states. Senator Henry Clay's proposal for popular sovereignty (allowing the people to decide about slavery) in Kansas led to "Bleeding Kansas," where arguments over slavery became violent and bloody, and ultimately the Civil War.

Although the American annexation of territories in the 19th century might have seemed beneficial at first, it ultimately led to many consequences for the Americans and Native Americans.

Anchor Level 2-B

The response:

- Minimally develops most aspects of the task for the purchase of the Louisiana Territory and for the war with Mexico
- Is primarily descriptive (*Louisiana Territory*: as the French Empire led by Napoleon began to decline, Napoleon realized that he could not ensure the protection of the Louisiana Territory; decided to sell this vast amount of land west of the current America to President Thomas Jefferson; doubled the size of the United States and inspired many families to move west to begin a new life; Jefferson sent out explorers Lewis and Clark to document and map out the new land; as more Americans moved west they forcibly removed Native Americans from their land and killed them; Euro-Americans destroyed the majority of their lifestyles and forced them onto reservations; *war with Mexico*: different example of America acquiring territory in the 19th century was the Mexican Cession; President James K. Polk led the United States into the Mexican-American War; heightened tensions concerning the issue of slavery because the new states altered the balance of an equal number of slave to free states); includes faulty analysis (*Louisiana Territory*: this led to the discovery of the Mississippi River; *war with Mexico*: first to annex Texas; led to “Bleeding Kansas”)
- Includes few relevant facts, examples, and details (*war with Mexico*: California, Utah, Arizona; more farmland); includes an inaccuracy (*war with Mexico*: Kansas and Nebraska)
- Demonstrates a general plan of organization; includes an introduction that defines Manifest Destiny and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response shows understanding of the task but is uneven and weakened by a limited scope, minimal examples, and a lack of supporting details.

Throughout the United States History, efforts to settle new land pushed the frontier further west. Several important events influenced this westward movement. These events often led to conflict w/ Native American or w/ foreign gov'ts. Of all the westward movements, two of them were the creation of the reservation system and the completion of the transcontinental railroad.

In the early 1800s, as US increased the demand for moving westward, steps were taken to ensure to fulfill the Manifest Destiny, which encouraged the westward expansion. One of the ways was the removal of Native Americans and pushing them westward further and further. By doing so, the creation of the reservation system on Native Americans was made. President Andrew Jackson forcibly removal Indians from their home and relocated them into reservation camps built for as many as several clans into one camp. By clearing the lands once held by Native Americans, the new land can be used for farming, home, and railroads. As a result, the impact of the creation of the reservation system put many Native Americans in dismay. The removal of the Native American traveling to the reservation camps became to known as the Trail of Tears b/c ppl were crying as they were getting to the camps. However, by removing the Native Americans, US gain access to the west and natural resources were obtained such as Buffaloes. People were able to house, farm, and build railroads.

As Americans gain the desire for westward expansions, people moved and population grew in west coast cities such as San Francisco and states such as Oregon. Therefore, the need for an efficient transportation system was needed for swift travel between the east and west coast, as well as business affairs for goods. Stephen Douglas,

who was the senator for Michigan at that time proposed for a development for the transcontinental railroad. The plan was underway, two companies, one from the east and the other from the west, started building railroad and meet at the middle. The rate at which the railroads were built was rapid, highly due to the growing competition b/t the two companies competing as to who built more in a day. After the overbuilding occur, when the companies went past each other, the final place where the railroad will meet was in Utah. This marked the success of the railroad stretching from California to the east coast. This feat was the greatest enterprise of 1800 because not only the US succeeded in building the railroad, other countries in Europe were astonished by the accomplishment. The railroad can now carry people from one side and America to another without traveling on wagons for months. Goods such as fruits and meat can be delivered without being spoiled as well. Westward expansion can be done since more ppl could travel in a short period of time.

Efforts to settle new land pushed the frontier further west through US history. Several important events influenced this westward movement. The true efforts were the transcontinental railroad and the reservation system. The events drastically changed the US history.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task for the creation of the reservation system and for the completion of the transcontinental railroad
- Is primarily descriptive (*reservation system*: removal of Native Americans and pushing them westward; by clearing the lands once held by Native Americans, the new land could be used for farming, homes, and railroads; United States gained access to the West and natural resources were obtained; *transcontinental railroad*: efficient transportation system was needed for swift travel between the East and West coasts; two companies, one from the east and the other from the west, started building the railroad and met in the middle; railroad could carry people from one side of America to another without traveling on wagons for months; goods such as fruits and meat could be delivered without being spoiled); includes faulty analysis (*reservation system*: President Andrew Jackson forcefully removed Indians from their home and relocated them into reservation camps built for as many as several clans into one camp; became known as the Trail of Tears because people were crying as they were getting to the camps)
- Includes few relevant facts, examples, and details (*reservation system*: Manifest Destiny; *transcontinental railroad*: coast cities; San Francisco; Oregon; competition; Utah); includes inaccuracies (*transcontinental railroad*: Stephen Douglas, who was the senator for Michigan; from California to the East Coast)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response in general lacks understanding of the reservation system for Native American Indians. The discussion of the transcontinental railroad is slightly better but lacks the overall development common in a higher level paper.

Throughout history the United States has had intentions on expanding its territory. This resulted in the westward expansion of the country. The expansion resulted in the wrongful treatment of the Native Americans, whose land we were invading. Two examples of the westward migration is the Louisiana Purchase and discovering gold in California.

The first example of the westward migration is the Louisiana Purchase. This was purchased from France for about 15 million dollars, and the purchase resulted in doubling the United States size. There was a negative result to the purchase. The Native Americans were living on the land that we had purchased. At the time Andrew Jackson was president, he made the decision to begin the Trail of Tears. The Trail of Tears was the action of moving the Native Americans off the land we wanted. This action had both negative effects.

The second event that is an example of westward migration is the discovery of Gold in California. This was called the Gold Rush. The discovery of Gold resulted in westward migration. People that were out of jobs or who were not as wealthy went out west to discover Gold to have a better life. This movement had a negative effect along with the positive effect of moving people out west. This negative effect was that the value of Gold decreased along with the effect on the currency at the time.

Both of these events helped to move people outwest. The Louisiana Purchase and the discovery of Gold in California had their separate positive and negative effects. These actions were all a result of trying to expand the size of the United States.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for the purchase of the Louisiana Territory and for the discovery of gold in California
- Is descriptive (*Louisiana Territory*: purchased from France for about 15 million dollars and the purchase resulted in doubling the United States size; Native Americans were living on the land that we had purchased; *gold in California*: went out west to discover gold to have a better life); includes faulty analysis (*Louisiana Territory*: at the time Andrew Jackson was president, he made the decision to begin the Trail of Tears; *gold in California*: negative effect was that the value of gold decreased along with the effect on the currency at the time)
- Includes no relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response includes only a few facts about the Louisiana Purchase and very minimal information about the gold rush.

Throughout American history, there have been numerous occasions that involved westward expansion. Two significant events that influenced the movement of the frontier were the California Gold Rush and the development of the transcontinental railroad.

In 1848, gold was discovered in California. This newfound resource attracted thousands of people to come to the west in hopes of becoming rich. Although very few people actually found gold, the possibility that one could be lucky motivated them to leave home and go mine. Soon many families were left without a man in the house as they were in pursuit of gold. The Gold Rush was very productive for businesses in California. Constant waves of miners flooded the state and shops selling mining material prospered. With an increase amount of people came an increase amount of spending, so financially California benefitted. However, the new population quickly turned detrimental as it became overpopulation. With no nearby end to how many people were coming in, land in the West became limited. People from the East no longer had space to live upon arrival and living conditions from then on became bad.

The transcontinental railroad was a project started around the mid 1800s. Its goal was to connect the states so that communication and transportation would be easier. People could travel faster and manufacturers could deliver goods more efficiently. However, it was important that the West Coast have access to the railroad as well, so for that to happen, Americans needed more land. The railroad was completed around 1869 and it became a success. Its pure existence helped America economically and socially. The system made the process of buying and selling easier and the amount of poor people needed for the job was tremendous. Despite these positive effects, there

were people who opposed the railroad. There were state governments who did not want the tracks running through their land and citizens, who never supported the idea in the first place, did not want to pay for it. But the helpfulness to the country outweighed the wants of the individual.

During this time period, America wanted to advance as a nation. For a country to accomplish that, it needs more resources especially land. Although there were problems and opposition to the concept of westward movement, it benefitted the people. Times like the Gold Rush and tasks like the completion of the transcontinental railroad allowed America to grow and eventually become the economical powerhouse it is today.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for the discovery of gold in California and for the completion of the transcontinental railroad
- Is descriptive (*gold in California*: although very few people actually found gold, the possibility that one could be lucky motivated them to leave home and go mine; constant waves of miners flooded the state and shops selling mining material prospered; *transcontinental railroad*: people could travel faster and manufacturers could deliver goods more efficiently); includes faulty analysis (*gold in California*: the new population quickly turned detrimental as it became overpopulation; land in the west became limited; people from the east no longer had space to live upon arrival and living conditions from then on became bad; *transcontinental railroad*: however, it was important that the West Coast have access to the railroad as well, so for that to happen, Americans needed more land; there were state governments who did not want the tracks running through their land and citizens, who never supported the idea in the first place, did not want to pay for it)
- Includes a few relevant facts, examples, and details
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states the events allowed America to grow and become an economic powerhouse

Conclusion: Overall, the response fits the criteria for Level 1. The response includes some accurate general statements but very limited supporting information, with several statements indicating a weak understanding of the associated content. The discussion also incorrectly concludes that the events led to the end of available western land.

Since the birth of the United States, there were many efforts to expand further west. This expansion has been led by different reasons. There have been several events that have pushed Americans to look west. Two significant events were the Purchasing of the Louisiana Territory and the war with Mexico, which opened more land for Americans.

One event that influenced the westward expansion was the Purchase of the Louisiana territory. In France, Napoleon Bonaparte was in power and was struggling to keep control of his empire. This led him to make the offer to the United States to buy all the French land in the west, including New Orleans. This was a tremendous amount of land that included the Mississippi River. In this time Thomas Jefferson was president, and agreed to the purchase of all the territory. The United States was becoming larger in size and the population was increasing. This purchase allowed for new land to be opened in the west. This allowed more land to farm. However, this purchase would lead to conflict with the Native Americans who had been pushed west. This event would also tie slavery to the question of western expansion, which was if slavery would be allowed in the new territories. The north wanted the territory to be free and the South wanted the territories to be slave states. Thankfully the Missouri Compromise of 1820 set a line making most of the Louisiana Territory free, but allowing Missouri in as a slave state. Maine was let in as a free state to keep things balanced. The positive effects was that allowed for more people to look to the west for opportunities, such as farming. This event would influence Americans to move west, but it would also cause tension about slavery moving west.

The second event was the Mexican-American war. Americans had

been moving west, and into Texas. Texas would later gain its independence and want to become a state in the United States. Once the United States accepted Texas, there was the question of the Mexican and American border. Mexico believed the area near the Río Grande was theirs and the United States the same. James Polk, the president would send troops to the border, and in one instant Mexican soldiers shot at Americans. The war lasted two years, and in the end the United States won. In the treaty of Guadalupe Hidalgo, the Mexicans ceded land to the U.S, such as New Mexico and Utah territories. This would push many Americans to look to the west, where they could farm, mine, and have cattle. However, the negative impact of this event was the question of the expansion of slavery. In the end, the Kansas-Nebraska Act, which was created to settle the debate about these territories would give many territories popular sovereignty. This would lead to a wave of Americans who wanted to vote to become slave or free. In the end the war with Mexico encourage Americans to look westward, but changed the way slavery would expand west.

The westward expansion in history would be influenced by events, such as the Mexican American war and the Louisiana Territory purchase. They both would open up land in the west and change the lives of west settlers who wanted slavery, and those who did not. The question of westward expansion and slavery would continue until the Civil War.

Throughout United States history, efforts to settle new land pushed the frontier further and further west. Several important events influenced this westward movement, two good examples being the Discovery of gold in California in 1848 and the Completion of the transcontinental railroad in 1869. While both of these had their up sides, they also had negative effects on those involved.

Possibly one of the most well known causes of westward expansion, the Gold Rush began with the first discovery of gold at Sutters Mill the same year California became U.S. territory. News of the amazing discovery spread across the country and across the Pacific Ocean as well. For many settlers, the chance to “strike it rich” and make a fortune on gold was too good to resist. Thousands of “49ers” caught “gold fever” and moved west to try their luck in the “Bear Flag Republic.” Of course, gold mining wasn’t the perfect opportunity many thought it would be. While thousands went west to find gold, very few actually found it. Even of those few, even fewer found enough that they became as rich as they had dreamed to become. Would-be miners often became enterprising merchants who sold shovels, sluice boxes and other supplies that miners needed. One example was an immigrant named Levi Strauss who opened a store in nearby San Francisco and began selling durable jeans for miners. Soon enough whole towns of people formed that lived off the gold that miners found nearby. However, these new towns weren’t always the best either. With so many trying to get rich quick, some found it easier to steal than find it themselves. Lawlessness was everywhere as towns were filled with mostly young males whose leisure time included alcohol, gambling and fighting. Vigilante justice, a common way to keep order, only added to the violence. Crime could

easily occur in these towns, but if the gold ran out then the town could easily fall apart. Many “Ghost Towns” would be left behind as people left to find new gold, not able to make any money without the flow of gold panning throughout the town, however, many stayed for the mild climate and fertile farmland which kept California’s population growing long after the gold rush.

The “overnight” growth of California’s population set the stage for an event that was nearly as influential, if not more, to westward expansion — the completion of the transcontinental railroad just after the Civil War. The project’s goal was to connect California with the rest of the nation by laying tracks across the vast little populated Great Plains and the rugged Rocky Mountains.

Chinese laborers, who were often turned away from California’s gold fields, found dangerous work constructing the rail lines. They endured savage winter weather, deadly explosives and imposing terrain. With this new mode of transportation, Easterners could easily move manufactured products and themselves across the U.S. New towns like Omaha and Salt Lake City would be built all along the route, while cities like Chicago would grow explosively and Easterners would come to make a living in emerging industries. From its beginning, the railroad was the most efficient way to move goods from coast to coast — creating a true national market. The transcontinental railroad helped make the United States the most productive and wealthy nation in the world. Despite the good it caused, the railroad too had its downsides. The railroad cut straight through the main hunting grounds of the plains Indians. The Sioux and Cheyenne depended on the buffalo for food and shelter — all their basic needs.

Hunters like Buffalo Bill Cody killed thousands of Buffalo to feed the railroad workers. Sports men shot out of train windows as amusement leaving the buffalo carcasses rotting on the plains. The transcontinental railroad caused the near extinction of the plains Indians' source of survival. The railroad act and the western movement of settlers taking advantage of free homesteads undermined Native American Indian strength and rapidly led to their being restricted to reservations.

Clearly, both the railroad and the discovery of gold both had positive and negative effects on U.S. history. What they have in common though is that they shaped the world we live in now. With westward expansion many found new places to call their home, and as the years passed these towns grew into the states we know today.

As the United States expanded its borders westward, conflicts with Native Americans increased. The U.S. improved economically and socially at the expense of Native Americans.

The creation of reservation systems, while clearing the way for westward expansion for white settlers worked to take Native Americans' culture away from them. The U.S. has always had conflicts with Native Americans over land since the very beginning with the first settlers. Chief Justice John Marshall attempted to settle one dispute in *Worcester v. Georgia*, in which he concluded that Georgia had no jurisdiction over sovereign native lands. President Andrew Jackson did not agree with this decision and declared, "he has made his decision, let's see him enforce it." He passed the Indian Removal Act. Under Martin Van Buren who shared many opinions with Andrew Jackson, the Trail of Tears occurred. The forced removal of eastern tribes set a precedent for moving Native Americans onto reservations after the Civil War. This allowed for more westward expansion, however it also robbed Native Americans of their traditions and culture. The Dawes Act forced white American culture including religion, clothing and the English language, on Native Americans. The Indian Citizenship Act in the 1920s gave Native Americans U.S. citizenship despite the fact that they were already citizens of their own nations. The creation of reservation systems means that today the reservations are sovereign and make tribal decisions while still being part of the United States.

The completion of the Transcontinental Railroad marked a beginning of the second industrial revolution in U.S. History and an ending of many Plains Native Americans. President Abraham

Lincoln had shown the importance of railroads by transporting union supplies and soldiers during the Civil War. The Pacific Railway Act paid for the railroad with land grants and loans to two private railroad companies who competed to build the most tracks East to West and West to East. They met in Promontory Point, Utah and connected the country together with a gold spike. The completion of the railroad created a need for time zones as people from across the country depended on standard operating schedules to meet their trains, ending the earlier confusion. The United States was divided into four zones that we still follow today. The railroad marked a beginning in U.S. history because it made transportation of goods and people easier and faster. But, the completion of railroad marked an end for many Plains Native Americans because the Buffalo population, a main source of food, shelter, and clothing, had been depleted during its construction. Not only were the buffalo herds' migration patterns disrupted, but the railroads brought tens of thousands of new white settlers into the west. Many Plains Native Americans died because of the loss of their hunting grounds.

The effect of Westward expansion has been large, both on white Americans and Native Americans. It has created conflict and death as well as new opportunities and prosperity.

Throughout history, many efforts have been made in order to promote settlement of new lands. One of these settlements includes the movement of the frontier further west in America. Various events influenced this movement, such as the purchase of the Louisiana Territory and the discovery of gold in California. These events led to both positive and negative effects on the settlement of the West.

During the early 1800's, Thomas Jefferson was president. Napoleon approached Jefferson with the offer to buy the Louisiana Territory, a part of the French property, for 3.5 million. Jefferson had conflicts about whether to accept it or not. If he bought it, he would have to take on a loose interpretation of the constitution, since it didn't explicitly state the federal government having the right to buy more land. On the other hand, buying the territory would expand the colonies tremendously and it would give the Americans access to the Mississippi River. This was a positive effect of settlement because the Americans would have a more efficient and faster way of transport from the north to the south. It would also lead to the need for expansion of the settlements to occupy the new land.

Another event that promoted western settlement is the California Gold Rush. Once the first discovery of gold was made in 1848, the Gold Rush began. The news of this discovery spread quickly, leading to an influx of immigrants from Europe and Asia. This was a positive effect on the settlement of the west because loads of immigrants came in to the state of California to seek fortune for themselves and their families. This started to have a negative effect, however, when too many immigrants started to arrive. Foreigners from different countries weren't always necessarily welcome. For example,

resentment and contempt grew for the Chinese immigrants, and as a result, led to the passage of the Chinese Exclusion Act. This restricted immigrants from China, and so hedged the flow of immigration and settlement into the state of California.

There have been many events which have impacted the settlement of the West in America. The purchase of the Louisiana Territory helped promote the movement into the West by expanding the size of the United States and gaining control of the Mississippi River. The California Gold Rush also had a positive effect on Western settlement in that it became a cause for immigration, with people wanting to expand their fortune. This later on led to a negative effect, however, with the Chinese Exclusion Act and how it halted the flow of immigrants from China. Many events throughout history impacted the settlement of the West in both a positive and negative way.

The West brought many different opportunities. Throughout history, gaining territory and expanding west has always been a goal. The westward movement of the frontier was influenced by the California Gold Rush and overcrowding of east coast cities.

In 1848, the discovery of gold brought hope of wealth. Many individuals, and families, packed everything they had and ventured west to California. Most of the people moving were poor farmers who had nothing.

The belief that there was gold west made them insane. With the poor crop production and sales, gold was their only hope. Although the people were hopeful, the Gold Rush caused many problems. Many California residents who were gold miners were not happy with newcomers. The residents made it difficult for people to not only find gold but also live. The people who had traveled from the east coast faced other problems as well. Since it was not always easy to find gold, many of them were left with less than they had when they first came. The discovery of gold in California helped expand the United States but it did not have a positive effect on the people.

Before the United States expanded, the east coast was filled with overcrowded "slums." The people that lived in these cities faced illness and uncomfortable living. The Manifest Destiny assisted in the idea of moving to western areas. As people began to move west, cities did become less crowded but the travelers faced much worse than overcrowding. Territories that were not claimed by the United States fought off these people. Many were left to continue moving and died from the journey. Others faced the anger of Native Americans who did not speak their language. The lack of communication caused the

Natives to be confused and protective of their land. Both conflicts posed threats to the travelers and the people already living in the west. Westward expansion had many negative affects. Foreign governments and Native Americans impacted the movement and stopped many travelers. Current inhabitants in California also stopped the expansion. The westward movement of the frontier was difficult because of the posing threats but helped the United States expand.

Practice Paper A—Score Level 3

The response:

- Develops most aspects of the task in some depth for the purchase of the Louisiana Territory and for the war with Mexico
- Is more descriptive than analytical (*Louisiana Territory*: in France, Napoleon Bonaparte was in power and was struggling to keep control of his empire; tremendous amount of land that included the Mississippi River; would lead to conflict with the Native Americans; the North wanted the territory to be free and the South wanted the territory to be slave states; Missouri Compromise of 1820 set a line making most of the Louisiana Territory free but allowing Missouri in as a slave state; Maine was let in as a free state to keep things balanced; *war with Mexico*: once the United States accepted Texas there was the question of the Mexican and American border; James Polk, the president, would send troops to the border, and in one instant Mexican soldiers shot at Americans; Mexicans ceded land to the United States; this would push many Americans to look to the west, where they could farm, mine, and have cattle; negative impact of this event was the question of the expansion of slavery)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: offer to the United States; New Orleans; Thomas Jefferson; more land to farm; *war with Mexico*: gain its independence; become a state; Rio Grande; United States won; treaty of Guadalupe Hidalgo; New Mexico and Utah territories; popular sovereignty); includes an inaccuracy (*war with Mexico*: Kansas-Nebraska Act)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that notes both events raised the question of the expansion of slavery that continued until the Civil War

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates understanding of the historical circumstances surrounding each event and the tension over the expansion of slavery that resulted from each event. However, in both examples a second effect is mentioned but not fully developed.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the discovery of gold in California and for the completion of the transcontinental railroad
- Is more analytical than descriptive (*gold in California*: news of the amazing discovery spread across the country and across the Pacific Ocean; for many settlers, the chance to strike it rich and make a fortune on gold was too good to resist; thousands of 49ers caught gold fever and moved west to try their luck in the Bear Flag Republic; gold mining was not the perfect opportunity many thought it would be; would-be miners often became enterprising merchants who sold shovels, sluice boxes, and other supplies that miners needed; whole towns of people formed that lived off the gold that miners found nearby; with so many trying to get rich quick, some found it easier to steal than find it themselves; lawlessness was everywhere as towns were filled with mostly young males whose leisure time included alcohol, gambling, and fighting; vigilante justice, a common way attempt to keep order, only added to the violence; *transcontinental railroad*: growth of California's population set the stage for an event that was nearly as influential, if not more, to westward expansion—the completion of the transcontinental railroad just after the Civil War; goal was to connect California with the rest of the nation by laying tracks across the vast, little populated Great Plains and the rugged Rocky Mountains; Chinese laborers, who were often turned away from California's gold fields, found dangerous work constructing the rail lines; towns like Omaha and Salt Lake City would be built all along the route, while cities like Chicago would grow explosively and easterners would come to make a living in emerging industries; railroad was the most efficient way to move goods from coast to coast—creating a true national market; cut straight through the main hunting grounds of the Plains Indians; caused the near extinction of the Plains Indians' source of survival; homesteads undermined Native American Indian strength and rapidly led to their being restricted to reservations)
- Richly supports the theme with many relevant facts, examples, and details (*gold in California*: Sutter's Mill; few actually found it; immigrant named Levi Strauss; nearby San Francisco; durable jeans; ghost towns; mild climate; fertile farmland; *transcontinental railroad*: manufactured products; Sioux and Cheyenne; buffalo; Buffalo Bill Cody; feed the railroad workers; sportsmen shot out of train windows; carcasses rotting)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that notes the events shaped United States history

Conclusion: Overall, the response fits the criteria for Level 5. The response employs ample analysis in its discussion of the human and economic effects of the gold rush and the transcontinental railroad. The discussion of the transcontinental railroad convincingly argues that it had a greater effect on westward expansion than the gold rush, focusing on the railroad's positive economic effects on the United States and negative effects on Native American Indians.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task for the creation of the reservation system and for the completion of the transcontinental railroad
- Is both descriptive and analytical (*reservation system*: United States has always had conflicts with Native Americans over land since the very beginning with the first settlers; Chief Justice John Marshall attempted to settle one dispute in *Worcester v. Georgia*, in which he concluded that Georgia had no jurisdiction over sovereign native lands; forced removal of eastern tribes set a precedent for moving Native Americans onto reservations after the Civil War; Dawes Act forced white American culture including religion, clothing, and the English language on Native Americans; Indian Citizenship Act in the 1920s gave Native Americans United States citizenship, despite the fact that they were already citizens of their own nations; creation of reservation systems means that today the reservations are sovereign and make tribal decisions while still being part of the United States; *transcontinental railroad*: Abraham Lincoln had shown the importance of railroads by transporting Union supplies and soldiers during the Civil War; Pacific Railway Act paid for the railroad with land grants and loans to two private railroad companies who competed to build the most tracks east to west and west to east; met in Promontory Point, Utah, and connected the country together with a gold spike; completion of the railroad created a need for time zones as people from across the country depended on standard operating schedules to meet their trains, ending the earlier confusion; United States was divided into four zones that we still follow today; marked an end for many Plains Native Americans because the buffalo population, a main source of food, shelter, and clothing, had been depleted during its construction; many Plains Native Americans died because of the loss of their hunting grounds)
- Supports the theme with relevant facts, examples, and details (*reservation system*: President Andrew Jackson; “he has made his decision, let’s see him enforce it”; Indian Removal Act; Martin Van Buren; Trail of Tears; *transcontinental railroad*: second industrial revolution; transportation of goods and people; migration patterns disrupted; tens of thousands of new white settlers)
- Demonstrates a logical and clear plan of organization; includes a brief introduction and a conclusion that connect the two events to their harmful effects on Native Americans

Conclusion: Overall, the response fits the criteria for Level 4. The response shows a good understanding of the task and includes several important ideas about the history of Native American Indians but lacks the depth, level of analysis, and detail of a Level 5 paper.

Practice Paper D—Score Level 2

The response:

- Minimally develops most aspects of the task for the purchase of the Louisiana Territory and for the discovery of gold in California
- Is primarily descriptive (*Louisiana Territory*: he would have to take on a loose interpretation of the Constitution; Americans would have a more efficient and faster way of transport from the north to the south; *gold in California*: the news of this discovery spread quickly, leading to an influx of immigrants from Europe and Asia; resentment and contempt grew for the Chinese immigrants, and as a result, led to the passage of the Chinese Exclusion Act); includes faulty analysis (*Louisiana Territory*: it would give the Americans access to the Mississippi River)
- Includes few relevant facts, examples, and details; includes inaccuracies (*Louisiana Territory*: buy the Louisiana Territory for 3.5 million; would expand the colonies)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that reviews some of the major points of the response

Conclusion: Overall, the response fits the criteria for Level 2. The response includes some accurate information but addresses the task in a limited and somewhat repetitive way.

Practice Paper E—Score Level 1

The response:

- Minimally develops some aspects of the task for the discovery of gold in California
- Is descriptive (*gold in California*: miners were not happy with newcomers; the residents made it difficult for people to not only find gold but also to live; since it was not always easy to find gold, many of them were left with less than they had when they first came)
- Includes few relevant facts, examples, and details
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The discussion of the Gold Rush includes several generalizations with no specific supporting information. The discussion of the overcrowding of eastern cities fails to correctly address the task.

United States History and Government Specifications June 2019

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change; Citizenship; Diversity; Foreign Policy; Government; Immigration and Migration; Technology; Presidential Decisions and Actions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Citizenship; Civic Values; Diversity; Environment; Government; Individuals, Groups, Institutions; Presidential Decisions and Actions; Technology	Standards 1, 2, 3, and 5: United States and New York History; World History; Geography; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2019 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 18, 2019 — 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 United States History and Government*.

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

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

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

Document 1a

**“AND REMEMBER, NOTHING CAN BE
ACCOMPLISHED BY TAKING TO THE STREETS”**



Source: Herblock, *Washington Post*, September 6, 1963 (adapted)

Document 1b

**If You Miss Me At
the Back of the Bus**

If you miss me at the back of the bus
you can't find me nowhere
come on over to the front of the bus
I'll be riding up there. . . .

If you miss me on the picket line
you can't find me nowhere
come on over to the city jail
I'll be rooming over there. . . .

If you miss me in the cotton fields
you can't find me nowhere
come on over to the courthouse
I'll be voting right there. . . .

Source: recorded by Pete Seeger, 1963,
written by Carver Neblett

1 Based on these documents, state *one* form of discrimination African Americans experienced in the 1960s.

Score of 1:

- States a form of discrimination African Americans experienced in the 1960s based on these documents
Examples: housing restrictions; school restrictions; public accommodations restrictions; job opportunities are restricted/job discrimination; segregated buses/African Americans had to sit at the back of the bus; African Americans were jailed for picketing/demonstrating; voting restrictions

Score of 0:

- Incorrect response
Examples: African Americans could not work in cotton fields; African Americans joined picket lines; voting took place at courthouses; African Americans had to sit at the front of the bus
- Vague response
Examples: job opportunities; they could be found nowhere; there were rooms in city jails; they could take to the streets
- No response

Document 2

. . . In its regional breadth, the uprising resembled the sit-in movement of 1960. But the 1963 demonstrations [after Birmingham] were more widespread, involved much larger numbers, and drew in people of all ages and backgrounds. To list the places where black people engaged in nonviolent protests would be to name virtually every town and city in the South: about 115 communities experienced 930 demonstrations of one kind or another. The number of people arrested topped 20,000, four times as many as in 1960.

The 1963 surge of nonviolent direct action made the maintenance of segregation in public accommodations untenable [unable to continue]. Black people knew that if segregation could be cracked in Birmingham, it could be cracked anywhere. Birmingham exposed the vulnerability of the South's political regime, and black people seized the opportunity to attack it. In city after city, under the relentless pressure of demonstrations, whites sat down to negotiate. During a single three-week period after Birmingham, the Justice Department noted that 143 cities had acceded [agreed] to some degree of integration. By year's end the number exceeded three hundred. Many cities set up biracial committees that enabled blacks to press for further desegregation. . . .

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

2 According to Adam Fairclough, what was *one* effect of the 1963 demonstrations in Birmingham, Alabama?

Score of 1:

- States an effect of the 1963 demonstrations in Birmingham, Alabama according to Adam Fairclough
Examples: demonstrations became more widespread; demonstrations involved much larger numbers of people; demonstrations drew in people of all ages/backgrounds; nonviolent protests took place in almost every town and city in the South; number of people arrested was almost four times as many as in 1960/more than 20,000 people arrested; maintenance of segregation in public accommodations became untenable; success of Birmingham made people feel segregation could be cracked anywhere; exposed the vulnerability of the South's political regime; black people seized the opportunity to attack the South's political regime; whites sat down to negotiate; in the three-week period after Birmingham, 143 cities agreed to some degree of integration; at the end of 1963, over 300 cities had acceded to some degree of integration; many cities set up biracial committees that enabled blacks to press for further desegregation; nonviolent protests increased

Score of 0:

- Incorrect response
Examples: demonstrations decreased; nonviolent protests were ended; segregation in public accommodations increased; demonstrations involved fewer people
- Vague response
Examples: breadth was regional; places were listed; public accommodations; there was a surge; it was noted
- No response

Document 3

. . . In far too many ways American Negroes have been another nation: deprived of freedom, crippled by hatred, the doors of opportunity closed to hope.

In our time change has come to this Nation, too. The American Negro, acting with impressive restraint, has peacefully protested and marched, entered the courtrooms and the seats of government, demanding a justice that has long been denied. The voice of the Negro was the call to action. But it is a tribute to America that, once aroused, the courts and the Congress, the President and most of the people, have been the allies of progress.

Thus we have seen the high court of the country declare that discrimination based on race was repugnant [disagreeable] to the Constitution, and therefore void. We have seen in 1957, and 1960, and again in 1964, the first civil rights legislation in this Nation in almost an entire century. . . .

The voting rights bill will be* the latest, and among the most important, in a long series of victories. But this victory—as Winston Churchill said of another triumph for freedom—“is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning.”

That beginning is freedom; and the barriers to that freedom are tumbling down. Freedom is the right to share, share fully and equally, in American society—to vote, to hold a job, to enter a public place, to go to school. It is the right to be treated in every part of our national life as a person equal in dignity and promise to all others.

But freedom is not enough. You do not wipe away the scars of centuries by saying: Now you are free to go where you want, and do as you desire, and choose the leaders you please. . . .

This is the next and the more profound stage of the battle for civil rights. We seek not just freedom but opportunity. We seek not just legal equity but human ability, not just equality as a right and a theory but equality as a fact and equality as a result.

For the task is to give 20 million Negroes the same chance as every other American to learn and grow, to work and share in society, to develop their abilities—physical, mental and spiritual, and to pursue their individual happiness. . . .

Source: Lyndon B. Johnson, Commencement Address at Howard University, June 4, 1965

*The Voting Rights Act was signed into law on August 6, 1965.

3a According to President Lyndon B. Johnson, what is *one* achievement of the civil rights movement?

Score of 1:

- States an achievement of the civil rights movement according to President Lyndon B. Johnson
Examples: the courts/Congress/the President/most of the people have become allies of progress; high court of the country has declared discrimination based on race repugnant to the Constitution and therefore void; in 1957, in 1960, and in 1964 first civil rights legislation in almost a century was seen; voting rights bill will be a victory; it is the beginning of freedom; barriers to freedom are tumbling down; African Americans have the right to vote/to hold a job/to enter a public place/to go to school equally in American society

Score of 0:

- Incorrect response
Examples: high court declared discrimination to be part of the Constitution; civil rights legislation ended; the voting rights bill was defeated
- Vague response
Examples: they have been another nation; the doors are closed; it is a tribute; there are too many ways; tumbling down
- No response

3b According to President Lyndon B. Johnson, what is *one* remaining goal for the civil rights movement?

Score of 1:

- States a remaining goal for the civil rights movement according to President Lyndon B. Johnson
Examples: to gain not just freedom but opportunity; to obtain not just legal equity but human ability; to obtain not just equality as a right and a theory but equality as a fact and equality as a result; to give African Americans the same chance as every other American to learn and grow/to work and share in society/to develop their abilities; to give African Americans the same chance to develop their physical, mental, and spiritual abilities to pursue individual happiness

Score of 0:

- Incorrect response
Examples: to stop legal equity; to gain opportunities but not freedom; to defeat the voting rights bill
- Vague response
Examples: to make it a profound state; the same chance; to put it in every part of our life
- No response

Document 4

... As the U.S. commitment increased, so did the number of bombs dropped on the North, the volume of North Vietnamese coming into the South, the fervor of the protest movement, the billion dollar military grants, and the number of casualties. Johnson's pledge to fight communism in Southeast Asia had degenerated into what anti-war folk singer Pete Seeger labeled "the Big Muddy." And yet, the refrain of that song said, "the old fool says to push on." Tempers on both sides flared as the body counts increased, and each night's TV broadcasts introduced American viewers to faraway hell holes where their sons, brothers, friends, and husbands were stepping on land mines, perishing in Vietcong mantraps, and being cut down in hand-to-hand combat. The week of September 18–24 brought with it a grim statistic: 142 U.S. soldiers killed, 825 wounded, 3 missing—the war's highest toll in 1966. . . .

Every time American troops won a small victory or held a strategic position, the President's advisers used the occasion to press for more troops and more money. These were vital, they repeatedly declared, to consolidate our gains and increase our advantages. The monthly draft was doubled several times, up to 46,000 a month in October 1966, as General Westmoreland constantly increased his call for troops. He had almost a half-million men in combat by April 1967. By the following year, he told the President, he would need almost 700,000. With that number, he said, we could win the war in two years. The "light at the end of the tunnel," which President Johnson optimistically referred to in his news broadcasts, had dimmed considerably since his earlier predictions. . . .

Source: Toby Goldstein, *Waking from the Dream: America in the Sixties*, Julian Messner, 1988

4 According to Toby Goldstein, what were *two* reasons for the development of the anti–Vietnam War movement?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason for the development of the anti–Vietnam War movement according to Toby Goldstein

Examples: the number of bombs dropped increased; the draft continued to increase; the increasing number of casualties/body counts; the cost of the war/billion dollar military grants increased; the television broadcasts about the horrors of war/television broadcasts introduced Americans to hell holes; sons/brothers/friends/husbands were stepping on land mines/soldiers were perishing in Vietcong mantraps/soldiers were being cut down in hand-to-hand combat; the United States commitment increased/almost a half-million men were in combat by April 1967; Johnson's advisors pressed for more troops/the monthly draft was doubled several times/46,000 were drafted in October 1966/General Westmoreland constantly increased his call for troops/Westmoreland wanted almost 700,000 men by 1968; Johnson's advisors pressed for more money every time American troops won a small victory/held a strategic position; the week of September 18–24 brought the war's highest toll of Americans killed and wounded in 1966; President Johnson's optimistic predictions of victory had dimmed considerably/the light at the end of the tunnel had dimmed/there was no end in sight to the war

Note: To receive maximum credit, two *different* reasons for the development of the anti–Vietnam War movement must be stated. For example, *the monthly draft was doubled several times* and *General Westmoreland constantly increased his call for troops* are the same reason expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the monthly draft decreased; television broadcasts did not report on the Vietnam War; 700,000 were drafted in October 1966; United States commitment ended; statistics predicted victory
- Vague response
Examples: predictions were made; it was repeatedly declared; a pledge was made; advantages were consolidated
- No response

Document 5

American protest against the war in Vietnam was begun and sustained by American citizens who believed that in a representative democracy, individuals can make themselves heard and, more, can affect public policy.

To us, the antiwar movement during the Vietnam era is important not because it stopped the war, which it may or may not have done; rather, it is important because it existed. It is a reminder to Americans that times come when citizens can and, indeed, must challenge their government's authority. . . .

Every war has had its opponents. There was a sizable antiwar sentiment in Great Britain during the South African War (1899–1902), and in America there has always been during every war a small protest movement—most notably, until Vietnam, during the Mexican War in 1846–48 and the Philippine Insurrection in 1899–1901. But the Vietnam War was different: increasingly unpopular, undeclared and therefore in the opinion of many citizens illegal and unconstitutional as well, it was the most frustrating war in American history, and the ugliest, and the longest. The movement opposing it had years in which to grow. . . .

Source: Nancy Zaroulis and Gerald Sullivan, *Who Spoke Up?: American Protest Against the War In Vietnam, 1963–1975*, Holt, Rinehart and Winston, 1984

5 According to Nancy Zaroulis and Gerald Sullivan, what was *one* reason for protest against the Vietnam War?

Score of 1:

- States a reason for protest against the Vietnam War according to Nancy Zaroulis and Gerald Sullivan
Examples: protesters believed that in a representative democracy individuals could make themselves heard; protesters believed they can affect public policy; the war was increasingly unpopular; the war was undeclared; in the opinion of many citizens the war was illegal/unconstitutional; the war was the most frustrating/ugliest/longest war in American history

Score of 0:

- Incorrect response
Examples: protests were declared illegal/unconstitutional; it demonstrated that individuals cannot affect public policy; the war was popular; there was never a protest movement during any previous war
- Vague response
Examples: it was begun; it is important; it is a reminder; it was small
- No response

Document 6

... The impact of the antiwar protests remains one of the most controversial issues raised by the war. The obvious manifestations [displays] of dissent in the United States probably encouraged Hanoi's will to hold out for victory, although there is nothing to suggest that the North Vietnamese would have been more compromising in the absence of the movement. Antiwar protest did not turn the American people against the war, as some critics have argued. The effectiveness of the movement was limited by the divisions within its own ranks. Public opinion polls make abundantly clear, moreover, that a majority of Americans found the antiwar movement, particularly its radical and "hippie" elements, more obnoxious than the war itself. In a perverse sort of way, the protest may even have strengthened support for a war that was not in itself popular. The impact of the movement was much more limited and subtle. It forced Vietnam onto the public consciousness and challenged the rationale of the war and indeed of a generation of Cold War foreign policies. It limited Johnson's military options and may have headed off any tendency toward more drastic escalation. Perhaps most important, the disturbances and divisions set off by the antiwar movement caused fatigue and anxiety among the policymakers and the public, and thus eventually encouraged efforts to find a way out of the war. ...

Source: George C. Herring, *America's Longest War: The United States and Vietnam, 1950–1975*, Alfred A. Knopf, 1986 (adapted)

6a According to George C. Herring, what was *one* way the anti–Vietnam War movement was *not* successful?

Score of 1:

- States a way the anti–Vietnam War movement was not successful according to George C. Herring
Examples: it probably encouraged Hanoi's will to hold out for victory; it did not turn the American people against the war; divisions within its own ranks limited the movement's effectiveness; a majority of Americans found the movement more obnoxious than the war itself; it may have strengthened support for a war that was not in itself popular

Score of 0:

- Incorrect response
Examples: it turned the American people against the war; most Americans supported its radical elements; it increased Johnson's military options; it drastically increased escalation of the war; it discouraged efforts to find a way out of the war
- Vague response
Examples: there was an impact; controversial; manifestations were obvious; public opinion polls; it was abundantly clear
- No response

6b According to George C. Herring, what was *one* way the anti–Vietnam War movement was successful?

Score of 1:

- States a way the anti–Vietnam War movement was successful according to George C. Herring
Examples: it forced Vietnam onto the public consciousness; it challenged the rationale of the war; it challenged a generation of Cold War foreign policies; it limited Johnson’s military options; may have headed off any tendency toward more drastic escalation of the war; caused fatigue/anxiety among policymakers; eventually encouraged efforts to find a way out of the war

Score of 0:

- Incorrect response
Examples: gave support to Cold War foreign policies; it increased Johnson’s military options; increased support for escalation of the war
- Vague response
Examples: hippies became popular; it challenged; it encouraged efforts
- No response

Document 7

. . . For the first time in the history of the world, every human being is now subjected to contact with dangerous chemicals, from the moment of conception until death. In the less than two decades of their use, the synthetic pesticides have been so thoroughly distributed throughout the animate and inanimate world that they occur virtually everywhere. They have been recovered from most of the major river systems and even from streams of groundwater flowing unseen through the earth. Residues of these chemicals linger in soil to which they may have been applied a dozen years before. They have entered and lodged in the bodies of fish, birds, reptiles, and domestic and wild animals so universally that scientists carrying on animal experiments find it almost impossible to locate subjects free from such contamination. They have been found in fish in remote mountain lakes, in earthworms burrowing in soil, in the eggs of birds—and in man himself. For these chemicals are now stored in the bodies of the vast majority of human beings, regardless of age. They occur in the mother's milk, and probably in the tissues of the unborn child. . . .

Source: Rachel Carson, *Silent Spring*, Houghton Mifflin, 1962

7 According to Rachel Carson, what is *one* issue that has led to concerns about the environment?

Score of 1:

- States an issue that has led to concerns about the environment according to Rachel Carson
Examples: every human being is subjected to contact with dangerous chemicals; synthetic pesticides have been distributed throughout the animate and inanimate world/synthetic pesticides can occur virtually everywhere; synthetic pesticides have been recovered from major river systems/from streams of groundwater; residues of chemicals linger in soil for years; chemicals have lodged in the bodies of fish/birds/reptiles/domestic animals/wild animals; scientists have found it almost impossible to locate subjects free from contamination; contaminants have been found in fish in remote mountain lakes/contaminants have been found in earthworms burrowing in soil/in eggs of birds/in man; chemicals are stored in the bodies of the vast majority of human beings; contaminants occur in mother's milk/probably in the tissue of an unborn child; synthetic pesticides; dangerous chemicals

Score of 0:

- Incorrect response
Examples: most humans have no contact with chemicals; synthetic pesticides have been eliminated; scientists have found many subjects that are not contaminated; chemicals disappear when put in soil
- Vague response
Examples: it happened for the first time; it is less; they have been recovered; they have entered; it is almost impossible
- No response

Document 8a

Millions Join Earth Day Observances Across the Nation



Throngs jamming Fifth Avenue yesterday in response to a call for the regeneration of a polluted environment.

Source: *New York Times*, April 23, 1970 (adapted)

Document 8b

Earth Day, the first mass consideration of the globe's environmental problems, preempted [commanded] the attention and energies of millions of Americans, young and old, across the country yesterday. . . .

Organizers of Earth Day said more than 2,000 colleges, 10,000 grammar and high schools, and citizen groups in 2,000 communities had indicated intentions of participating. . . .

The purpose of the observance was to heighten public awareness of pollution and other ecological problems, which many scientists say urgently require action if the earth is to remain habitable. . . .

Summarizing the implications of the day's activities, Senator Nelson said:

"The question now is whether we are willing to make the commitment for a sustained national drive to solve our environmental problems." . . .

Source: Gladwin Hill, "Activity Ranges From Oratory to Legislation," *New York Times*, April 23, 1970

8 Based on these documents, state *one* reason the observance of Earth Day is important to the environmental movement.

Score of 1:

- States a reason the observance of Earth Day is important to the environmental movement based on these documents

Examples: millions of Americans gathered to support the regeneration of a polluted environment; Earth Day in 1970 was the first mass consideration of the globe's environmental problems; in 1970 Earth Day commanded the attention/energies of millions of Americans young and old across the country; millions joined Earth Day observances across the nation in 1970; more than 2,000 colleges/10,000 grammar and high schools/citizen groups in 2,000 communities/young and old joined Earth Day celebrations in 1970; it increased public awareness of pollution; scientists say ecological problems urgently require action if Earth is to remain habitable

Score of 0:

- Incorrect response
Examples: observances were only held in New York; college students did not participate; people are not willing to make a commitment; it decreased public awareness of pollution
- Vague response
Examples: it was regenerated; it was preempted; there were implications
- No response

Document 9a

. . . Earth Day had consequences: it led to the Clean Air Act of 1970, the Clean Water Act of 1972, and the Endangered Species Act of 1973, and to the creation, just eight months after the event, of the Environmental Protection Agency. Throughout the nineteen-seventies, mostly during the Republican Administrations of Richard Nixon and Gerald Ford, Congress passed one environmental bill after another, establishing national controls on air and water pollution. And most of the familiar big green groups are, in their current form, offspring of Earth Day. Dozens of colleges and universities instituted environmental-studies programs, and even many small newspapers created full-time environmental beats. . . .

Source: Nicholas Lemann, "When the Earth Moved: What Happened to the Environmental Movement?"
The New Yorker, April 15, 2013

9a According to Nicholas Lemann, what is *one* impact of Earth Day?

Score of 1:

- States an impact of Earth Day according to Nicholas Lemann
Examples: it led to the Clean Air Act of 1970/the Clean Water Act of 1972/the Endangered Species Act of 1973; it led to the creation of the Environmental Protection Agency; Congress passed one environmental bill after another; many environmental bills were passed during the administrations of Nixon/Ford; national controls were established on air pollution/water pollution; many current environmental groups are an offspring of Earth Day; environmental-studies programs were instituted in colleges/universities; many small newspapers created full-time environmental beats

Score of 0:

- Incorrect response
Examples: Environmental Protection Agency was abolished; Nixon and Ford vetoed all environmental bills; environmental studies programs are required in high school
- Vague response
Examples: consequences; there is an offspring; small newspapers have increased
- No response

Document 9b

My work at NRDC has brought me to the front lines of the climate crisis. I have flown over the massive tar sands strip mines in the boreal forest. I have visited the homes of people coping with frack pads [an area of land used in the fracking process] and wastewater ponds in their backyards. And I have helped my neighbors recover from the devastation of Superstorm Sandy. . . .

Never in my lifetime have the challenges been greater than those we face from climate change. Never have the solutions been more clearly at hand. We know how to defuse the climate threat. We just have to act now. . . .

It's time for us, as Americans, to state as a national goal that we'll hit fast-forward on efforts to clean up our carbon pollution, invest in energy efficiency and shift to renewable power so that we will become a carbon-neutral nation that no longer contributes to climate change. . . .

We have already begun slashing climate change pollution. More than 3.4 million Americans are on the job every day helping to clean up our dirty power plants, get more electricity from the wind and sun, manufacture more hybrid and electric cars, and cut energy waste in our homes, at work and on the road. . . .

The modern environmental movement exists for one purpose: we're here to change the world—to become a place where we care for the natural systems of the Earth as if our very lives depended on them, because they do. That is not yet the world we live in. It is the world we must create.

Source: Frances Beinecke, "The World We Create: My New Book and a Message of Hope for the Planet," *Switchboard: National Resources Defense Council Blog*, October 14, 2014

9b According to Frances Beinecke, state *one* reason the environmental movement continues to be important.

Score of 1:

- States a reason the environmental movement continues to be important according to Frances Beinecke
Examples: massive tar sands strip mines remain in the boreal forest; people are still coping with frack pads; there are still wastewater ponds in people's backyards; devastation of Superstorm Sandy; carbon pollution needs to be cleaned up; the nation continues to contribute to climate change; Americans need to continue to reduce climate change pollution; dirty power plants still need to be cleaned up; Americans still need to get more electricity from wind/sun; more hybrid/electric cars still need to be manufactured; energy waste still needs to be cut in homes/at work/on the road; to change the world and save our lives; natural systems of Earth need to be cared for as if our lives depended on them/because our lives depend on them; we need to be protected against future superstorms

Score of 0:

- Incorrect response
Examples: manufacturing of cars needs to end; power plants need to be increased; fracking has ended
- Vague response
Examples: Beinecke president of the Natural Resources Defense Council; it is on the lines; the world is changing; get more electricity
- No response

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

Historical Context: In the decades following World War II, significant domestic and foreign policy issues led to political and social tensions in the United States. These issues motivated individuals and groups to organize protest movements to bring about change. Protest movements such as the *civil rights movement*, the *anti-Vietnam War movement*, and the *environmental movement* met with varying degrees of success.

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

- Describe the historical circumstances surrounding the protest movement
- Discuss the extent to which the protest movement was successful

Scoring Notes:

1. This document-based question has a minimum of *four* components (discussing the historical circumstances surrounding *each* of *two* protest movements and the extent to which *each* protest movement was successful).
2. The description of historical circumstances may be immediate or long term.
3. Actions taken by protesters may be included as part of the discussion of the extent to which the protest movement was successful.
4. The information used to discuss a protest movement may be similar for both protest movements, but the specific facts and details will vary, e.g., the influence of Pete Seeger's music may be used in a discussion of the civil rights movement and of the anti-Vietnam War movement.
5. The extent to which the protest movement was successful may be discussed from different perspectives as long as the positions taken are supported with accurate historical facts and examples.
6. The use of language that appears in the documents should not be penalized, e.g., historically accepted terms for African Americans.
7. Only two protest movements should be chosen from the historical context. If three protest movements are addressed, only the first two protest movements should be scored.
8. For the purpose of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 8a, 8b, 9a, and 9b may be considered as separate documents *if* the response uses specific separate information from *each* document.

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

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

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding **each** of **two** protest movements and discussing the extent to which each protest movement was successful
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *civil rights movement*: connects the influence of World War II on the development of the civil rights movement and the long-term societal segregation of African Americans to the success of the movement in generating congressional support for legislation prohibiting racial discrimination and to the ongoing challenges of addressing the problem of racism and de facto segregation; *anti-Vietnam War movement*: connects the resentment over President Lyndon Johnson's escalation of the war, rising death tolls, and the expense of an undeclared Southeast Asian war to Johnson's loss of support, the upheaval of 1968, the impact of Nixon's decision to expand the war into Cambodia, and the eventual congressional repeal of the Tonkin Gulf Resolution
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to protest movements (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *civil rights movement*: end of Reconstruction; Truman's desegregation of armed forces; de jure segregation; *Brown v. Board of Education*; demonstrations in Birmingham; Civil Rights Act of 1964; Voting Rights Act of 1965; presidents Eisenhower, Kennedy, and Johnson; black protests in Watts; racial discrimination; housing restrictions; *anti-Vietnam War movement*: Truman Doctrine; Cold War; antiwar sentiment; escalation of the war; Kent State; Pete Seeger; television; radical fringe; Nixon Doctrine; Vietnam Syndrome
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one protest movement more thoroughly than the second protest movement
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *civil rights movement*: discusses the impact that the end of Reconstruction had on African American rights and the long-term societal segregation that led to the movement and its success in influencing the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965; *anti-Vietnam War movement*: discusses the Americanization and escalation of the war, the public's growing impatience with the United States failure to achieve victory, and a reevaluation of global commitments as evidenced by the Vietnam Syndrome
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Civil Rights Movement

Key Ideas from Documents 1–3

Historical Circumstances	Extent of Success
<p>Doc 1—Restrictions facing African Americans (housing, schools, public accommodations, job opportunities, transportation)</p> <p>Expectation that African Americans will sit at the back of the bus</p> <p>Expectation that African Americans will be jailed for protests</p> <p>Expectation that African Americans will leave the cotton fields and be voting at the courthouse</p> <p>Doc 3—African Americans treated as another nation (deprived of freedom, crippled by hatred, doors of opportunity closed)</p> <p>Justice denied to African Americans</p>	<p>Doc 2—1960 sit-in movement</p> <p>Demonstrations in Birmingham, Alabama in 1963</p> <p>Demonstrations after Birmingham (more widespread, larger numbers, people of all ages and backgrounds)</p> <p>Nonviolent protests in many towns and cities in South (about 115 communities, 930 demonstrations)</p> <p>Number of people arrested over 20,000 (four times as many as 1960)</p> <p>Maintenance of segregation in public accommodations untenable (1963 surge of nonviolent direct action)</p> <p>Belief of African Americans that segregation could be cracked anywhere after Birmingham</p> <p>Attack on South’s political regime after vulnerability exposed by Birmingham</p> <p>Negotiation by whites in city after city as a result of relentless pressure of demonstrations (some degree of integration in three-week period after Birmingham acceded to by 143 cities which exceeded 300 by end of 1963; biracial committees set up by many cities)</p> <p>Doc 3—Courts, Congress, president, and most people allies of progress made by African Americans</p> <p>Declaration from Supreme Court that discrimination based on race void as repugnant to Constitution</p> <p>Passage of civil rights legislation (1957, 1960, 1964)</p> <p>Voting rights bill the “end of the beginning” (right to share in American society, right to vote, right to hold a job, right to enter a public place, right to go to school, right to be treated in every part of national life as person equal in dignity and promise)</p> <p>African Americans seeking not just freedom but opportunity, not just legal equity but human ability, not just equality as a right but equality as a fact and a result</p> <p>Same chance for African Americans as every other American (to learn and grow; to work and share in society; to develop physical, mental, and spiritual abilities; to pursue individual happiness)</p>

Civil Rights Movement

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Extent of Success
Impact of end of Reconstruction on African American civil rights	Positive influence of nonviolent protests on public attitudes
Passage of state legislation restricting African American civil rights (Jim Crow laws, grandfather clause, literacy tests, poll taxes)	Inspiration as a result of perseverance and dedication (Montgomery bus boycott, Greensboro, Freedom Riders)
Judicial interpretation narrowing scope of 14th amendment (1883 <i>Civil Rights Cases</i> , <i>Plessy v. Ferguson</i> , 1896)	Increase in African American confidence from organized protests (NAACP, SCLC, SNCC, CORE, March on Washington)
Early attempts to address issues of equality (Booker T. Washington, W. E. B. Du Bois, Niagara Movement, NAACP)	Federal intervention to ensure justice (federal marshals supporting Freedom Riders, James Meredith)
Details surrounding de facto segregation and discrimination in the North	Increase in congressional commitment to equality (details about Civil Rights Acts of 1957 and 1964, Fair Housing Act of 1968, 24th amendment)
Continuation of racial inequality despite African American contributions during world wars (resurgence of Ku Klux Klan in 1920s, racial violence, resistance to integration)	Increase in presidential commitment to equality (Eisenhower's enforcement of <i>Brown v. Board of Education</i> , Kennedy's support for March on Washington, Johnson's Great Society programs)
Executive order of President Truman to desegregate armed forces	Expansion of campaign for voting rights (SNCC activities, Freedom Summer, Selma March)
Assertiveness after World War II (NAACP legal challenges, returning veteran activism, Montgomery bus boycott, Little Rock Nine, Freedom Riders)	Increased number of African American voters and officeholders (outlawing of literacy tests, federal supervision of voting)
Emergence of strong leadership (Thurgood Marshall, Martin Luther King Jr., Ralph Abernathy)	Banning of discrimination in employment and public accommodations
	Implementation of busing to achieve racial balance in northern cities' schools
	Adaptation of strategies and tactics by other reform movements (antiwar, women's rights, gay rights, disability rights, Mexican-Americans, Native American Indians)
	Emergence of Black Nationalism and Black Power movements (Malcolm X, Black Panthers)
	Growing disillusionment with nonviolent strategy
	Decline of public support in 1970s (growing civil rights radicalism, opposition to busing mandates, opposition to affirmative action)
	Continuation of de facto segregation and allegation of police violence, suppression of black vote, racial profiling

Anti-Vietnam War Movement

Key Ideas from Documents 4–6

Historical Circumstances	Extent of Success
<p>Doc 4—Increased commitment to the war by United States</p> <p>Increase in number of bombs dropped on North Vietnam, volume of North Vietnamese entering South Vietnam, fervor of protest movement, number of billion-dollar military grants for Vietnam, number of casualties</p> <p>Pledge by President Johnson to fight communism in Southeast Asia</p> <p>Increase in body counts leading to tempers flaring on both sides</p> <p>Nightly television broadcasts of news from Vietnam (sons, brothers, friends, and husbands stepping on land mines, perishing in Vietcong mantraps, being cut down in hand-to-hand combat)</p> <p>Highest toll of 1966, week of September 18–24 (142 United States soldiers killed, 825 wounded, 3 missing)</p> <p>President’s advisors pressing for more troops and more money to consolidate gains and increase advantages</p> <p>Repeated doubling of monthly draft (up to 46,000 a month in October 1966)</p> <p>General Westmoreland’s constant call to increase troops (a half-million in combat by April 1967, he told president he needed almost 700,000 for 1968)</p> <p>Duration of war longer than expected</p> <p>Doc 5—Precedent of opposition to war (Great Britain during South African War, 1899–1902; Mexican American War, 1846–48; Philippine Insurrection, 1899–1901)</p> <p>Differences in Vietnam War from previous wars (unpopular, undeclared, most frustrating war in American history, ugliest war, longest war)</p> <p>Opinion of many citizens that Vietnam War illegal and unconstitutional</p>	<p>Doc 5—Reinforcement of American citizens’ belief that in a representative democracy individuals can make themselves heard and can affect public policy</p> <p>Role of antiwar movement in stopping war (reminder to Americans that times come when citizens can and must challenge government’s authority)</p> <p>Doc 6—Possible encouragement of Hanoi to hold out for victory because of manifestations of dissent in United States</p> <p>Divisions within ranks limiting effectiveness of movement</p> <p>Antiwar movement more obnoxious than war itself for majority of Americans (radical and “hippie” elements of movement)</p> <p>Role in strengthening support for unpopular war</p> <p>Role in forcing Vietnam onto the public consciousness</p> <p>Challenge to rationale of war</p> <p>Challenge to generation of Cold War foreign policies</p> <p>Role in limiting Johnson’s military options</p> <p>Role in reducing tendency toward more drastic escalation</p> <p>Role of fatigue and anxiety of policymakers and public that led to efforts to find a way out of war</p>

Anti-Vietnam War Movement

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Extent of Success
Authoritarian, corrupt South Vietnamese government Conflict seen as Vietnamese civil war, not vital to American security Americanization and escalation of war following Tonkin Gulf Resolution Growth of deficit spending, higher taxes, inflationary trends Limits on spending for Great Society Draft of disproportionate number of minorities and poor Widening of credibility gap after Tet Offensive Widening of war into Cambodia Attitude that global military containment not sustainable or in our best interest Curbing military draft deferments	Increase in refusals to register for draft or obey draft orders (conscientious objectors, draft card burnings, draftees fleeing country) Decrease in support for war (campus protests, athletes, Peace Corps volunteers, clergy, soldiers, veterans, civil rights leaders) Impact on national politics (President Johnson's decision not to run for reelection, antiwar candidacies of Eugene McCarthy and Robert Kennedy, 1968 Democratic Convention, Nixon's campaign pledge to end the war) Decrease in escalation (Johnson's refusal to send more troops, beginning of peace talks, Vietnamization) Reluctance on part of juries to convict antiwar protesters Erosion of support for war (<i>Pentagon Papers</i> , My Lai massacre, invasion of Cambodia, Kent State) Decline of national support for global military involvement (Nixon Doctrine, Vietnam Syndrome) Reevaluation of domino theory's application to Southeast Asia Influence on congressional passage of War Powers Act in 1973

Environmental Movement

Key Ideas from Documents 7–9

Historical Circumstances	Extent of Success
<p>Doc 7—Every human being subjected to contact with dangerous chemicals</p> <p>Occurrence of synthetic pesticides throughout animate and inanimate world</p> <p>Synthetic pesticides in most major river systems and streams of groundwater</p> <p>Lingering residues of chemicals in soil for dozens of years</p> <p>Impossible for scientists to locate subjects free from contamination (fish, birds, reptiles, domestic and wild animals)</p> <p>Chemicals in bodies of majority of human beings, regardless of age</p> <p>Publication of Rachel Carson’s <i>Silent Spring</i></p> <p>Doc 8—Need for urgent action according to scientists if Earth to remain habitable (pollution, other ecological problems)</p> <p>Doc 9—Existence of massive tar sands strip mines in boreal forest</p> <p>Frack pads and wastewater ponds in backyards of homeowners</p> <p>Challenges of climate change (devastation of Superstorm Sandy)</p> <p>Need to become carbon-neutral nation (clean up carbon pollution, invest in energy efficiency, shift to renewable power)</p>	<p>Doc 8—Millions joining Earth Day observances across the nation in 1970</p> <p>Call for cleaning up a polluted environment answered by throngs of people in New York City</p> <p>First mass consideration of globe’s environmental problems (1970 Earth Day)</p> <p>Attention from millions of Americans, young and old, for 1970 Earth Day</p> <p>Probable participation for 1970 Earth Day of more than 2,000 colleges, 10,000 grammar and high schools, and citizen groups in 2,000 communities</p> <p>Increased public awareness of pollution and other ecological problems to help earth remain habitable</p> <p>Questionable if people willing to make commitment for sustained national drive to solve environmental problems</p> <p>Doc 9—Consequences of Earth Day (Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, creation of Environmental Protection Agency, 1970)</p> <p>Passage of environmental bills during administrations of Nixon and Ford establishing national controls on air and water pollution</p> <p>Earth Day inspiration for establishment of environmental groups</p> <p>Contribution of Earth Day to institution of environmental studies programs at colleges and universities</p> <p>Creation of full-time environmental beats by many small newspapers</p> <p>Creation of Natural Resources Defense Council to write and lobby for public policy to protect environment</p> <p>Efforts to clean up climate change pollution (cleaning up dirty power plants, getting more electricity from wind and sun, manufacturing more hybrid and electric cars, cutting energy waste in homes, at work, and on the road)</p> <p>Efforts underway to create a world where natural systems of Earth cared for as if lives depended on them</p>

Environmental Movement

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Extent of Success
Impact on environment of westward movement (destruction of buffalo, logging, mining, over-cultivation, Dust Bowl) Growth in public awareness of environmental issues (role of Progressive movement, Gifford Pinchot, John Muir, Theodore Roosevelt, national parks, Sierra Club, Franklin D. Roosevelt, Civilian Conservation Corps) Implication of toxic pesticides on food chain (DDT) Impact of post–World War II economic growth (human and industrial waste, radioactive waste, extraction of natural resources)	Kennedy’s support for Carson’s research with appointment of Science Advisory Committee Nixon’s National Environmental Policy Act Expansion in role of government (banning of DDT, 1964 National Wilderness Preservation System, Occupational Safety and Health Administration, state conservation departments, local recycling initiatives) Increase in individual and group efforts (Jacques Cousteau, Greenpeace, Environmental Defense Fund, wildlife sanctuaries, Pete Seeger, Hudson River conservation efforts) Inspiration for political activism on other health-related environmental issues (acid rain, toxic waste, Love Canal, nuclear energy, Three Mile Island, PCB dredging, Keystone XL pipeline) Reduction in pollution (unleaded gas, electric cars, public transportation) Growth in alternative energy sources (wind power, solar power) Debate over issue of global warming Tension between environmental action and economic development

With newfound modernization in America in the decades following World War II, our nation's tradition of promotion of liberty and free speech incited reformers to speak out about causes they were passionate about rousing change for. Among these domestic issues, movements for civil rights and our environment grew to impressive proportions. Through increased public awareness and persistent promotion of their cause, these groups found success in facilitating the change they wanted to see in the world.

Firstly, the civil rights movement, particularly for the African American community, faced many obstacles in achieving their goal of true equality and genuine integration. Even though blacks were freed from slavery with the 13th Amendment in 1865, at the end of World War II they were still waiting for their "freedom" in a society that reinforced the theme of white supremacy, especially in the South where slavery used to be heavily prevalent. Racism, discrimination, and prejudice continued to inhibit African American liberties, and affected their level of economic success in life. Historically notable events in the 19th century like the Dred Scott decision branded blacks as property. This decision was overturned when the 14th Amendment was passed giving them citizenship. Despite becoming citizens cases such as Plessy vs. Ferguson encouraged societal segregation with the "separate but equal" doctrine as did Jim Crow laws. Fast forward to post-World War II, African Americans were sick of their unfair and unjust treatment, and were no longer satisfied with being deprived of the freedom our nation stands for. They had done their patriotic duty and fought our enemies during the war in mostly segregated units and returned to the United States to face restrictions at every turn.

Many frustrated individuals spoke out believing they could only accomplish change “by taking to the streets” (Document 1a). Martin Luther King Jr., for example, utilized nonviolent protest to make his voice heard. Leading the protest against segregated buses in Montgomery Alabama, a year long boycott resulted in success and encouraged African American activism across the country. His Christian principles and righteous way of fighting, speaking, and writing in support of civil rights encouraged people to take him and his message seriously whether it be during the sit-in movements or the Birmingham demonstrations. His words about injustice inspired his followers and helped many Americans understand the discrimination faced by African Americans. His letter from a Birmingham jail exemplified this, and his efforts/protests in Birmingham created a ripple effect that helped facilitate Congressional passage of the 1964 Civil Rights Act that furthered the integration of African Americans to society (Document 2). The country saw Thurgood Marshall appointed as the First African American supreme court justice, and he used his position to encourage equality in society, for both blacks and whites. As a NAACP lawyer he had earlier argued for the desegregation of schools in the supreme court case Brown vs. Board of Education which reversed Plessy vs. Ferguson and found that “separate but equal” is not constitutional, which more Americans were agreeing with. The restrictions based on color in public schools were no longer acceptable, and this decision was enforced by federal troops sent by President Eisenhower in the Little Rock incident (Document 1a). President Kennedy also sent troops to protect James Meredith at the University of Mississippi. The civil rights movement was improving

African American access to schools and colleges which would mean better economic opportunities. Athletes also made a difference. Jackie Robinson was the first African American baseball player to be signed by a major league team and this integration into America's signature past-time truly marked a gradual shift in white attitudes about the segregation blacks faced. As more black athletes were given opportunities to compete at the highest levels of sports, attitudes about equality became more positive. Eventually, Robinson also became active in the civil rights protest movement. Overall, this protest movement was successful on many levels. As conveyed by the notable figures above, African Americans mainstreamed into various areas of American life and became role models for African Americans and others who were working to gain equality. With the passage of the Voting Rights Act more African Americans would vote and run for office. African Americans were elected to Congress and in 2008 an African American was elected president. However, even today, racism does exist, and people still continue to fight it with movements like black lives matter, which reminds us that the country still has a long way to go before full equality is achieved for every American.

Similarly, the environmental movement was brought about by people who were sick of seeing our world destroyed by pollution and reckless industrial practices. Ever since the American Industrial Revolution, our nation has been pumping dangerous toxins into our air and water that affect both us as humans, as well as our ecosystem (Document 7). With awareness from environmental enthusiasts, such as Theodore Roosevelt, the federal government began conservation measures in the late 1800s and early 1900s adding land to national

forests and setting up irrigation projects and wildlife sanctuaries, beginning a national commitment that has grown stronger. Chemical industries led to dangerous air and water pollutants as did the increased use of automobiles in the years following World War II. Rachel Carson's "Silent Spring" created concerns about the affects of DDT on everything in the "animate and inanimate world" (Document 7). Environmental activists in cities such as Los Angeles expressed concerns about the effects of smog on peoples' health and city life. Although environmentalists were sometimes criticized for exaggerating problems, they eventually persuaded the government and others that their facts were accurate and threats to the environment were very real. Republicans and Democrats have worked to address these issues at the federal level with the passage of environmental bills such as the Clean Air Act of 1970, the Clean Water act of 1972, and the Endangered Species Act of 1973 (Document 9a). With increased public awareness, environmentalists have successfully exposed and promoted how we are harming our Earth and what we can do to fix this alarming trend. Toxic waste disposal in waterways and smog alerts have declined. Birds such as the bald eagle have been saved from extinction. Recycling programs, although now in decline, started all over the country. Local and state governments have expanded their efforts to promote a cleaner environment, sometimes going beyond national government efforts. For example, the BP oil spill in the 2000s enraged Americans nationwide, as people saw horrific pictures of sealife drenched and often suffocated by the oil that escaped. Volunteers showed up from all over the country to help save marine life in the Gulf of Mexico. Seeing the clear dangers of not

treating our environment properly, more than ever people began to advocate for safer transport of oil after the Exxon Valdez catastrophe. Much was accomplished by Americans doing their part in their communities. Earth Day, celebrated throughout our country, hardwires this move for change, as elementary schools gather all the grades together to sing Earth Day songs that encourage preservation: “everyday is earthday”, “lets keep the skies blue”, and “for your friends and families and animals too” (Document 8). Overall, the environmental movement has been successful! However, environmental challenges continue even though some people think the movement has accomplished enough. The many possible effects of rising temperatures have become major points of disagreement in American political life. Many environmentalists believe it will take a major government initiative like in the 1970s to protect our country’s and the world’s environment.

Ultimately, both the civil rights movement and the environmental movement illustrate the extent of reforms our society has faced, and how generations have transitioned to increasing awareness about current social and political issues that they had not worried about in the past. Though they have not yet completely accomplished their goal, even to present day we consistently make an effort to create a better world and life for all Americans, regardless of color and race.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the civil rights movement and for the environmental movement
- Is more analytical than descriptive (*civil rights*: racism, discrimination, and prejudice continued to inhibit African American liberties; access to schools and colleges improved economic opportunities; African Americans mainstreamed into various areas of American life; still long way to go before full equality achieved; *environmental*: world being destroyed by pollution and reckless industrial practices; since Industrial Revolution nation pumping toxins into air and water; environmentalists criticized for exaggerating problems but facts accurate and threats real; environmentalists exposed how we are harming Earth and promoted what we can do to fix it; many environmentalists believe it will take a major government initiative like in 1970s to protect our country's and world's environment)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*civil rights*: slaves freed with 13th amendment; *Dred Scott* decision overturned with 14th amendment; *Plessy v. Ferguson* and Jim Crow laws encouraged segregation; African Americans in mostly segregated units during World War II; successful boycott against segregated buses in Montgomery; Martin Luther King Jr.'s "Letter from a Birmingham Jail"; Thurgood Marshall argued for desegregation in *Brown v. Board of Education*; President Eisenhower sent troops to Little Rock; President Kennedy sent troops to protect James Meredith; Jackie Robinson first African American baseball player to be signed by major league team; Black Lives Matter continues fight against racism; *environmental*: federal government began conservation measures adding land to national forests and setting up irrigation projects and wildlife sanctuaries; chemical industries and automobiles led to dangerous air and water pollutants; bald eagle saved from extinction; recycling programs started all over country; local and state governments expanded efforts to promote cleaner environment; Americans enraged by pictures of sea life drowned and often suffocated after BP oil spill; volunteers came from all over to help save marine life in Gulf of Mexico; advocates for safer transport of oil after Exxon Valdez catastrophe; effects of rising temperatures have become points of disagreement in American political life)
- Richly supports the theme with many relevant facts, examples, and details (*civil rights*: sit-in movements; Birmingham demonstrations; passage of 1964 Civil Rights Act; passage of Voting Rights Act; more African Americans would vote and run for office; *environmental*: Rachel Carson's *Silent Spring*; passage of Clean Air Act of 1970, Clean Water Act of 1972, and Endangered Species Act of 1973; Earth Day celebrated throughout the country)
- Demonstrates a logical and clear plan of organization; includes an introduction that calls both movements a success and a conclusion that notes even though neither movement has completely accomplished its goal, efforts are consistently being made to create a better world

Conclusion: Overall, the response fits the criteria for Level 5. Substantive relevant details support document interpretation and an analytic discussion of both protest movements. Thoughtful conclusions reflect good historical understandings about the role of individuals in the civil rights movement and the political implications of the ongoing 21st century environmental movement.

Protest movements such as the anti-Vietnam War movement and the environmental movement arose as a result of significant political and social tensions present in the United States in the 1960s and 1970s.

America became involved in the Vietnam War to attempt to stop the spread of communism through a policy called "containment". After World War II the Iron Curtain fell in Europe. The United States decided it would economically and militarily help countries threatened by communism. The Truman Doctrine was announced to keep communism out of Greece and Turkey, and this Doctrine was eventually extended to Asia when we fought a war in Korea and applied with the domino theory to Southeast Asia. Money and later troops were sent to aid South Vietnam in their fight against communist North Vietnam, and this was at first supported by most Americans. However, as years passed without a victory over the communists the war began to generate the outrage of thousands of American citizens. They began to believe the United States should not be interfering in a Vietnamese civil war between the North and the South thousands of miles away. They began to question how Vietnam directly affected America's national security. The anti-Vietnam War movement was created as a response to the commitment of more and more troops and weapons to Vietnam which required "billion dollar military grants." (Document 4) The war also created serious divisions in families and communities across the country. The counterculture arose partly out of the uptight and conformity-driven society of the 1950s and its involvement in the antiwar movement had actually rallied support for the Vietnam War. Many Americans saw the

protests as much too radical, obnoxious, and anti-American.

(Document 6, OI)

Though the “hippies” might have strengthened support for a rather unpopular war, other more mainstream antiwar protesters contributed to the moderate success of the anti-Vietnam War movement. As Document 5 states, American protest began as a result of the belief that “in a representative democracy, individuals can make themselves heard and, more, can affect public policy.” American citizens utilized this belief to promote government action to pull America out of the war. The number of Americans challenging the rationale of the war increased. The Gulf of Tonkin Resolution had led to President Lyndon B. Johnson’s escalation of the war without a congressional declaration. This was seen by some protesters as a violation of our system of checks and balances. Vietnam became a frustrating war to protesters and non-protesters alike. No matter how many weapons and bombs were used against the Vietcong it didn’t seem that they could be defeated. After the Tet offensive few saw any “light at the end of the tunnel.” (Document 4) Although some in the military asked for more resources to keep fighting, many more people implored Johnson to cease pressing for more troops and more money for a war that many now considered unconstitutional, unwinnable, and morally wrong.

(Document 4, 5, OI)

Although Johnson was initially reluctant to slow down his militaristic policies, protesters were ultimately successful in helping him to decide not to run for President again and getting people to think about whether it was possible for America to contain communism all over the world. In addition, there were problems here in

America that had to be solved. Money could be better spent on building a "Great Society". The war dragged on into Nixon's presidency with body counts and injuries continuing, as the antiwar movement remained vigilant in opposing the war effort until America finally exited the war, leaving South Vietnam to fend for itself.

In addition to the anti-Vietnam War movement, the ecological movement made many strides in America as activists called for people to better care for the planet and tackle the many ecological issues that arose as a result of both the First and Second Industrial Revolutions and World War II. President Theodore Roosevelt rose awareness for conservation during his presidency which took place during the Progressive Era. He tried to make people understand that the country could run out of natural resources if conservation was not taken seriously. People were complacent because there was so much land and so many forests they didn't think we would ever have to think about it. Roosevelt also believed the federal government had to be active in promoting conservation. He added more land to national forests such as Yosemite and established the Grand Canyon as a national monument to protect it. The environmental movement of the 1960s and 1970s had its origins during Progressivism when the federal government started to abandon its laissez-faire policies and began to realize that they had to play an important planning and financial role in promoting conservation measures. In the 1960s presidents and legislators started to listen to scientists such as Rachel Carson. Writing about the dangers of synthetic pesticides in our water supply and possibly in human tissues Carson, just like Theodore Roosevelt, made people of all ages more environmentally

aware (Document 7). All levels of government had to be involved in the fight to save our environment.

Protesters organized movements they hoped would lead to reduced pollution and carbon dioxide emissions, achieving a major success with the creation of Earth Day, “the first mass consideration of the globe’s environmental problems.” (Document 8b) Earth Day led to the passage of many federal environmental bills and established national controls on air and water pollution, feats that had never been able to be achieved before. (Document 9, 01) States such as New York began water conservation efforts and California passed tougher auto emission regulations. Local governments created opportunities for recycling and local newspaper reporters covered lead contaminated water supplies and disasters such as Three Mile Island. A higher level of public interest was created by the environmental movement.

Though Earth Day has greatly increased awareness of the need to take care of the Earth’s natural systems, the goal to protect the environment still continues as climate crises still remain. Natural disasters can occur at any time, and it is the civic duty of Americans to clean up after disasters such as hurricanes and wild fires, whether it may be helping their neighbor or by making certain they do their best to call attention to the causes of natural disasters. (Document 9b, 01) This will mean in part facing the challenges of climate change and pressuring the government for a national commitment to deal with global warming as they did in the 1970s to deal with air and water pollution. While there is still complacency about environmental issues, students are out in front when it comes to calling attention to climate change. Polar bears and coral reefs have become the concerns

of elementary and high school students who take their environmental awareness into colleges and communities.

Movements are a natural result of tensions caused by issues, domestic and foreign inclusive. Though the Vietnam War did not end until 1975 the antiwar movement turned out to be a success in that it continues to inspire citizen activism such as in the environmental movement. Protesters have shown that standing up for their beliefs can certainly lead to change and impact public policy.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the anti-Vietnam War movement and for the environmental movement
- Is more analytical than descriptive (*anti-Vietnam*: Americans began to question how Vietnam directly affected national security; war created divisions in families and communities; involvement of counterculture in movement rallied support for war; many Americans saw protests as radical, obnoxious, and anti-American; war seen by some as violation of checks and balances; no matter how many weapons and bombs used it did not seem Vietcong could be defeated; *environmental*: complacency because so much available land; in the 1960s presidents and legislators started to listen to scientists; like Roosevelt, Carson made people of all ages more environmentally aware; all levels of government had to be involved to save our environment; Earth Day led to passage of federal environmental bills and national controls on air and water pollution; Earth Day increased awareness of need to take care of Earth's natural systems; goal to protect environment continues as climate crises remain)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*anti-Vietnam*: United States economically and militarily helped countries threatened by communism; domino theory applied to Southeast Asia; Americans believed United States should not be interfering in a civil war thousands of miles away; Gulf of Tonkin Resolution led to Johnson's escalation of war; protesters successful in helping Johnson decide not to run again; money could be better spent on Great Society; war dragged into Nixon's presidency; America finally exited war leaving South Vietnam to fend for itself; *environmental*: activists called for people to tackle ecological issues that arose as a result of the Industrial Revolutions and World War II; Roosevelt added land to national forests and established Grand Canyon as a national monument; New York began water conservation efforts and California passed tougher auto emissions regulations; local governments created opportunities for recycling and reporters covered lead-contaminated water supplies and disasters such as Three Mile Island)
- Richly supports the theme with many relevant facts, examples, and details (*anti-Vietnam*: stop spread through containment; money and later troops sent to aid South Vietnam's fight against communist North Vietnam; number of Americans challenging rationale for war increased; some in military asked for more resources to keep fighting; *environmental*: Carson wrote about dangers of synthetic pesticides in water supply; protesters hoped movements would lead to reduced pollution and carbon dioxide emissions; creation of Earth Day)
- Demonstrates a logical and clear plan of organization; includes a one-sentence introduction that is a restatement of the theme and a conclusion that employs the Vietnam War as an example to demonstrate that protesters standing up for their beliefs can impact public policy

Conclusion: Overall, the response fits the criteria for Level 5. Document interpretation is supported by good historical references and leads to analytic conclusions throughout the response. While the discussion of both movements demonstrates that actions of protesters can impact public policy, the treatment of the environmental movement shows a good understanding of the importance of governmental and student leadership in combatting complacency.

As the climax of World War II came to an end and as the cold war threat began to rise, a new feeling of wanting progress rose in the hearts of many Americans. These feelings rose in the form of protests because of a desire for change. They knew what needed to change, and they weren't going to stop until they reached their goals. Two major protest movements that formed in the United States after World War II are the civil rights movement and the protest of the Vietnam War.

The civil rights movement has a history that dates back all the way to pre civil war America. When America still had slaves, abolitionists began to fight for their freedom. Once the Civil War was fought and won by the North, three major amendments were passed during the time called reconstruction. These were the 13th 14th and 15th Amendments. The 13th amendment freed the slaves, the 14th amendment defined citizenship, and the 15th amendment stated the right to vote cannot be denied based on race, color, or previous servitude. However, even after reconstruction the south was still stuck in their ways, and they would do almost anything to prevent the blacks from voting. Restrictions like the grandfather clause, the poll tax, and the literacy test all prevented the blacks from voting, and laws were passed to keep blacks and whites apart. The most aggressive fight for civil rights came in the mid 20th century. During this time, blacks were still being treated poorly and the court case Plessy v. Ferguson was still in effect. Almost everything, including buses, schools, housing communities, stores, bathrooms, and water fountains were still segregated in the south. This began the push for the civil rights protests, and there was a key place in time where one of the largest civil right leaders was going to make an appearance. Yes, the

Montgomery Bus Boycot is where the ideas of Martin Luther King Jr guided the boycott. Rosa Parks, refused to give her seat up, and she was arrested. Martin Luther King Jr. began to spread the idea of civil disobedience. This was a form of non violent protesting that involved not fighting back when attacked, and this was seen everywhere during the civil rights movement. One of the first places civil disobedience took place was the sit-in movement. African Americans would sit at segregated lunch counters and refuse to move. Whites would attack them by throwing food and sometimes putting their cigarettes out on them, but that didn't stop them. Soon the idea of the sit-in spread like wildfire to protests in cities like Birmingham. While Martin Luther King Jr was using the tactic of civil disobedience as his method to gain civil rights, other leaders were also gaining a following with different ideas. Malcolm X, another civil rights leader, stated that civil disobedience might not be the correct form of protest, but fighting back was necessary if one is personally attacked. But in the end of the struggle, the civil rights movement was successful. This can be seen in its early days through the enforcement of the court case Brown vs. Board of Education that desegregated schools and allowed for the Little Rock 9 to attend a previously segregated high school. African Americans were soon to be allowed to register to vote freely and not have to take difficult literacy tests. The civil rights movement was an impressive and successful movement in the history of the United States. Individuals, groups, courts, and Congress all contributed to making blacks more equal.

While the Vietnam war protest wasn't as successful as the civil rights movement, it is still one of the most important movements in

United States history. The Vietnam war came about when the scare of communism covered over all of America. Americans feared communism, and they would do almost anything to stop it. Vietnam, a country divided, was threatened by communism, and America feared that if Vietnam fell, so would the other Southeastern Asian countries. America eventually sent military forces to back the South Vietnamese and fight back the Communists led by Ho Chi Minh. This war was soon hit with back lash from the American public. Vietnam was the first televised war, and this allowed the public to watch their friends and family get brutally mauled by gunfire and mines. This televised war also showed how many people were dying, and this helped start the protests. And Johnson's idea to continually increase the draft for more soldiers didn't help. Many Americans didn't like the idea of sending their friends and family to a place on the complete opposite end of the world where you couldn't tell the difference from friend or foe. Americans protested the war stating it was unconstitutional, but that didn't end the war. The protest movements were particularly controversial since the war became our longest war not ending until 1975. However the protest movement was successful in a different aspect. Although anti-war protests may have increased support for the war, the movement did force Vietnam into the public eye and challenged the rationale for the war. In the end the war didn't help contain communism. Once the Americans left, the Northern Vietnamese swept in, took Saigon, (now Ho Chi Minh City) and communist regained control of the entire country.

In short, protests in America helped lead to new ways of thinking about civil rights and foreign policy.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the civil rights movement more thoroughly than for the anti-Vietnam War movement
- Is both descriptive and analytical (*civil rights*: laws passed to keep blacks and whites apart; idea of sit-in spread like wildfire to protests in cities such as Birmingham; *anti-Vietnam*: Americans feared communism and would do almost anything to stop it; many Americans did not like idea of sending friends and family to opposite end of world; protests may have increased support for war; movement challenged rationale for war; in the end war did not help contain communism)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*civil rights*: grandfather clause, poll taxes, and literacy tests prevented blacks from voting; Martin Luther King Jr. guided Montgomery bus boycott and spread idea of civil disobedience; Rosa Parks refused to give up her seat on bus and arrested; African Americans sat at segregated lunch counters and refused to move; Malcolm X stated fighting back necessary if personally attacked; *Brown v. Board of Education* allowed Little Rock Nine to attend previously segregated high school; *anti-Vietnam*: America feared if Vietnam fell to communism so would other Southeast Asian countries; fight the communists led by Ho Chi Minh; first televised war allowed public to watch friends and family get brutally mauled by gunfire and mines; once America left the North Vietnamese swept in, took Saigon, and communists gained control of entire country)
- Supports the theme with relevant facts, examples, and details (*civil rights*: almost everything including buses, schools, housing communities, stores, bathrooms, and water fountains were still segregated in South; individuals, groups, courts, and Congress contributed to making blacks more equal; *anti-Vietnam*: American military forces sent to back South Vietnamese; Johnson's idea to continually increase draft for more soldiers did not help; Americans protested war stating it was unconstitutional)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states protests led to new ways of thinking about civil rights and foreign policy

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information supports document interpretation and good conclusions, especially in the treatment of the civil rights movement. Analytic statements in the discussion of the anti-Vietnam War movement would have benefited from additional supporting facts and details.

The ideals of a representative democracy require the action of the citizenry in government. In America, that has often taken the form of protests against actions taken by the government, or actions taken by industries to pollute the environment. Such protests have been varied in their effectiveness and motivations, but are all created in the same ideals of freedom of speech in a representative democracy.

The anti-Vietnam War movement is perhaps the most well-known of America's anti-war protests. Although there were Americans who opposed the War of 1812, the Civil War, and both World Wars, the Vietnam War was longer giving the country more time to become tired and critical of this effort to contain communism in far away southeast Asia. The movement was notable, due to its partial success, and its success as a largely citizen-run protest. (Document 5.) Few politicians argued against the escalation of the war after the Gulf of Tonkin Resolution was passed by Congress. Most Americans were united in their stand with Johnson against communism, following a containment policy that began after World War II to prevent its spread. Anti-war protests began slowly and were small but expanded and grew larger. With soldiers dying in jungles far away and billions of dollars being spent on a war that was not being won despite the many positive government reports, more people began to question government policy. College students, parents, civil rights leaders, Vietnam veterans, and others became more active in the movement. While some began to consider containment to be a failure – especially when Vietnam is considered – the anti-war movement was less than effective as well. It was not solely the internal pressures that motivated the United States's leadership to abandon the conflict, but was more

fully the struggles the nation faced fighting a war they were unprepared and poorly suited for. We really did not know Vietnam or the Vietnamese people. The South Vietnamese people did not really understand democracy and were not united. Bombs and military equipment would not be enough to defeat the determination of the Communists in Vietnam and establish a democratic government. The protest movements slowly got more Americans to realize this and contributed to the reason why Richard Nixon was elected president in 1968 with a secret plan to end the war. (Document 6.) Although the movement was not successful in its primary goal in ending U.S. involvement in the Vietnam War, as Nixon actually took the war into Cambodia, it was able to challenge conventional politics of the time. (Document 6.) By challenging the credibility and truthfulness of the government during the Vietnam War, United States citizens also challenged all Cold War policies, rejecting more conventional attitudes of trust in government.

The environmental movement, though not a particular challenge to any action taken by the government, was similar in its structure and motivations. This movement had to convince the government to take action to protect the country from chemicals and pesticides that threatened the health of everyone from unborn children to adults. Composed of citizenry of all ages, the environmental movement sought to draw government attention to environmental issues through organized movements such as Earth Day. (Documents 8a + 8b.) The presence of increased air and water pollution led to protests around the country demanding government action, which often collided with economic interests. State and federal government clean air and water

standards often required businesses to spend more money which reduced their profits. In the current era often defined by debates over how much government regulates the economy and political partisanship, even a small concession by one party to an opposing point of view could have massive ramifications. Any step an American politician might make towards supporting tougher environmental regulations could cripple his or her political career or in the case of increasing concerns about climate change could improve a candidate's chances of winning. The success of the environmental movement, especially of its early phases, is undeniable. The resultant creation of the EPA and their work in cleaning up toxic wastes and monitoring water supplies as well as the passage of acts designed to limit air pollution were notable successes for the movement, as their actions limited the pollution that could be emitted by corporations. (Document 9a.) To this day, the success of the movement continues, taking steps toward forms of clean and renewable energy, with international agreements such as the Paris Climate Accords helping to reduce pollution across the world.

The success of the protests of citizens in America has often been questionable. However, evaluating such actions based solely on achievement of their goals presents significant problems. The recognition of the involvement of the American public in such movements, and the response of the government to them, reveals much about the society and government of America – the role of its officials and the role of its citizens.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the anti-Vietnam War movement more thoroughly than for the environmental movement
- Is both descriptive and analytical (*anti-Vietnam*: not solely internal pressures that motivated United States to abandon conflict but fighting a war unprepared and poorly suited for; *environmental*: had to convince government to take action to protect country from chemicals and pesticides that threatened health of everyone; presence of increased air and water pollution led to protests around country; in current era often defined by political partisanship and debates over how much government regulates economy even small concession by one party to an opposing point of view could have massive ramifications; any step an American politician might make toward supporting tougher environmental regulations could cripple political career or in case of increasing concerns about climate change could improve a candidate's chances of winning)
- Incorporates relevant information from documents 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*anti-Vietnam*: although Americans opposed previous wars Vietnam gave country more time to become tired and critical; few politicians argued against escalation of war after Gulf of Tonkin Resolution; most Americans united in stand with Johnson against communism; with soldiers dying in jungles far away and billions of dollars being spent on a war not being won more people began to question government; college students, parents, civil rights leaders, Vietnam veterans, and others became more active in movement; bombs and military equipment not enough to defeat determination of communists; Nixon elected president in 1968 with secret plan to end war but he took war into Cambodia; by challenging credibility and truthfulness of government during war citizens also challenged Cold War policies rejecting more conventional attitudes; *environmental*: clean air and water standards required businesses to spend more money which reduced profits; creation of Environmental Protection Agency which cleans up toxic wastes and monitors water supplies; success of movement continues with steps toward clean and renewable energy and international agreements such as Paris Climate Accords)
- Supports the theme with relevant facts, examples, and details (*anti-Vietnam*: largely citizen-run protest; protests began slowly and were small but expanded; *environmental*: composed of citizenry of all ages; organized movements such as Earth Day; acts passed to limit air pollution)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses protest movements as part of freedom of speech in a representative democracy and a conclusion that notes the success of protest movements cannot be evaluated solely on the achievement of their goals

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the anti-Vietnam War movement is more thorough than that of the environmental movement. Relevant outside information and analytic statements support document interpretation, especially in the treatment of the anti-Vietnam War movement. Conclusions that demonstrate a good understanding of how political and economic factors have influenced each movement are integrated throughout the narrative.

Social movements propel reform and societal development forward. Events which greatly affect the common man are frequently sources of protest. For example, the environmental and anti-Vietnam War movements are two large protest movements to affect change for citizens of the United States. The environmental movement and the anti-Vietnam War movement were both successful in achieving reform.

The environmental movement was successful socially, politically, and economically in the United States. Although some national parks had been established and trees were planted on the great plains as part of the New Deal, this movement did not become truly national until after World War II. Many environmental issues began in the industrial revolution after the Civil War and became worse as our economy expanded. To most people pollution was not as important as the growing production in the United States. As manufacturing increased, air and water pollution increased. The population of cities grew and became increasingly unsanitary. After World War II, chemicals were disposed of improperly into the air and water without consideration of possible health risks. Pesticides such as DDT were distributed so widely that by the 1960s, these chemicals were unavoidable as they were used on farms and in cities to protect people and agriculture from insect-borne diseases (Document 7). The continuous removal of trees as the United States was settled from East to West and farming of cash crops on the great plains contributed to the evergrowing problem of land erosion. The dust bowl was directly caused by these farming tactics, and new technology that almost wiped out the great plains ecosystem. The publication of

Silent Spring by Rachel Carson was a key event that triggered the environmental movement by informing the public about the dangers of pesticides such as DDT. Using scientific research, Carson helped people gain a better understanding of pesticides that stay in the soil for years, negatively affecting the food that is grown and wildlife. Learning about the dangers that surrounded them motivated people of all ages to join the movement. Earth day was one of the most successful parts of the movement. In April of 1970, more than 2,000 colleges, 1,000 grammar and high schools, and citizens from 2,000 communities participated in Earth day (Document 8b). As large numbers of people organized to create awareness of environmental problems the earth day movement inspired many political reforms. For example, the Clean Air Act of 1970, the Clean Water Act of 1970, the Endangered Species act of 1973, and the creation of the Environmental Protection Agency (Document 9a). The Environmental movement has been a continuously important movement in the United States and has gained renewed importance as the nation has become better informed about the possible effects of climate change. Just as Rachel Carson had to persevere in the face of criticism and doubt, environmentalists concerned about the future of the planet such as Frances Beinecke and groups such as Greenpeace have to do the same.

The anti-Vietnam war movement was controversial just like the environmental movement has been at times. The spread of communism after World War II was something most Americans feared could endanger their way of life. After the United States involvement in WWII and communist threats to Greece and Turkey,

the United States decided to act against Communism. Communism was to be contained behind the iron curtain in Europe. It was thought once one nation outside of this boundary fell to communism, more nations would continue to fall. In Southeast Asia this became known as the Domino Theory. Once Vietnam looked like it could fall to communism, it seemed crucial the United States act; However the continuous and taxing involvement in the war during Lyndon Johnson's presidency led to the creation of the anti-Vietnam movement. Many thought the war would be easily won because the United States was a world power but this was not the case. The draft was increased several times up to 46,000 in October of 1966 (Document 4). At a time when the death toll was rising and families watching television news feared for the future of their own sons the draft became more controversial. Televised killings and battles decreased morale and the peoples support for the war. Many considered this war undeclared and therefor illegal which further decreased its popularity and added numbers to the protest movement (Document 5). The movement was successful in making the public more aware of the wars atrocities and discouraging the government's further escalation of the war (Document 6). However, some would say the movement has unsuccessful in it's anti-war efforts since many found the movement obnoxious and radical in its "hippie" aspects (Document 6). Lack of respect for the movement led to fewer people joining it and therefor put less pressure on the government to end the war earlier than it did. Eventhough the anti-Vietnam movement was controversial, it ultimately made people more aware of what the war was doing to the country and the people fighting it. The movement changed citizens

views on the war and made them question whether their way of life was really being threatened in Southeast Asia.

The environmental and anti-Vietnam war movements were two wide spread movements after World War II. Both movements had lasting effects on society and United States policy. Pollution and climate change events are environmental problems that persist in the United States. The Vietnam War remains unpopular in history, partially due to the negative attention brought by the anti-Vietnam War movement.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the environmental movement and for the anti-Vietnam War movement
- Is both descriptive and analytical (*environmental*: Carson used scientific research to help people gain a better understanding of pesticides; Earth Day inspired many political reforms; movement gained importance as nation better informed about climate change; just as Rachel Carson had to persevere in face of criticism and doubt environmentalists concerned about future have to do the same; *anti-Vietnam*: Americans feared spread of communism could endanger way of life; continuous and taxing involvement in war led to creation of movement; with death toll rising draft became more controversial; televised killings and battles decreased morale and peoples' support for war; movement successful in discouraging further escalation of war; lack of respect for movement led to fewer people joining it and less pressure on government to end war; even though movement controversial it ultimately made people more aware of what war doing to country and to people fighting it; movement changed citizens' views on war and made them question whether their way of life really being threatened)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*environmental*: after World War II chemicals disposed of improperly into air and water without consideration of health risks; pesticides such as DDT distributed so widely that by 1960s these chemicals unavoidable; removal of trees as United States settled from east to west contributed to land erosion; Dust Bowl directly caused by farming tactics and technology that almost wiped out Great Plains ecosystem; *anti-Vietnam*: after World War II and communists threats to Greece and Turkey the United States decided to act against communism; to be contained behind Iron Curtain in Europe; thought if one nation fell to communism more nations would fall; in Southeast Asia this known as domino theory; many thought war would be easily won because United States a world power but this was not the case)
- Supports the theme with relevant facts, examples, and details (*environmental*: publication of *Silent Spring* informed public about dangers of pesticides; in April 1970 more than 2,000 colleges, 1,000 grammar and high schools, and citizens from 2,000 communities participated in Earth Day; Clean Air Act of 1970; Endangered Species Act of 1973; creation of Environmental Protection Agency; *anti-Vietnam*: draft up to 46,000 in October 1966; many considered war undeclared and therefore illegal; many found movement obnoxious and radical in hippie aspects); includes a minor inaccuracy (*environmental*: Clean Water Act of 1970)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how events which greatly affect the common man are frequently sources of protest and a conclusion that briefly summarizes the current status of the environmental problems and the status of the Vietnam War

Conclusion: Overall, the response fits the criteria for Level 4. Good historical references support document interpretation, especially in the discussion of the environmental movement. Analytic conclusions in the discussion of the anti-Vietnam War movement integrate elements of comparison and thoughtful insights; however, additional facts and details would have strengthened the effort.

Throughout the history of the United States, many protest movements have arisen in response to foreign and domestic policy issues. Particularly after World War II, many attempts to change society were brought on by a widespread dissatisfaction in the United States. Two issues that provoked protest movements were Civil Rights issues and the Vietnam War. There were many reasons why these protest movements were instigated and each achieved varying degrees of success in their goal to accomplish change.

Civil rights issues following the second world war sparked a desire for change in the minds of African Americans who for many years were considered second-class citizens. According to Document 1a, housing, schooling, public accommodations, and job opportunities were all restricted during this time period. Many African Americans economically had been left behind. Many African American children were still attending segregated schools despite the Brown v. Board decision. Lunch counters and movie theaters were segregated. African Americans were often not hired or the last hired. Blacks also were not allowed to sit in the front on public busses, which led to the arrest of Rosa Parks and the Montgomery Bus Boycott, and the beginning of the Civil Rights Movement. Due to these limitations experienced by African Americans, there was serious motivation provided to work for change. Change they achieved, too by “taking to the streets” despite being encouraged not to by whites. By the end of 1963 over 300 cities were on their way towards desegregation after protesters forced the issue (Document 2). The Supreme Court had ruled in the 1950s that “separate but equal” in public schools was unconstitutional, changing the decision they made in Plessy v. Ferguson. And now

was the time to end all forms of segregation. So though African Americans achieved some successes during this time period, it seemed that the pace of change was slow and their goals had not entirely been reached. Many African Americans still have not reached “equality as a fact” even today. Lyndon B. Johnson said in 1965 his task was to give African Americans the same chances as everybody else – whether it be in school, work, developing abilities or just their individual happiness (Doc. 3). He did this by signing the 1964 Civil Rights Act (one of the first civil rights laws passed in over one hundred years) and by establishing his Great Society programs that would help African Americans economically. While it is true African Americans have more rights than before the Civil Rights Movement, some rights still need to be fought for. Voting rights were protected by the Voting Rights Act but there continues to be some state policies that make it difficult for blacks to vote. However, a success of the movement is that an African American became president of the United States. It is not fair African Americans often have to work twice as hard as others do to gain success. Overall, however, the Civil Rights movement garnered success because black Americans finally got their constitutional rights that had been guaranteed to them after the Civil War during Reconstruction.

During the Vietnam War, uneasiness and dissatisfaction with American government and the war itself grew and was manifested by many Americans in anti-war protests. A large number of men were drafted and the number continued increasing as the war went on. Families were “forced” to watch soldiers die as footage from the war was shown on television (Document 4). As the war went on longer

and longer, the tension within American citizens grew as well. Anti-war rallies were held and many colleges went on strikes to protest the involvement in Vietnam. Anti-war sentiment was a major feeling among hippies, disillusioned youths in 1960's America who were seen by some as rebelling against authority and not being loyal to America during wartime. Document 5 reveals that many of these people in the movement considered the war to be unconstitutional, and to an extent illegal because Congress never declared war. Congress gave the president the power to do what was necessary to fight the enemy. Protesters definitely felt America had no place in the war. Though the anti-war movement achieved some success in that their protests finally helped motivate the government to get out of the war, they did a horrible job getting a majority of Americans on their side. Many Americans found the movement obnoxious and it actually strengthened their support for the war (Document 6). The movement probably did not gain the support of the men fighting the war, but the longer the war went on even some soldiers started to question why they were in Vietnam and began to agree with the protesters. As returning soldiers often received very cold welcomes, it seemed that a lot of people wanted to forget the war. Finally we left and Vietnam became a communist country. The members of this movement fought so hard to achieve lackluster success but the anti-war movement existed. From that perspective, the anti-war movement was a successful experience in representative democracy.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth for the civil rights movement and for the anti-Vietnam War movement
- Is more descriptive than analytical (*civil rights*: African Americans for many years considered second-class citizens; African Americans achieved some successes but pace of change slow; many African Americans still have not reached equality as a fact; Johnson said in 1965 his task was to give African Americans same chances as everybody else—in school, work, developing abilities, or just their individual happiness; *anti-Vietnam*: uneasiness and dissatisfaction with government and war grew and manifested in anti-war protests; as war went on tension within citizens grew as well; many people in movement considered war to be unconstitutional and illegal because Congress never declared war; protesters definitely felt America had no place in the war; protesters helped motivate government to get out of war; many Americans found protest movement obnoxious and it strengthened their support for the war)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*civil rights*: many African Americans economically left behind; many African American children still attending segregated schools despite *Brown v. Board* decision; lunch counters and movie theaters segregated; African Americans often not hired or last hired; arrest of Rosa Parks and Montgomery bus boycott began civil rights movement; change achieved by taking to the streets despite being encouraged not to by whites; in 1950s Supreme Court ruled “separate but equal” in public schools unconstitutional; Johnson Great Society programs would help African Americans economically; voting rights protected by Voting Rights Act but some state policies continue to make it difficult for blacks to vote; *anti-Vietnam*: many colleges went on strikes to protest involvement; anti-war sentiment among hippies and disillusioned youths in 1960s; seen by some as rebelling against authority and not being loyal during wartime; Congress gave president power to do what was necessary to fight the enemy; movement probably did not gain support of men fighting war but longer war went on even some soldiers started to question why they were in Vietnam; returning soldiers often received cold welcomes; seemed a lot of people wanted to forget the war; finally we left and Vietnam became communist country)
- Includes some relevant facts, examples, and details (*civil rights*: housing, schooling, public accommodations, and job opportunities restricted; by end of 1963 over 300 cities on way toward desegregation; Johnson signed 1964 Civil Rights Act, one of first civil rights laws passed in over 100 years; *anti-Vietnam*: large number of men drafted and number continued increasing as war went on; families watched soldiers die as footage from war shown on television; anti-war rallies held)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Important concepts and relevant outside historical references are included in the discussion of both protest movements. Further development of some good analytic statements would have benefited the discussion.

In the years following World War II, a variety of social, political and environmental issues lead to powerful movements in the United States. These protest movements were the civil rights movement and the environmental movement; although both very different, they each had certain levels of success.

Throughout the 1960s, the civil rights movement was prominent in the U.S. Before the civil rights movement and after the civil war Blacks were experiencing segregation and being discriminated against using Jim Crow laws. According to Doc 1a-1b, African Americans were restricted from jobs because of unfair hiring practices. Certain housing restrictions kept them from renting apartments and buying houses because of their race. Bus seats and schools kept blacks and whites separated but not equal. During the 1950s and 1960s Martin Luther King became a very significant part of the movement and not only helped to unify African Americans for their cause, but brought people of all races together to peacefully fight for their cause using civil disobedience. Rosa Parks and others were determined to peacefully desegregate buses in Montgomery, Alabama. Although many people were put in jail, such as King himself after nonviolent demonstrations in Birmingham and other cities, they continued with their fight for rights. Martin Luther King gave a very prominent "I have a dream speech" during the March on Washington that revolutionized the movement, because now white people began to understand the importance of integration and change. In fact, many whites demonstrated with blacks in support of civil rights. Although the South would be the most difficult place to achieve change, many African Americans had hope that if "Segregation could be cracked in

Birmingham, it could be cracked anywhere" else. (Doc 2). Protests in Birmingham led to desegregation in that city and 143 other cities. Finally the Civil rights Act of 1964 was passed and after that a Voting Rights bill was passed (Doc. 3). Now African Americans were more likely to be able to vote, get a job without facing discrimination, and more students would be able to go to school nearer where they lived just as the decision in Brown v. Board of Education intended. Although the movement achieved many of their goals, and had a high success rate it is still going on today, and will not be considered completely successful until all peoples are completely equal.

Another significant movement through the 1960-1970s was the Environmental movement. In Rachel Carson's Silent Spring, she stated that "every human being is now subjected to contact with dangerous chemicals, from the moment of conception until death". (Doc 7). Before she wrote the book many Americans had no idea how dangerous chemicals such as DDT were. Once they realized that the environment might never be the same they began to worry. Not only was nature threatened but many chemicals were probably unhealthy for people too. Most of these "dangerous chemicals" were toxic and could easily get into drinking water and soil, where farmers plant food to sell to people. These toxins if ingested would not only linger in the body but would also linger in the soil and water and also in "fish, birds, reptiles and domestic and wild animals" (Doc 7). According to document 7 they also linger in a mother's milk, or the "tissues of an unborn child" (Doc 7). Once the public began to get informed about the issue they became alarmed and began to organize protests "for the regeneration of the polluted environment" (image on Doc 8a). Many

people protested in New York City and in cities and towns across the country because they felt the obligation to spread and “heighten public awareness of pollution and other ecological problems” (Doc 8b). With more people aware of the problems the government began to take actions to take care of the environment. Many areas had become so contaminated the government had to step in and declare them superfund sites and put toxic waste areas on a priority list for immediate clean up, such as Love Canal in New York. This site was so severely contaminated by hazardous toxins that children were sick and born with deformities and people had to move out of their homes. At the beginning of the 1970s many positive changes were taking place, “The Clean Air Act of 1970, the Clean Water Act of 1972 and the Endangered Species Act of 1973”, (Doc 9a) were passed thanks in part to protests such as Earthday and people’s growing awareness of the polluted Earth. Although many laws were passed and continue to be passed to fix the issue, the Earth is still being polluted and the environmental movement is currently busier than ever trying to make certain environmental laws are obeyed and the government does more to protect the country from the climate crises.

Throughout the 1960-1970s there were several important movements, two of them being the environmental and civil rights movements. Although both very strong and successful they are still going on today to continue to fix the on going issues we have faced since the end of World War II.

Anchor Level 3-B

The response:

- Develops all aspects of the task in some depth for the civil rights movement and for the environmental movement
- Is more descriptive than analytical (*civil rights*: South most difficult place to achieve change; if segregation could be cracked in Birmingham, it could be cracked anywhere; Voting Rights Bill meant African Americans more likely to be able to vote; movement not to be considered completely successful until all people completely equal; *environmental*: people realized environment might never be the same; not only was nature threatened but chemicals unhealthy for people; if toxins ingested would linger in body, soil, and water; people felt obligation to spread and heighten public awareness of pollution and other ecological problems; with more people aware of problems government began to take actions; although many laws passed Earth still being polluted and environmental movement busier than ever)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*civil rights*: after Civil War blacks experiencing segregation and Jim Crow laws; African Americans restricted from jobs because of unfair hiring practices; certain housing restrictions kept African Americans from renting apartments and buying houses because of their race; bus seats and schools kept blacks and whites separated; during 1950s and 1960s Martin Luther King helped to unify African Americans for their cause and brought people of all races together to fight using civil disobedience; Rosa Parks and others determined to peacefully desegregate buses in Montgomery; many people put in jail after nonviolent demonstrations in Birmingham and other cities; King's "I Have a Dream" speech during March on Washington revolutionized movement; many whites demonstrated with blacks; more students able to go to school nearer where they lived as *Brown v. Board of Education* intended; *environmental*: before Carson wrote *Silent Spring* many Americans had no idea how dangerous DDT was; many areas so contaminated government had to step in and declare them Superfund sites; Love Canal in New York so severely contaminated by hazardous toxins that children sick and born with deformities and people had to move out of their homes)
- Includes some relevant facts, examples, and details (*civil rights*: protests in Birmingham led to desegregation in that city and 143 other cities; Civil Rights Act of 1964 passed; *environmental*: most of dangerous chemicals toxic and could easily get into drinking water and soil; protests for regeneration of polluted environment; people protested in New York City and in cities and towns across the country; Clean Air Act of 1970, Clean Water Act of 1972, and Endangered Species Act of 1973 passed)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion of the environmental movement focuses on document information, the references to Love Canal and Superfund sites are good. Additional explanation would have strengthened the analytic statements in the evaluation of the civil rights movement.

The time following the conservative and reserved 1950's was a radical and instrumental time in the U.S. This time period was a time characterized by not only active participation in government, but people influencing the American government to take action in the public's interest. The Civil Rights Movement, and the Anti-Vietnam War protests were actions taken by the public which eventually led to government actions and legislation prompted by the actions of American individuals.

From the Emancipation Proclamation to the passage of the 13, 14, and 15th amendment, the government has attempted to give African Americans Rights. However rulings such as Plessy v. Ferguson and the nature of sharecropping which African Americans were caught in for many years worked against their efforts to get ahead and to gain rights. The government had refused since Reconstruction to guarantee African American rights. After WWII President Truman finally desegregated the army, the Supreme Court ruled in favor of Linda Brown and the civil rights movement began. During the civil rights movement as illustrated through Doc 1a, blacks were barred from buying houses, living, and attending schools in certain neighborhoods. The poem in Doc 1b illustrates blacks finally escaping "the cotton fields" and instead being found in "the court houses" able to vote. Blacks had longed to gain their rights. The Civil Rights movement gave them the opportunity.

One of the first major civil rights protests after the sit-in movement took place in Birmingham where protesters were met with fire hoses and attack dogs. After Birmingham "demonstrations were widespread" (Document 2) because African Americans realize that if

segregation could “be cracked in Birmingham it could be cracked anywhere” (Doc 2). Protest waves swept the South and soon both sides were talking because it was clear protests would not end until segregation ended. MLK’s March on Washington finally started to move Congress to support “civil rights legislation” (Doc 3). In the Supreme Court case *Brown v. Board of Ed.* school segregation laws had been ruled unconstitutional but desegregation in southern schools such as Little Rock was slow. Under Johnson’s Great Society program and the Civil Rights Act of 1964 he sought for blacks “to be treated...with...equal dignity and promise” as those of white Americans. Desegregation began to move faster and black voters were protected from unfair voting practices. Malcolm X would soon influence the civil rights movement and made people think a more radical approach was needed to achieve full equality. All the way to present day Black Lives Matter, blacks have been fighting for their rights in America.

The Vietnam War is known by some historians as America’s most unpopular war. At first a proxy war to contain the spread of communism, the Vietnam War soon turned into a lethal and prolonged battle which wore on the American people and eventually caused widespread distrust of the government as well as an Anti-Vietnam Protest movement. “As the U.S commitment increased, so did the number of bombs dropped on the North” (Doc 4). Americans seeing the fatalities and “faraway hell holes” (Doc 4) which their “brothers, sons, friends” were enduring caused more people to question the draft and the U.S commitment in Southeast Asia.

The insanley high draft and growing number of casualties

fatigued American spirit and made Americans long for a halt to the long and gruesome war. Though some called the Anti-Vietnam War protest “a hippie or radical” movement (Doc 6) it cannot be denied that the resistance “limited Johnson’s military options” which kept the war from becoming wider and more dangerous. (Doc 6). Johnson saw the public discontent and did not want more public criticism than he already had. He was tired and just like other government and policy makers seemed to want to figure a way out of the war. He was not successful. The Anti-Vietnam War effort illustrated the principle that “individuals can make themselves heard” (Doc 5) in a democracy and these protests illustrated the ability of Americans of all ages and backgrounds to promote their own public interests whether it be to support or oppose government action. Whether the Women’s Rights March following the election of Trump or the Vietnam protests Americans voice have been heard many times in our history.

The Anti-Vietnam protests and civil rights movement illustrated the ability of Americans to voice their grievances and attain results through gov’t action. As Amer. History progresses, so will the voice of the Amer. people as they react to government actions and proposed legislation.

Anchor Level 3-C

The response:

- Develops all aspects of the task in some depth for the civil rights movement and in little depth for the anti-Vietnam War movement
- Is more descriptive than analytical (*civil rights*: after Birmingham demonstrations widespread; protest waves swept South and both sides talking because clear protests would not end until segregation ended; with Civil Rights Act of 1964 desegregation began to move faster; black voters protected from unfair voting practices; *anti-Vietnam*: known by some historians as America's most unpopular war; prolonged battle wore on American people and eventually caused distrust of government; seeing fatalities and faraway hell holes caused more people to question commitment in Southeast Asia; high draft and growing number of casualties fatigued American spirit; cannot be denied resistance limited Johnson's military options which kept war from becoming wider; movement illustrated principle that individuals can make themselves heard in a democracy and can promote their own public interests whether it be to support or oppose government action)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*civil rights*: from Emancipation Proclamation to passage of 13th, 14th, and 15th amendments government attempted to give African Americans rights; rulings such as *Plessy v. Ferguson* and nature of sharecropping worked against efforts to get ahead and gain rights; since Reconstruction government refused to guarantee African American rights; after World War II President Truman desegregated the army, Supreme Court ruled in favor of Linda Brown, and civil rights movement began; protesters in Birmingham met with fire hoses and attack dogs; King's March on Washington started to move Congress to support legislation; in *Brown v. Board of Education* school segregation laws ruled unconstitutional but desegregation in schools such as Little Rock slow; Johnson's Great Society program and Civil Rights Act of 1964 sought for blacks to be treated with equal dignity and promise; Malcolm X influenced movement and made people think a more radical approach needed; blacks fighting for their rights in America to present day; *anti-Vietnam*: at first a proxy war to contain spread of communism; Johnson saw public discontent and did not want more public criticism than he already had)
- Includes some relevant facts, examples, and details (*civil rights*: during movement blacks barred from buying houses, living, and attending schools in certain neighborhoods; Birmingham one of first major civil rights protests after sit-in movement; Black Lives Matter; *anti-Vietnam*: as United States commitment increased so did number of bombs dropped on the North; some called protest hippie or radical movement)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that note how active participation influenced the government to take action

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation is supported by good explanations and relevant outside information in the treatment of the civil rights movement. While some analytic statements about the anti-Vietnam War movement are included, additional facts and details would have strengthened that portion of the discussion.

In order to change the unfair circumstances of both mindset and environment, citizens have been creating movements that have had varying degrees of success, which started after World War II. Although different circumstances, all movements have the same goal: change. The civil rights movement and environmental movement are just two of many that have brought about change that would have never happened otherwise. History may have caused these problems, but motivated individuals are the reason why this history might not be repeated.

The civil rights movement had been brewing since slavery was outlawed in 1865, however the mid-1900's is when activists went full-force. The Jim Crow Laws allowed for segregated facilities and discrimination even though "all men are created equal." Everything from housing to schools to jobs were segregated (Doc 1a). This angered many people, the majority being African-Americans. After years of doing nothing, the civil rights movement finally began.

There are quite a few people who are given credit for promoting the civil rights movement and for eventually getting laws passed to desegregate public facilities. Rosa Parks is one of them, with her iconic action to not move from her seat on the bus. The most prominent name, however, is Martin Luther King Jr. His speeches inspired many and fueled the movement for his time in it. Then there are those not recognized, like the demonstrations in Birmingham which resulted in 143 cities agreeing to integration (Doc 2). Luckily, all of this civil disobedience and commitment worked, because in the mid-1900's, voting rights and desegregation began to take place (Doc 3). Although still working toward the most equal society, the

civil rights movement can be thanked for the milestones accomplished today.

One of the newer movements in society may be the environmental movement, but it should have started a long time ago. It was needed during the time of the Industrial Revolution, when pollution reached an all-high of its time. Factories produced smoke so dense it could be seen for miles and dumped its chemical waste into the clean rivers and oceans. It has gotten so bad today that nearly every animal encountered, including humans, has some degree of chemical pollution inside of them (Doc 7). This realization signaled the beginning of the environmental movement.

The environmental movement is best defined as the process of cleansing the earth of harmful chemicals. Within the past decades, the promotion for environmental awareness has reached an all-time high. Activists are looking to increase awareness, and they started by going to different schools to talk about the Earth (Doc 8b). Due to environmental activists' persistent efforts, pro-environment laws such as the Clean Air Act, Clean Water Act, Endangered Species Act, and more were passed. Society today still has a far way to go, but as long as the environmental movement continues, the Earth will become a better, cleaner, and healthier place.

All in all, both the civil rights movement and environmental movement resulted in the individuals taking a stand and getting what they wanted. Different reasons may have created the movements, but in both cases citizens joined forces and made the change they wanted to see.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for the civil rights movement and for the environmental movement
- Is primarily descriptive (*civil rights*: activists went full force in mid-1900s; everything from housing to schools to jobs segregated; angered many people the majority of which were African Americans; in mid-1900s voting rights and desegregation began to take place; still working toward the most equal society; *environmental*: nearly every animal including humans has some degree of chemical pollution inside them; movement process of cleansing earth of harmful chemicals; within past decades promotion for environmental awareness reached all-time high; long way to go but as long as movement continues Earth will become a better, cleaner, and healthier place); includes faulty and weak application (*civil rights*: after years of doing nothing movement finally began; *environmental*: misinterpretation of Document 8b)
- Incorporates limited relevant information from documents 1, 2, 3, 7, and 8
- Presents relevant outside information (*civil rights*: movement brewing since slavery outlawed in 1865; Jim Crow laws allowed for segregated facilities and discrimination even though “all men are created equal”; iconic action of Rosa Parks to not move from her seat on the bus; most prominent name Martin Luther King Jr. whose speeches inspired many and fueled movement; *environmental*: should have started during Industrial Revolution when pollution reached an all-time high for the time; factories produced smoke so dense that it could be seen for miles; factories dumped chemical waste into clean rivers and oceans)
- Includes few relevant facts, examples, and details (*civil rights*: eventually laws passed to desegregate public facilities; demonstrations in Birmingham resulted in 143 cities agreeing to integration; *environmental*: passage of Clean Air Act, Clean Water Act, Endangered Species Act)
- Demonstrates a general plan of organization; includes an introduction that states while history may have caused problems, motivated individuals are the reason why history might not be repeated and a conclusion that states in both movements citizens joined forces to make changes

Conclusion: Overall, the response fits the criteria for Level 2. Some good relevant outside information is included for both movements, especially in the discussion of historical circumstances. Additional supporting facts and details would have strengthened the general statements which are employed to address the extent to which both protest movements have been successful.

After World War II the citizens of America pushed for social and political change. These efforts are shown through the Civil Rights Movement of the 1960s and the Environmental Movements of the 1970s. Both of these movements had significant impacts on American society and ideas.

The civil rights movement of the 1960s was largely led by Martin Luther King Jr., who advocated for nonviolent protests. After the demonstrations in Birmingham, Alabama there was a dramatic increase in nonviolent protests throughout the South (Doc 2). A main goal of these protests was to get rid of segregation (Doc 2.). African Americans were segregated in schools, buses, jobs, houses, restrooms, and public places (Doc 1A). As a result of this, there were events including the Montgomery Bus Boycott after Rosa Parks was arrested and the court case of Brown v. Board of Ed. which declared segregation of schools unconstitutional. Martin Luther King Jr. led a March on Washington to deliver his "I have a Dream Speech" that informed the people of the importance of equal rights for future generations.

The environmental movement was a large result of the use of dangerous chemicals in the earth (Doc 7). Scientists were discovering residues of these chemicals in the earth's surface, animals, eggs, worms, birds, water sources, and even in humans (Doc 7). One of these chemicals was known as DDT and seen as a cancer causing chemical. As a way to prevent the use of these chemicals and advocate for environment protection, many Americans participated in the first Earth Day on April 23, 1970 (Doc 8A). A goal for the people participating in Earth Day was to increase public awareness of

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

pollution and environment hazards (Doc 8B). Many authors contributed to the environmental movement by writing books such as, "Silent Spring" which held major impacts to American awareness and push towards a cleaner environment.

The civil rights movement and the environmental movement were important to American society because they allowed for citizens to voice their concern about important issues. The civil right movement advocated for desegregated areas and equal opportunity for all Americans. The environmental movement pushed for the protection of the earth.

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

- Minimally develops all aspects of the task for the civil rights movement and for the environmental movement
- Is primarily descriptive (*civil rights*: dramatic increase in nonviolent protests throughout the South after Birmingham; main goal of protests to get rid of segregation; advocated for desegregation and equal opportunity for all; *environmental*: largely a result of dangerous chemicals; many Americans participated in first Earth Day on April 23, 1970 as a way to prevent use of chemicals and advocate for environmental protection; many authors contributed to movement by writing books; pushed for protection of Earth)
- Incorporates limited relevant information from documents 1, 2, 7, and 8
- Presents relevant outside information (*civil rights*: movement in 1960s largely led by Martin Luther King Jr. who advocated for nonviolent protests; Montgomery bus boycott after Rosa Parks arrested; *Brown v. Board of Education* declared segregation of schools unconstitutional; Martin Luther King Jr. led March on Washington where he delivered his "I Have a Dream" speech that informed people of importance of equal rights for future generations; *environmental*: DDT seen as cancer-causing chemical)
- Includes few relevant facts, examples, and details (*civil rights*: demonstrations in Birmingham, Alabama; African Americans segregated in schools, buses, jobs, houses, restrooms, and public places; *environmental*: residues of chemicals discovered in animals, eggs, worms, birds, water sources, and even in humans; book *Silent Spring* played a role in movement)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that briefly summarizes the impact of both movements

Conclusion: Overall, the response fits the criteria for Level 2. Limited relevant outside information is included; however, the response lacks overall development. A list of document facts is employed to address all aspects of the task, but a lack of explanation weakens the effort, especially in the treatment of the environmental movement.

Throughout history protests have been a very effective way to bring attention to issues people may not know about. Two examples of these kinds of movements are the antiwar movement during the Vietnam War, and Earth Day which began in 1970. Both movements began to show society the issues being faced in the world and why they matter.

The antiwar movement began when people saw how much money and how many lives were spent in an effort to stop the spread of communism, much like the Cold War. To most of the public the Vietnam War was “increasingly unpopular, undeclared and therefore in the opinion of many citizens illegal and unconstitutional as well. . .” (Document 5) The people saw the toll the war was taking (Many lost lives, billions of dollars being spent) and used their voices to bring awareness to the issues and put an end to them. This however wasn’t how every single person felt. Some people noticed that “a majority of Americans found the antiwar movement, particularly its radical and ‘hippie’ elements, more obnoxious than the war itself.” (Document 6). This goes to show that despite the issues being acknowledged not everyone saw them as valid things to worry about. Overall, however, the antiwar movement did have some positive impacts in ending the war.

Earth Day similarly was a movement that began in an attempt to bring light to important issues. However unlike the antiwar movement Earth Day is still happening every year and some of the issues being discussed are still very real and relevant even today. “The purpose of the observance was to heighten public awareness of pollution and other ecological problems, which many scientists say urgently require action if the earth is to remain habitable.”

(Document 8b). Problems like these are still occurring today, and some have developed into larger issues as well. For example agricultural runoff is thought to be a factor in HABS (Harmful Algal Blooms). HABS are large clusters of algae that grew at an increased rate, and are very toxic. Earth Day is observed to get people to care about problems like this. Earth Day was very successful from the beginning and because of it many new policies/acts were created to aid the cause. "It led to the Clean Air Act of 1970, the Clean Water Act of 1972, and the Endangered Species Act of 1973, and to the creation, just eight months after the event, of the Environmental Protection Agency." (Document 9a). All of these acts were created in an effort to preserve the earth and everything living on it.

When people use their voice and fight for what they think is right often the results are great. Movements throughout history have proven that when people are aware of problems that make an effort to fix them.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for the anti-Vietnam War movement and for the environmental movement
- Is primarily descriptive (*anti-Vietnam*: to most of the public war increasingly unpopular, undeclared, and therefore illegal and unconstitutional; peoples' voices used to bring awareness to toll war taking and end it; majority of Americans found anti-war movement more obnoxious than war itself; not everyone saw issues as valid things to worry about; *environmental*: Earth Day still happening every year and some of issues being discussed still very real and relevant; purpose of observance of Earth Day to heighten awareness of pollution and other ecological problems; many scientists say urgent action required if Earth to remain habitable; because of Earth Day many new policies and acts created to aid the cause)
- Incorporates limited relevant information from documents 5, 6, 8, and 9
- Presents little relevant outside information (*anti-Vietnam*: began when people saw how much money and how many lives spent in effort to stop spread of communism; *Environmental*: agricultural runoff thought to be a factor in Harmful Algal Blooms; large clusters of algae that grew at increased rate and are very toxic)
- Includes few relevant facts, examples, and details (*anti-Vietnam*: many lives lost in war; billions of dollars spent on war; *environmental*: Clean Air Act of 1970; Clean Water Act of 1972; Endangered Species Act of 1973; Environmental Protection Agency)
- Demonstrates a general plan of organization; includes an introduction that states both movements began to show society the issues being faced in the world and why they mattered and a conclusion that states when people are aware of problems, they can make an effort to fix them

Conclusion: Overall, the response fits the criteria for Level 2. Although quotations from documents frame the response, the inclusion of a few thoughtful statements benefits the discussion. Applicable outside information about Harmful Algal Blooms adds to the treatment of the environmental movement; however, explanation of facts and details would have strengthened the response, especially in the discussion of the extent to which both movements were successful.

Protest movements such as the anti-Vietnam War movement, civil rights movement, and the environmental movement. These movements occurred in the decades following World War II, significant foreign and domestic policy issues led to political and social tensions in the U.S.. These issues motivated individuals and groups to organize protest movements to bring about change.

The civil rights movement was about blacks gaining basic rights as American citizens. They were restricted in many ways including voting, and many unfair segregation laws. These people just wanted the opportunity to live like a normal American. As it says in doc. 3, "We seek not just freedom but opportunity." Due to many protests across the country, many cities and states and eventually the whole United States began to desegregate and give blacks more rights. As it says in doc. 2, - "the Justice Department noted that 143 cities had acceded (agreed) to some degree of integration."

Another movement was about one of the United States worst wars. The Vietnam War. The US was trying to stop the spread of communism, and Vietnam was being threatened by this. So the US came to aid the side of the South Vietnam. "...increasingly unpopular, undeclared and therefore in the opinion of many citizens illegal and unconstitutional..." The People did not like this war at all. Many of our people came home dead, wounded, or didn't come back at all." The week of September 18-24 brought with it a grim statistic: 142 US soldiers killed, 825 wounded, 3 missing..." Many People died because of this war and we still lost. But, the protest movements forced the US to draw troops out of Vietnam and ended the war for the United States.

Anchor Paper – Document-Based Essay—Level 1 – A

There have been many reform movements trying to bring about change in the world. These are just a couple of them.

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

- Minimally addresses some aspects of the task for the civil rights movement and for the anti-Vietnam War movement
- Is descriptive (*civil rights*: movement about blacks gaining basic rights as American citizens; blacks wanted opportunity to live like a normal American; blacks sought not just freedom but opportunity; due to many protests across the country, many cities and states and eventually whole United States began to desegregate and give blacks more rights; *anti-Vietnam*: Vietnam one of the United States worst wars; war increasingly unpopular, undeclared, and in opinion of many citizens illegal and unconstitutional; many people died because of war and we still lost; protest movement forced United States to draw troops out of Vietnam and end war)
- Includes minimal information from documents 2, 3, 4, 5, and 6
- Presents little relevant outside information (*anti-Vietnam*: United States trying to stop spread of communism and Vietnam threatened by it)
- Includes few relevant facts, examples, and details (*civil rights*: blacks restricted in many ways including voting and unfair segregation laws; *anti-Vietnam*: United States came to aid South Vietnam; 142 United States soldiers killed, 825 wounded, 3 missing the week of September 18–24)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion that states there have been many reform movements trying to bring about change in the world

Conclusion: Overall, the response fits the criteria for Level 1. Brief statements address some aspects of the task. Although the response is framed by quotes from the documents, a few thoughtful statements are included for each movement.

After World War II there were a number of problems that arose. With an attempt to fix them movements took place, for various reasons. Two big protest movements that caused political and social tension in the United States were the civil rights movement and the environmental movement.

The civil rights movement is a crucial part to American History. This movement was meant to end discrimination against African Americans. African Americans were unable to have the same jobs, go to the same school or even use the same transportation that white people used. Document 1a proves this to be true in the cartoon the white man is pushing the black man off of the white's side of town. The Civil Rights movement was designed to end the discrimination through protesting. This was somewhat successful due to the fact that African Americans did eventually get voting rights. As stated in document 3 one achievement of the civil rights movement was the Negroes right to vote.

The environmental movement was another big protest after World War II. People were not properly taking care of our environment, which as a result Earth Day now occurs every year. It was important for people to conserve electricity, but it is still important today. Document 9a lists the consequences that Earth day had, for example clean air act, clean water act and endangered species act.

Document 8a shows the importance of Earth Day to citizens. This is shown by the amount of people that celebrated Earth day.

While there were many movements after WWII, some had more significance than others. Protests were important in order to get

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

peoples messages across. If citizens wanted change then protesting was necessary in order for people to know that change did need to happen.

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

- Minimally addresses some aspects of the task for the civil rights movement and for the environmental movement
- Is descriptive (*civil rights*: meant to end discrimination against African Americans; protesting somewhat successful as African Americans did eventually get voting rights; *environmental*: people not properly taking care of our environment)
- Includes minimal information from documents 1, 3, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*civil rights*: African Americans unable to have the same jobs, go to the same school, or even use the same transportation white people used; *environmental*: Earth Day now occurs every year; Clean Air Act, Clean Water Act, and Endangered Species Act)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states protest movements were important to get people's messages across that change needed to happen

Conclusion: Overall, the response fits the criteria for Level 1. Simplistic interpretation of document information demonstrates a basic understanding of the task. General, isolated, and repetitive statements weaken the response.

In the years after World War II, United States policy issues at home and abroad created political and social tension. As a result of these issues, people organized protest movements in hopes of bringing about change. Two such movements, the anti-Vietnam War movement, and the environmental movement arose because of social and political tension, and were met with varying levels of success.

The Vietnam War was an extension of the United States's Cold War policy to contain Communism. Originally created to protect Western Europe with the Truman Doctrine and the Marshall Plan, it was also applied to Asia. After China fell to communism and North Korea attacked South Korea the United States worried about more countries becoming communist. In the 1950s the domino effect was the idea that if one nation fell to communism, neighboring nations would follow. The Southeast Asia Treaty Organization (SEATO) was established as a collective security measure to prevent communist expansion in that area. However, it did not work. The United States at first only sent supplies and advisors to help the anti-communists in South Vietnam but gradually it became our war to fight. The United States decided to fight the Vietnam War to prevent South Vietnam from falling to communism but it fell anyway. Even though protest movements existed in earlier wars the Vietnam War was the first war in which the American public saw TV broad casts of footage straight from the front lines. Toby Goldstien believes this gruesome footage, along with ever-increasing drafts for the military led to an Anti-Vietnam War movement that was the largest in our history (Document 4). Furthermore, many American Citizens began to see the undeclared war as being illegal and unconstitutional (Document 5).

President Johnson lost popularity as the war dragged on without victory. Later under Nixon, when members of the National Guard shot anti-war protesters at Kent State and violence erupted on college campuses across the country, the outcries against the war increased immensely.

Overall, the Anti-Vietnam war movement was successful. Even though critics such as George C. Herring saw the movement as being divided among its ranks with many Americans resenting the radical and “hippie” elements of the movement (Document 6), it was still successful. The Anti-war movement prevented President Johnson from using too much military force and drastically escalating the conflict (Doc. 6). Learning about events such as My Lai and reading the Pentagon Papers discouraged Americans about the conduct of the war and led to more anti-war sentiments. Eventually, the United States negotiated a cease-fire, South Vietnam collapsed, and the United States withdrew from the war without having contained communism.

Another post-World War II protest movement was the environmental movement. This arose over concerns of pollution and toxic pesticides which saturated the environment. Pesticides were effective in protecting crops and people from disease but they had potential deadly side effects. Rachel Carson, in “Silent Spring” wrote that poisonous pesticides had become so prevalent that “they occur virtually everywhere”, even in animals and people (Document 7). The companies who made pesticides such as DDT criticized Carson and said her research was not accurate, but she proved it was. DDT had been widely sprayed over populated areas to control mosquitos and used on

farm produce, but both were stopped. More people began to listen about possible dangers to their health and the ecological system. Millions of Americans joined the movement hoping for a “regeneration of our polluted environment” (Document 8A). Additionally, one of the goals of the environmental movement was to mitigate the effects of human-caused climate change, which was beginning to be understood at the time.

Overall, the environmental movement, which still continues today, has so far been successful but faces challenges. The movement’s observance of Earth Day led to the passage of environmental legislation such as the Clean Air and Water Acts, the Endangered Species Act, and the creation of the EPA (Doc. 9A). These laws established high standards to keep the air and our waters clean and healthy. Also many endangered species recovered their numbers to a point where they are no longer considered endangered. Interests in environmental issues continue. In 2014, the U.S. signed an agreement with hundreds of other nations in Paris to reduce its greenhouse gas emissions and mitigate climate change. However, today the movement faces challenges as many lawmakers disagree over the extent of climate change or even if there is such a thing as climate change, which threatens the enforcement of legislation designed to help the environment. For those who believe that global warming might eventually lead to the flooding of coastal cities, dangerous extreme weather conditions, and more wild fires, much additional environmental legislation will need to be passed by Congress and the states. Groups such as the NRDC are lobbying to get that work done.

Document-Based Essay—Practice Paper – A

While they have both faced challenges, the Anti-Vietnam War movement and the environmental movement have both been successful. People organized these movements hoping to bring about change in response to foreign and domestic issues after World War II. The success of these movements and the change they resulted in is a prime demonstration of the power of American Democracy.

Following World War II, many people of the United States sought change. Political and social tensions existed that led to protests which brought some groups success. Individuals and groups worked together in order to provide motivation to reach their goals. The Vietnam anti-war movement and the civil rights movement were protests that occurred after World War II and had a lasting impact on society.

The civil rights movement brought about a large degree of change. African-Americans had long been considered to be inferior to white Americans dating back to their enslavement during the colonial period. Despite being guaranteed their freedom and citizenship rights after the Civil War they lacked equality in schools, jobs, housing, and public accommodations 100 years later (Doc. 1a). It was implied that African-Americans were able to enjoy equal protection of the law under the Constitution but they were restricted under Jim Crow Laws that had been upheld in *Plessy v. Ferguson* that allowed for separate but equal facilities. The separate facilities were far from equal. In the 1950s African Americans felt the time had come to challenge the discrimination. For example, Rosa Parks worked with the Black community and Martin Luther King Jr. to stage a rebellion that would be nonviolent and simple but hopefully inspire change. Rosa Parks refused to give up her seat to a white person on the bus when told to do so and was arrested for her actions. When word spread the Montgomery Bus boycott began which challenged discrimination in transportation and eventually led to change as the city was forced to change the laws because the African-Americans who provided significant revenue were not willing to use the bus until change occurred. The boycott was successful. The success is evident in the line,

"come on over to the front of the bus/I'll be riding up there" (Doc 1b). The 1960's included a large number of protests in Birmingham. Sit-ins at many lunch counters throughout the South led to desegregated lunch counters in stores such as Woolworths. These sit-ins were one of the first steps to larger scale protests in some of the most segregated cities in the United States. The South's political regimes were finally vulnerable so the African-Americans took action and organized numerous nonviolent demonstrations which led to peaceful negotiations to end segregation policies in cities such as Birmingham. If protesting in Birmingham was a success despite being met at first with violence it could be done anywhere and it was because 143 cities agreed to some degree of integration (Doc 2). Also, African Americans were given more opportunity for voting as Lyndon Johnson supported the Voting Rights Bill in 1965 and gave African-Americans more of a chance to participate in democracy. Before this they sometimes experienced violence at the polls just as they had throughout their fight for civil rights. Previous to this Act, violence during Freedom Summer led to the deaths of two civil rights workers and caught America's attention about how bad voting injustice was in Mississippi. This led to increased support for the voting rights bill which was a big step toward greater overall equality (Doc 3). Equality became more important as women, Native Americans, and others were inspired to fight for their own equality.

The Vietnam anti-war movement brought attention to issues such as the use of presidential power during the war but was not successful in bringing about a quick end to the war. In fact it might have encouraged North Vietnam to keep fighting. The people who were

organizing the protests often disagreed with one another and some protesters were disrespected as “hippies.” However, at the same time growing numbers of people were not happy with the draft, saw the war as costly, and watched in horror on television the atrocities of war. President Johnson sounded optimistic when he spoke about Vietnam but many American people were becoming more doubtful in part because of the arguments made by the anti-war movement (Doc 4). A success of the movement was that it reminded people that they can “challenge their government’s authority” and the movement slowly had an impact on public opinion (Doc 5). Its existence was its biggest achievement in that it helped President Johnson decide not to drastically escalate the war which would have further divided the country. Many people did see the war as unconstitutional and when light was shed on the events leading up to the Gulf of Tonkin support for the war decreased. Another success would be it “forced Vietnam onto the public consciousness and challenged the rationale of the war and indeed a generation of Cold War foreign policies (Doc 6). Many Americans learned facts about the war which led them to express distrust of the American government. Some were angry with the U.S. government attempting to stop the spread of communism halfway around the world that was costing a lot of money and lives. All of this gave the anti-war movement more credibility.

The Civil Rights movement and Vietnam anti-war movement differ in that the civil rights movement had a lasting impact that created change that continues to the present but the anti-war movement, although a more in the moment demand for change, has its own lasting impact.

Protest movements were popular in post-WWII United States. Significant domestic & foreign policy issues created the tensions in society that would cause these protests. Two movements were the civil rights movement and the anti-Vietnam war movement, both of which successful in bringing change.

Despite having gained the right to vote and the right of citizenship after the Civil War, African Americans in the United States were still struggling to be treated equally post WWII. They faced discrimination especially in Southern society. Many public facilities were segregated – maintaining the idea of “separate but equal” as ruled in Plessy vs. Ferguson. Segregation continued despite the ruling that sep. but = schools were uncons. in Brown vs. Board of Ed. Because of long-held and widespread beliefs that led to racial discrimination, blacks were in many ways denied justice. For many African Americans education, housing, job, and public accommodation opportunities were restricted (Doc 1). Blacks did not have anywhere near the opportunities that whites had and even though they were discouraged from fighting for them they decided to organize. This was the basis for the civil rights movement – African Americans wanted freedom, to be “equal in dignity and promise to all others” (Doc 3). To achieve their goal, African Americans used boycotts and sit-ins. They also used demonstrations of nonviolent protest – an important event being the 1963 demonstration in Birmingham, Alabama which was reported by newspapers and television reporters and made the nation more aware of the issues they faced (Doc 2). Alabama was a state with very anti-black beliefs, and to have a victory in Birmingham would be a huge step forward in the civil

rights movement. With the victory, not only did blacks and their supporters in Birmingham begin to gain more rights and end segregation, but communities all over the South followed suit (Doc 2). Another nonviolent protest was held at the Lincoln Memorial where Martin Luther King's "I Have a Dream" speech expressed his hopes for a better future for African Americans. The Selma March reminded Americans that blacks didn't have the voting rights that had already been guaranteed to them. Events such as these helped bring success to the Civil Rights Movement. Because of the movement, blacks started gaining more rights – it influenced the passage of the civil Rights Acts, expanding blacks' rights and voting bills to make sure blacks were not barred or discouraged from voting (Doc 3). Through demonstrations and protests organized by individuals and groups such as the NAACP, blacks were successful in gaining rights for themselves.

The anti-Vietnam war movement was another significant protest that hoped to bring about change. The United States entered the Vietnam War as part of their containment policy and domino Theory. The US wanted to prevent the spread of communism at all costs. Therefore, after the Gulf of Tonkin incident in which communist North Vietnam "attacked" a US ship, the president gained congress's approval to be able to fight back in Vietnam. This led to a full-blown war in Vietnam and many at home were not happy it happened this way. For one, since it was an undeclared war, many found it to be "illegal and unconstitutional" (Doc 5). It became increasingly more unpopular as the US citizens were not happy with the increased involvement with the war. There were "billion dollar military grants"

and an insane amount of US casualties (Doc 4). Each victory seemed to be used as an opportunity to gain military aid either with money or troops (Doc 4). People were sick of the war and sick of seeing their people die! There were impacts to this movement. These anti-war sentiments "limited Johnson's military options" and "headed off any tendency toward drastic escalation" which was very important because the war's escalation had gone on long enough (Doc 6). The movement also caused "fatigue" in policy makers and encouraged the government to think about the end of the war, thus making the movement a limited success. The movement helped to end the "most frustrating war in American history".

Protest movements are very often a means to bringing about change. Two examples of successful movements were the civil rights movement and the anti-Vietnam war movement. Through their efforts, protestors brought about a changed they wished to see in their country.

Protest movements have demonstrated that America is a free-thinking, democratic society. Many times in our history people have exercised the right to protest to fight for what they believe. This form of freedom in America has accomplished many things. The Civil Rights movement and the environmental movement have accomplished much in United States history. The Civil Rights movement was a bold, and was once thought of as a radical movement in the fight for equality of African Americans. In the end the protesting and sacrifice gained them more equality. The environmental movement is a reform effort to benefit all living things on this planet. These two movements have both worked because they gained attention, and accomplished beneficial legislation.

The Civil Rights Movement was a push for equality for African Americans that gained America's attention after the bus boycott in Montgomery and the civil disobedience sit-ins in stores and restaurants. Both Black and white marched, boycotted, and voiced their opinions in an effort for laws to be passed to desegregate public areas. Racial discrimination towards blacks, especially in the Southern states was common but it could be found almost everywhere. Jim Crow Laws upheld segregation in places such as schools and on busses and de facto segregation was common in the North. As seen in document 1, the image depicts a white man pushing a black man away from protesting segregated buildings with restricted job opportunities. The changes that the civil rights movement brought in the 1950s would be even greater in the 1960s. A supreme court decision earlier ruled in *Brown v. Board of Education* that *Plessy v. Ferguson* violates constitutional rights and public schools could no longer be

segregated. President Eisenhower's response to the Little Rock 9 standoff was an example of the government taking action to desegregate schools. These accomplishments and others would not have been possible without protesters who voiced and made public their opinions for equality while marching in nonviolent protests in almost every town and city in the South after the Birmingham demonstrations. As seen in Document 3, Another important victory due to the civil rights movement was finally gaining voting rights that had been denied despite the 15th Amendment. The Civil Rights movement will forever be one of the most successful movements in American History because it was "the end of the beginning" and will continue until African Americans have all the same chances as every other American.

The environmental movement is another successful form of protest that was used in American history. Before the movement, very few government regulations were implemented in an effort to protect the earth. Pollution was a big problem, and it was very unregulated. Water contamination caused by dumping sewage and industrial wastes into rivers and streams was common. Big city factories and cars polluted the air. Acid Rain in the Adirondacks was another issue. The acid rain killed many fish and it was caused by unregulated pollutants from factories being carried by wind. Gradually more knowledge of environmental problems increased. Rachel Carson, a renowned environmentalist, came out with a book called Silent Spring that made people understand that something had to be done. In Document 7, a passage of the book is given and illustrates why Americans were alarmed. It states, "every human is now being

subjected to contact with dangerous chemicals." This book sparked a lot of conversation and demonstrated that more people were committing themselves to trying to solve our environmental problems. It also led to a national environmental movement. Earth day came out of this movement. Earth day continues to be a national day that draws awareness to the planet's conditions and encourages and unites people of all ages to battle pollution and shape the world into a place where we care for the delicate, natural systems of the earth. Earth Day teaches people that as a whole we need to care for our planet for us and future generations. In document 9a, according to Nicholas Lemann, Earth day had many consequences such as the Clean Air Act of 1970, The Clean Water Act of 1972 and the Endangered species Act of 1973. These acts led to cleaner air and water and protections for wildlife. The EPA began to clean up toxic wastes and gas and oil drilling was limited to cut risks to the environment. This proves that federal government actions encouraged by the Environmental Movement were a success, and often accomplished their purpose. However, environmental threats have not ended and will need to be addressed in the future.

In summary, both the Civil Rights movement and the Environmental movements during the 20th century sparked a positive change in America's society. The protests got people involved and united people to fight for what they believed was right. Both of these movements were monumental, and accomplished a great deal and continue to do so today.

After World War II, a continuing rise in issues led to further political and social problems in the United States. Groups and organizations attempted to bring change in issues involving civil rights of African Americans and environmental changes to those concerned of the earth's safety. These movements were strongly supported and led to greater outcomes.

After the war, many changes took place throughout the United States, one of the biggest was the civil rights movement. African Americans continued to face discrimination and were beginning to demand a change for equal rights. Document 1 shows that although they had more freedom they were still denied opportunity and rights to education, property, jobs, and other public accommodations. Without equal opportunity, African Americans could not live up to their full potential. Their goal was not only to achieve freedom, but to gain opportunity. Document 3 describes the demands made during the civil rights movement to allow these changes to occur. "The task is to give 20 million Negroes the same chance as every other American to learn, to grow, to work and share in society, to develop their abilities" (3). Their goal was quickly taken into action as the movement spread. In 1963, nonviolent protests spread throughout Birmingham, Alabama. Document 2 shows how this led to change. "By year's end, the number exceeded to three hundred. Many cities set up biracial committees that enabled blacks to press further desegregation" (3). The outcome of the civil rights movement was mostly a success and increased changes for the opportunity and freedom of all African Americans.

As times began to change, people became more aware of long term

issues and saw one major problem was the treatment of the environment. Today, these issues continue to be addressed as pollution and lack of care for the environment rise. The world was becoming aware that there were harmful chemicals and contamination that were destructive to our environment. "In less than two decades of their use, the synthetic pesticides have been so thoroughly distributed throughout the climate and inanimate world that they occur virtually everywhere" (7). It became clear that ignorance to this subject could potentially destroy the earth if no action is taken to prevent it. Document 8a and 8b both show some of the biggest responses to this discovery that had a lasting impact. The creation of Earth Day is still ongoing and encourages people to help preserve and protect our environment. "The purpose of the observance was to heighten public awareness of pollution and other ecological problems" (8b). This was extremely successful in educating people to decrease the pollution on earth. Today, Earth Day is still celebrated and organizations were made to benefit the environment to encourage the care and education on the subject.

The Civil rights movement and environmental movement were both addressed as some of the largest issues after World War II. The realization of these issues were able to become a priority of change. Protests and organizations made by the public proved to be successful as the response to their demands were met and progress increased.

Practice Paper A—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the anti-Vietnam War movement and for the environmental movement
- Is more analytical than descriptive (*anti-Vietnam*: United States decided to fight war to prevent South Vietnam from falling to communism but it fell anyway; first war public saw on television; television footage and ever-increasing drafts led to movement; Johnson lost popularity as war dragged on without victory; movement divided as many Americans resented radical and hippie elements; prevented Johnson from escalating conflict; *environmental*: concerns that pollution and toxic pesticides saturated environment; Carson wrote poisonous pesticides occurred in animals and people; people began to listen about possible dangers to health and ecological system; laws established standards to keep air and waters clean and healthy; groups such as Natural Resources Defense Council lobbying to get work done)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*anti-Vietnam*: war was extension of Cold War policy to contain communism; created to protect Western Europe; domino effect was idea if one nation fell to communism neighboring nations would follow; United States at first only sent supplies and advisors to help anti-communists in South Vietnam; later under Nixon, members of National Guard shot anti-war protesters at Kent State and violence erupted on college campuses across country; learning about events such as My Lai and reading *Pentagon Papers* discouraged Americans about conduct of war; eventually United States negotiated a cease fire, South Vietnam collapsed, and United States withdrew without having contained communism; *environmental*: companies who made pesticides criticized Carson and said research not accurate but she proved it was; DDT had been widely sprayed over populated areas; one goal of movement to mitigate effects of human-caused climate change; many endangered species no longer endangered; in 2014 United States signed agreement with other nations in Paris to reduce greenhouse gas emissions; today movement faces challenges as many lawmakers disagree over extent or existence of climate change; for those who believe global warming might eventually lead to flooding of coastal cities, dangerous extreme weather conditions, and more wild fires much additional environmental legislation needed)
- Richly supports the theme with many relevant facts, examples, and details (*anti-Vietnam*: Truman Doctrine and Marshall Plan; protest movements existed in prior wars; many Americans saw undeclared war as illegal and unconstitutional; *environmental*: Carson's *Silent Spring*; millions of Americans joined movement; observance of Earth Day; passage of environmental legislation; creation of Environmental Protection Agency)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the success of the anti-Vietnam War movement and the environmental movements demonstrate the power of American democracy

Conclusion: Overall, the response fits the criteria for Level 5. The discussion of the extent of each movement's success includes analytic conclusions that demonstrate significant challenges remain and need to be addressed, especially in the case of the environmental movement. A critical appraisal of document information is supported by relevant historical details.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but discusses the civil rights movement more thoroughly than the anti-Vietnam War movement
- Is both descriptive and analytical (*civil rights*: separate facilities far from equal; sit-ins one of first steps to larger-scale protests; African Americans organized nonviolent demonstrations which led to negotiations to end segregation; Voting Rights Bill gave African Americans more of a chance to participate in democracy; African Americans experienced violence at polls; equality became more important as women, Native Americans, and others inspired to fight for their rights; *anti-Vietnam*: brought attention to issues such as presidential power during wartime; movement might have encouraged North Vietnam to keep fighting; people organizing protests often disagreed and some protesters were disrespected as hippies; growing numbers of people not happy with draft, saw war as costly; Johnson sounded optimistic when he spoke about Vietnam but many becoming doubtful because of arguments made by anti-war movement; reminded people they could challenge government's authority; movement challenged rationale of war and generation of Cold War foreign policies)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*civil rights*: African Americans long considered to be inferior dating back to colonial period; despite being guaranteed freedom and citizenship after Civil War they lacked equality in schools, jobs, housing, and public accommodations; African Americans restricted under Jim Crow laws upheld in *Plessy v. Ferguson*; Rosa Parks worked with black community and Martin Luther King Jr. to stage rebellion that would inspire change; Rosa Parks arrested for her actions; Montgomery bus boycott led to city changing laws; sit-ins led to desegregated lunch counters in stores such as Woolworths; violence during Freedom Summer caught America's attention about voting injustice in Mississippi; *anti-Vietnam*: movement helped Johnson decide not to drastically escalate war which would have further divided country; when light shed on events leading up to Gulf of Tonkin support for war decreased; some angry about United States government attempting to stop spread of communism halfway around the world)
- Supports the theme with relevant facts, examples, and details (*civil rights*: large number of protests in Birmingham in 1960s; after protests in Birmingham a success 143 cities agreed to some degree of integration; *anti-Vietnam*: atrocities of war watched in horror on television; war unconstitutional; forced Vietnam onto public consciousness)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a one-sentence conclusion that states both movements had a lasting impact

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information supports a thorough discussion of the civil rights movement. Although the treatment of the anti-Vietnam War movement focuses on document interpretation, good analytic statements benefit the discussion.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with some depth for the civil rights movement and for the anti-Vietnam War movement
- Is more descriptive than analytical (*civil rights*: despite having gained right to vote and citizenship after Civil War, African Americans still struggling to be treated equally after World War II; faced discrimination especially in South; denied justice because of long-held and widespread beliefs that led to racial discrimination; did not have opportunities whites had; protests in Birmingham reported by newspapers and television reporters and made nation more aware of issues faced; victory in Birmingham huge step forward to end segregation; voting bills made sure blacks were not being barred or discouraged from voting; *anti-Vietnam*: United States citizens not happy with increased involvement in war; each victory seemed to be used as opportunity to gain military aid; Americans sick of seeing Americans die; anti-war sentiments headed off tendency toward drastic escalation; movement caused fatigue in policymakers and encouraged government to think about end of war)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*civil rights*: “separate but equal” ruling in *Plessy v. Ferguson*; segregation continued despite ruling that “separate but equal” schools unconstitutional in *Brown v. Board of Education*; nonviolent protest held at Lincoln Memorial where King’s “I Have a Dream” speech expressed his hopes for a better future for African Americans; Selma March reminded Americans that blacks did not have voting rights already guaranteed to them; groups such as NAACP organized protests; *anti-Vietnam*: United States entered war as part of containment policy and wanted to prevent spread of communism; after Gulf of Tonkin incident in which communist North Vietnam attacked a United States ship president gained congressional approval to fight back leading to full-blown war; movement helped to end most frustrating war in American history)
- Includes some relevant facts, examples, and details (*civil rights*: many public facilities segregated; education, housing, job, and public accommodation opportunities restricted for many African Americans; African Americans used boycotts, sit-ins, and nonviolent protests; 1963 demonstration in Birmingham; Civil Rights Acts passed; *anti-Vietnam*: undeclared war; illegal and unconstitutional; insane amount of American casualties)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Outside information and a few analytic statements are included in the treatment of both movements; however, additional explanation would have benefited the discussion. Document interpretation leads to some good conclusions.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with some depth for the civil rights movement and for the environmental movement
- Is more descriptive than analytical (*civil rights*: blacks and whites marched, boycotted, and voiced their opinions in effort to get laws passed to desegregate public areas; racial discrimination especially in Southern states common but could be found almost everywhere; changes brought in 1950s would be even greater in 1960s; protesters voiced and made their opinions for equality public while marching in nonviolent protests in almost every town and city in South after Birmingham; movement will continue until African Americans have same chances as other Americans; *environmental*: reform effort to benefit all living things; before movement very few government regulations implemented to protect Earth; water contamination caused by dumping sewage and industrial wastes into rivers and streams; knowledge of environmental problems increased gradually; *Silent Spring* sparked conversation and demonstrated that more people committing themselves to trying to solve environmental problems; Earth Day continues to be a national day that draws awareness to planet's conditions; Earth Day teaches people to care for our planet for current and future generations; environmental acts led to cleaner air and water and protections for wildlife; although movement successful environmental threats have not ended and will need to be addressed)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates some relevant outside information (*civil rights*: gained attention after bus boycott in Montgomery and sit-ins in stores and restaurants; Jim Crow laws upheld segregation in schools and on buses; de facto segregation common in North; President Eisenhower's response to Little Rock Nine standoff an example of government taking action to desegregate schools; voting rights that had been denied despite 15th amendment were finally gained; *environmental*: big city factories and cars polluted air; acid rain in Adirondacks; acid rain caused by unregulated pollutants from factories being carried by wind; Earth Day encourages and unites people of all ages to battle pollution and care for delicate natural systems of Earth; Environmental Protection Agency began to clean up toxic wastes; gas and oil drilling limited to cut risks to environment)
- Includes some relevant facts, examples, and details (*civil rights*: protesting and sacrifice gained equality for African Americans; *environmental*: environmentalist Rachel Carson's book; Clean Air Act of 1970; Clean Water Act of 1972; Endangered Species Act of 1973)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss that protest movements get people involved and unite people to fight for what they believe

Conclusion: Overall, the response fits the criteria for Level 3. Although document interpretation is supported by limited information, a good understanding of each movement's impact is demonstrated. Analytic statements are scattered throughout the discussion and lead to some good conclusions.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for the civil rights movement and for the environmental movement
- Is primarily descriptive (*civil rights*: after World War II African Americans continued to face discrimination and were beginning to demand change; without equal opportunity African Americans could not live up to full potential; biracial committees enabled blacks to press for further desegregation; movement mostly a success and increased changes for opportunity and freedom for all African Americans; *environmental*: pollution and lack of care for environment continue to rise; world becoming aware that harmful chemicals and contamination destructive to environment; synthetic pesticides so thoroughly distributed throughout animate and inanimate world that they occur virtually everywhere; became clear that ignorance could potentially destroy Earth if no action taken to prevent it; Earth Day encourages people to help preserve and protect environment; purpose of Earth Day to heighten public awareness of pollution and other ecological problems; successful in educating people to decrease pollution on earth)
- Incorporates limited relevant information from documents 1, 2, 3, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*civil rights*: although African Americans had more freedom still denied opportunity and rights to education, property, jobs, public accommodations; in 1963 nonviolent protests spread throughout Birmingham, Alabama; by end of 1963 more than three hundred cities set up biracial committees; *environmental*: Earth Day still ongoing)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states when issues became a priority progress increased

Conclusion: Overall, the response fits the criteria for Level 2. The treatment of both protest movements is dominated by a methodical presentation of document information which generally addresses all aspects of the task. A few good explanations, especially in the discussion of the environmental movement, strengthen the effort but lack additional supporting facts and details.

United States History and Government Specifications

June 2019

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change; Citizenship; Diversity; Foreign Policy; Government; Immigration and Migration; Technology; Presidential Decisions and Actions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Citizenship; Civic Values; Diversity; Environment; Government; Individuals, Groups, Institutions; Presidential Decisions and Actions; Technology	Standards 1, 2, 3, and 5: United States and New York History; World History; Geography; 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 2019 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

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

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

MC = Multiple-choice question

June 2019 Regents Examination in United States History and Government

Scoring Key: Parts II, IIIA, and IIIB

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

SCF = Scaffold Question

ES = Essay

The chart for determining students' final examination scores for the **June 2019 Regents Examination in United States History and Government** will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Regents Examination in United States History and Government – June 2019**Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)**

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 44 would receive a final examination score of 80.

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	2	5	8	11	15	19	23	27	31	35
	1	1	3	6	9	13	16	20	24	28	32	37
	2	2	4	7	10	14	17	21	25	29	34	38
	3	2	5	8	11	15	19	23	27	31	35	40
	4	3	6	9	13	16	20	24	28	32	37	41
	5	4	7	10	14	17	21	25	29	34	38	43
	6	5	8	11	15	19	23	27	31	35	40	44
	7	6	9	13	16	20	24	28	32	37	41	46
	8	7	10	14	17	21	25	29	34	38	43	47
	9	8	11	15	19	23	27	31	35	40	44	49
	10	9	13	16	20	24	28	32	37	41	46	50
	11	10	14	17	21	25	29	34	38	43	47	52
	12	11	15	19	23	27	31	35	40	44	49	53
	13	13	16	20	24	28	32	37	41	46	50	55
	14	14	17	21	25	29	34	38	43	47	52	56
	15	15	19	23	27	31	35	40	44	49	53	58
	16	16	20	24	28	32	37	41	46	50	55	59
	17	17	21	25	29	34	38	43	47	52	56	60
	18	19	23	27	31	35	40	44	49	53	58	62
	19	20	24	28	32	37	41	46	50	55	59	63
	20	21	25	29	34	38	43	47	52	56	60	65
	21	23	27	31	35	40	44	49	53	58	62	66
	22	24	28	32	37	41	46	50	55	59	63	68
	23	25	29	34	38	43	47	52	56	60	65	69
	24	27	31	35	40	44	49	53	58	62	66	70
	25	28	32	37	41	46	50	55	59	63	68	72
	26	29	34	38	43	47	52	56	60	65	69	73
	27	31	35	40	44	49	53	58	62	66	70	74
	28	32	37	41	46	50	55	59	63	68	72	75
	29	34	38	43	47	52	56	60	65	69	73	77
	30	35	40	44	49	53	58	62	66	70	74	78
	31	37	41	46	50	55	59	63	68	72	75	79
	32	38	43	47	52	56	60	65	69	73	77	80

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	33	40	44	49	53	58	62	66	70	74	78	82
	34	41	46	50	55	59	63	68	72	75	79	83
	35	43	47	52	56	60	65	69	73	77	80	84
	36	44	49	53	58	62	66	70	74	78	82	85
	37	46	50	55	59	63	68	72	75	79	83	86
	38	47	52	56	60	65	69	73	77	80	84	87
	39	49	53	58	62	66	70	74	78	82	85	88
	40	50	55	59	63	68	72	75	79	83	86	89
	41	52	56	60	65	69	73	77	80	84	87	90
	42	53	58	62	66	70	74	78	82	85	88	91
	43	55	59	63	68	72	75	79	83	86	89	92
	44	56	60	65	69	73	77	80	84	87	90	93
	45	58	62	66	70	74	78	82	85	88	91	94
	46	59	63	68	72	75	79	83	86	89	92	95
	47	60	65	69	73	77	80	84	87	90	93	96
	48	62	66	70	74	78	82	85	88	91	94	97
	49	63	68	72	75	79	83	86	89	92	95	97
	50	65	69	73	77	80	84	87	90	93	96	98
	51	66	70	74	78	82	85	88	91	94	97	98
	52	68	72	75	79	83	86	89	92	95	97	98
	53	69	73	77	80	84	87	90	93	96	98	98
	54	70	74	78	82	85	88	91	94	97	98	98
	55	72	75	79	83	86	89	92	95	97	98	98
	56	73	77	80	84	87	90	93	96	98	98	99
	57	74	78	82	85	88	91	94	97	98	98	99
	58	75	79	83	86	89	92	95	97	98	98	99
	59	77	80	84	87	90	93	96	98	98	99	99
	60	78	82	85	88	91	94	97	98	98	99	99
	61	79	83	86	89	92	95	97	98	98	99	99
	62	80	84	87	90	93	96	98	98	99	99	99
	63	82	85	88	91	94	97	98	98	99	99	100