

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, January 29, 2009 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

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



Source: Robert A. Divine et al., *America: Past and Present*, Scott, Foresman (adapted)

- 1 What would be the best title for this map?
 - (1) British North America Before 1850
 - (2) United States Territorial Expansion
 - (3) Colonial North America
 - (4) Wartime Land Acquisitions

 - 2 The Louisiana Purchase was important to the United States because it
 - (1) expanded the nation's boundary to the Pacific Ocean
 - (2) removed the Spanish from North America
 - (3) closed the western territories to slavery
 - (4) secured control of the Mississippi River
-

- 3 Which geographic feature served as the western boundary for British colonial settlements prior to the Revolutionary War?
- (1) Rocky Mountains
 - (2) Missouri River
 - (3) Appalachian Mountains
 - (4) Great Plains

- 4 “. . . That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, . . . ”

— Declaration of Independence

Which provision of the original United States Constitution was most influenced by this ideal?

- (1) enabling the president to select a cabinet
 - (2) providing for direct election of the House of Representatives
 - (3) allowing the Senate to try articles of impeachment
 - (4) authorizing the Supreme Court to rule on disputes between states
- 5 Delegates at the Constitutional Convention of 1787 agreed to the Three-fifths Compromise to solve a dispute directly related to
- (1) the power of the presidency
 - (2) representation in Congress
 - (3) a decision by the Supreme Court
 - (4) the addition of a bill of rights

- 6 Which feature of the United States Constitution traditionally gives the states authority over public education?

- (1) reserved powers
- (2) preamble
- (3) fifth amendment
- (4) supremacy clause

- 7 “President Wilson Represents the United States at Versailles”

“President Reagan Meets with Soviet President Gorbachev”

“President Carter Negotiates Camp David Accords”

Each headline illustrates a time when the president of the United States acted as

- (1) chief diplomat
- (2) chief legislator
- (3) commander in chief
- (4) head of a political party

- 8 Which individual's action was directly protected by the first amendment?

- (1) Alexander Graham Bell's invention of the telephone in 1876
- (2) Theodore Roosevelt's command of the Rough Riders in 1898
- (3) President Franklin D. Roosevelt's election to a third term in 1940
- (4) Dr. Martin Luther King Jr.'s leading a march on Washington, D.C., in 1963

Base your answer to question 9 on the quotation below and on your knowledge of social studies.

. . . The nation deserves and I will select a Supreme Court justice that Americans can be proud of. The nation also deserves a dignified process of confirmation in the United States Senate, characterized by fair treatment, a fair hearing and a fair vote. I will choose a nominee in a timely manner so that the hearing and the vote can be completed before the new Supreme Court term begins. . . .

— President George W. Bush, 2005

- 9 Which constitutional principle is suggested by this quotation?

- (1) federalism
- (2) checks and balances
- (3) States rights
- (4) due process

- 10 In his Farewell Address, President George Washington warned against establishing alliances with European countries because he was concerned primarily about

- (1) restrictions on trade with Latin America
- (2) French colonization of the Caribbean
- (3) United States involvement in foreign wars
- (4) protection of the western frontier

- 11 The Monroe Doctrine (1823) was issued primarily because President James Monroe

- (1) wanted to warn European powers against intervention in Latin America
- (2) opposed the revolutions taking place in South America
- (3) needed to establish a foothold in Panama for a future canal
- (4) believed the United States should pursue overseas colonies

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



12 Based on the map, which statement is a valid conclusion?

- (1) Port cities were not connected to railroads.
- (2) Railroads were more expensive to build than canals.
- (3) Most canals were abandoned before the Civil War.
- (4) Railroads were expanding more quickly in the North than in the South.

13 President Andrew Jackson's policy toward Native American Indians was created to

- (1) encourage Native American Indians to become part of mainstream American society
- (2) force Native American Indians to move west of the Mississippi River
- (3) improve educational opportunities for Native American Indians
- (4) grant citizenship to Native American Indians

14 The publication of *Uncle Tom's Cabin*, written by Harriet Beecher Stowe, contributed to the start of the Civil War by

- (1) exposing the dangers of cotton manufacturing
- (2) intensifying Northern dislike of slavery
- (3) pressuring the president to support emancipation
- (4) convincing Congress to ban the importation of slaves

- 15 Following Reconstruction, the passage of Jim Crow laws in the South limited the effectiveness of
- (1) the 14th and 15th amendments
 - (2) the Freedmen's Bureau
 - (3) Black Codes
 - (4) tenant farming and sharecropping
- 16 During the late 1800s, many United States farmers believed their economic problems would be solved if the federal government would
- (1) raise interest rates
 - (2) outlaw strikes by labor unions
 - (3) put more money into circulation
 - (4) regulate the amount of grain that was produced
- 17 In the late 19th century, critics of big business claimed that monopolies most harmed the economy by
- (1) limiting competition
 - (2) decreasing the urban growth rate
 - (3) preventing technological innovation
 - (4) failing to keep pace with European industries
- 18 In the late 19th century, the ideas of Social Darwinism were used primarily to
- (1) encourage the passage of compulsory education laws
 - (2) explain the differences in income between the rich and the poor
 - (3) urge Congress to end immigration
 - (4) support the growth of new political parties
- 19 The principal reason Congress raised tariff rates in the late 1800s and early 1900s was to
- (1) increase personal income taxes
 - (2) lower prices for American consumers
 - (3) guarantee high wages to American workers
 - (4) protect United States businesses from foreign competition
- 20 Reformers of the early 20th century frequently attacked political machines because the politicians in these organizations often
- (1) denied voting rights to the poor
 - (2) accepted bribes in return for favors
 - (3) wasted money on military spending
 - (4) discriminated against migrant workers

Base your answer to question 21 on the song lyrics below and on your knowledge of social studies.

**The Uprising of the Twenty Thousands
(Dedicated to the Waistmakers [shirt makers]
of 1909)**

In the black of the winter of nineteen nine,
When we froze and bled on the picket line,
We showed the world that women could fight
And we rose and won with women's might.

Chorus:

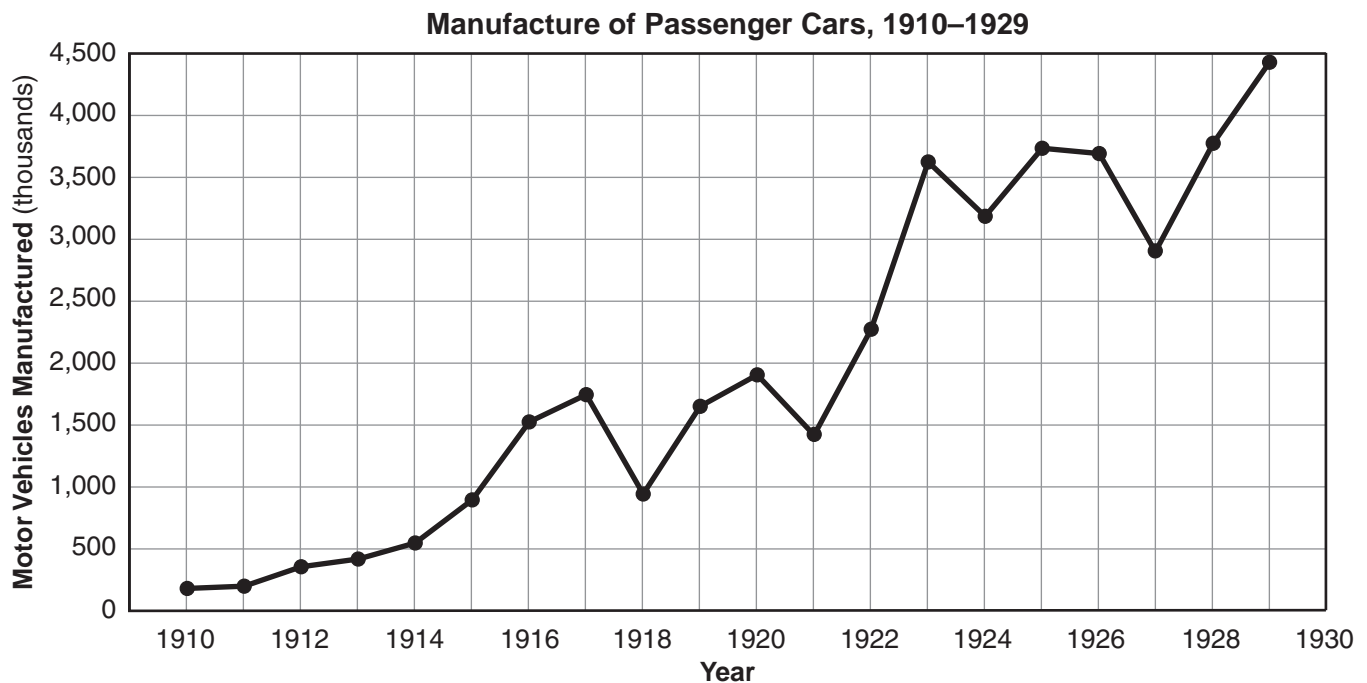
Hail the waistmakers of nineteen nine,
Making their stand on the picket line,
Breaking the power of those who reign,
Pointing the way, smashing the chain.

And we gave new courage to the men
Who carried on in nineteen ten
And shoulder to shoulder we'll win through,
Led by the I.L.G.W.U.

— *Let's Sing!*, Educational Department, International
Ladies' Garment Workers' Union, New York City

- 21 Which type of labor-related action is best described in this song?
- (1) a strike
 - (2) an open shop
 - (3) a boycott
 - (4) an injunction
-
- 22 A major purpose of the Progressive movement (1900–1917) was to
- (1) stimulate the economy
 - (2) support government control of factory production
 - (3) encourage immigration from southern and eastern Europe
 - (4) correct the economic and social abuses of industrial society
- 23 Today, the Federal Reserve System attempts to stabilize the economy of the United States by
- (1) requiring federal budgets be prepared and presented to Congress
 - (2) levying and collecting income taxes
 - (3) regulating interest rates and the money supply
 - (4) backing all currency with silver and gold

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



Source: *Historical Statistics of the United States, Colonial Times to 1970, Part 2*, U. S. Department of Commerce (adapted)

24 The overall trend shown on the graph was primarily the result of

- (1) a decline in the economy
- (2) the increased use of the assembly line
- (3) a shift of the population from urban areas to farms
- (4) an increase in the price of automobiles

25 What was a major reason the United States entered World War I (1917)?

- (1) The Japanese had occupied Manchuria.
- (2) Foreign troops had landed on American soil.
- (3) The Austro-Hungarian Empire had invaded Belgium.
- (4) Germany had resumed unrestricted submarine warfare.

26 What was one effect of the Bolshevik Revolution (October 1917) on the United States?

- (1) Nativism increased, leading to the Red Scare.
- (2) Federal courts banned anti-immigrant groups.
- (3) The Allied powers needed fewer United States troops.
- (4) Immigration laws were changed to allow refugees from Russia.

27 What was the effect of the “clear and present danger” ruling established in *Schenck v. United States* (1919)?

- (1) placing limits on constitutional freedoms
- (2) decreasing the president’s powers during wartime
- (3) limiting the hours women could work in industry
- (4) upholding the right of states to regulate child labor

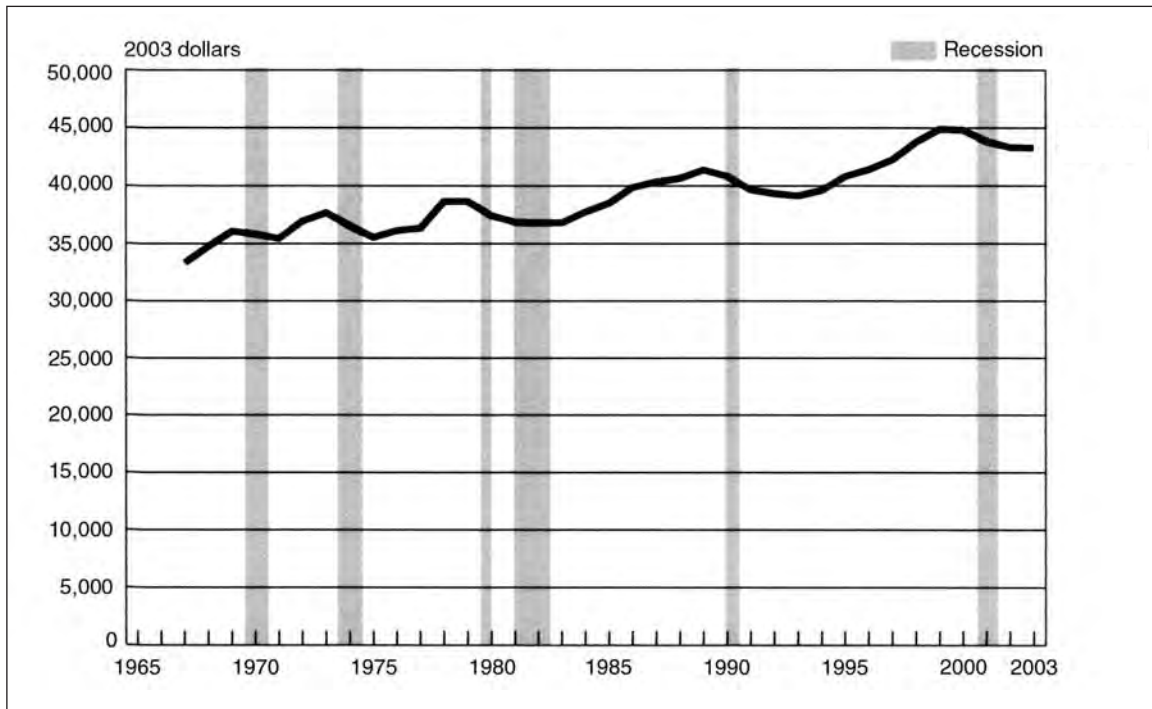
28 The Harlem Renaissance promoted African American culture by

- (1) increasing factory employment opportunities for minorities
- (2) encouraging immigration from Africa
- (3) focusing attention on artistic contributions
- (4) bringing an end to legalized racial segregation

- 29 During the 1920s, the United States changed its immigration policy by passing new laws that
- (1) provided incentives to attract more immigrants to factory jobs
 - (2) encouraged Chinese immigrants to enter the country
 - (3) allowed unrestricted immigration of war refugees from Vietnam
 - (4) established quotas that reduced the number of immigrants from certain countries
- 30 President Franklin D. Roosevelt believed that declaring a bank holiday and creating the Federal Deposit Insurance Corporation (FDIC) would help the nation's banking system by
- (1) restoring public confidence in the banks
 - (2) reducing government regulation of banks
 - (3) restricting foreign investments
 - (4) granting tax relief to individuals
- 31 The Social Security Act (1935) is considered an important program because it
- (1) brought about a quick end to the Great Depression
 - (2) provided employment for those in need of a job
 - (3) established a progressive income tax
 - (4) extended support to elderly citizens
- 32 The policy of Cash and Carry, the Destroyers for Naval Bases Deal, and the Lend-Lease Act were all designed to
- (1) contribute to the success of the Axis powers
 - (2) relieve unemployment caused by the Great Depression
 - (3) guarantee a third term to President Franklin D. Roosevelt
 - (4) aid the Allies without involving the United States in war
- 33 Rationing was used in the United States during World War II as a way to
- (1) ensure adequate supplies of scarce natural resources
 - (2) increase the number of imports
 - (3) raise production of consumer goods
 - (4) provide markets for American-made products
- 34 The post-World War II trials held by the Allied powers in Nuremberg, Germany, and in Japan set an international precedent by
- (1) placing blame only on civilian leaders
 - (2) forcing nations to pay for war damages
 - (3) returning conquered territories to their peoples
 - (4) holding individuals accountable for their war crimes
- 35 The development of the Marshall Plan and the formation of the North Atlantic Treaty Organization (NATO) were part of President Harry Truman's effort to
- (1) end the Korean War
 - (2) limit the spread of communism
 - (3) provide aid to Asian nations
 - (4) promote an isolationist foreign policy
- 36 **"Jackie Robinson Breaks Color Barrier in Major League Baseball"**
"President Truman Issues Executive Order Desegregating Armed Forces"
"NAACP Challenges School Segregation"
- These headlines are most closely associated with
- (1) a decline in African American participation in political activities
 - (2) the beginning of the modern civil rights movement
 - (3) Southern resistance to the Civil Rights Act of 1964
 - (4) the effects of affirmative action programs
- 37 "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance, . . ."
- Title IX, 1972
- The passage of this law affected women across the nation by
- (1) granting them the right to own property
 - (2) guaranteeing them the same wages as male workers
 - (3) increasing their opportunities to participate in school sports
 - (4) allowing them the right to seek elective offices

Base your answers to questions 38 and 39 on the graph below and on your knowledge of social studies.

Real Median Household Income: 1967 to 2003



Source: U. S. Census Bureau, *Current Population Survey, 1968 to 2004, Annual Social and Economic Supplements* (adapted)

38 Based on the graph, which statement about median household income between 1967 and 2003 is most accurate?

- (1) It doubled.
- (2) It decreased by about \$5,000.
- (3) It increased by about \$10,000.
- (4) It increased by about \$50,000.

39 Based on the graph, which development occurred during the year before each recession?

- (1) Median household income decreased.
- (2) Full employment was achieved.
- (3) Median household income stayed the same.
- (4) The United States population decreased.

40 The passage of the War Powers Act of 1973 was intended to affect the balance of power between the president and Congress by

- (1) allowing troops to be sent overseas without the president's consent
- (2) requiring the president to remove all United States troops from Southeast Asia
- (3) permitting the president to enter treaties without Senate approval
- (4) placing limitations on the president's ability to keep troops in hostile situations

41 Which event led to the investigations that resulted in the resignation of President Richard Nixon?

- (1) a decision to escalate the war in Vietnam
- (2) a presidential decision to freeze wages and prices
- (3) a break-in at the headquarters of the Democratic National Committee
- (4) an oil embargo by the Organization of Petroleum Exporting Countries (OPEC)

Base your answer to question 42 on the conversation below and on your knowledge of social studies.

The President:

Helmut! I am sitting in a meeting with members of our Congress and am calling at the end of this historic day to wish you well.

Chancellor Kohl:

Things are going very, very well. I am in Berlin. There were one million people here last night at the very spot where the Wall used to stand—and where President Reagan called on Mr. Gorbachev to open this gate. Words can't describe the feeling. The weather is very nice and warm, fortunately. There were large crowds of young people. Eighty percent were under thirty. It was fantastic. . . .

Source: Telephone conversation between Chancellor Helmut Kohl of Germany and President George H. W. Bush, October 3, 1990

42 This conversation is referring to the

- (1) start of the Berlin airlift
 - (2) expansion of the North Atlantic Treaty Organization (NATO)
 - (3) end of the Cold War and reunification of Germany
 - (4) signing of the Nuclear Test Ban Treaty and creation of the Hot Line
-

43 Which heading best completes the partial outline below?

- I. _____

 - A. Desire for new markets
 - B. Creation of a modern navy
 - C. Belief in Anglo-Saxon superiority

- (1) Consequences of World War I
- (2) Results of the Gentlemen's Agreement
- (3) Events Leading to Neutrality
- (4) Factors Supporting United States Imperialism

Base your answers to questions 44 and 45 on the cartoon below and on your knowledge of social studies.



Source: Tom Toles, *The Washington Post*, June 26, 2005 (adapted)

44 What is the main idea of this cartoon?

- (1) Burning flags is another cause of global warming.
- (2) Washington politicians are focusing on the wrong issues.
- (3) Respect for the American flag around the world is declining.
- (4) Automobiles are mainly responsible for global warming.

45 Based on this cartoon, which action by the federal government would the cartoonist most likely support?

- (1) restricting first amendment rights
 - (2) promoting industrial growth
 - (3) enforcing environmental regulations
 - (4) encouraging globalization
-

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

Political Party	Presidential Nominee	Electoral College Vote	Electoral College Vote Percent	Popular Vote Number	Popular Vote Percent
Republican	George W. Bush	271	50.4	50,456,062	47.9
Democratic	Albert Gore, Jr.	266	49.4	50,996,582	48.4
Green	Ralph Nader	0	0.0	2,858,843	2.7

Source: National Archives and Records Administration, 2000 Presidential Election (adapted)

46 Which generalization about United States presidential elections is most clearly supported by the data in this chart?

- (1) A candidate can win the election without a majority of the popular vote.
- (2) Third-party candidates have no effect on presidential elections.
- (3) Electoral college votes determine the will of the majority of voters.
- (4) Voter participation in national elections is declining.

47 The Department of Homeland Security was created as a direct response to the

- (1) Persian Gulf War (1991)
- (2) Oklahoma City bombing (1995)
- (3) terrorist attacks on September 11 (2001)
- (4) flooding of New Orleans (2005)

48 • Establishment of the Peace Corps
• Bay of Pigs invasion
• Cuban missile crisis

These events occurred during the presidency of

- (1) John F. Kennedy
- (2) Lyndon B. Johnson
- (3) Richard Nixon
- (4) Jimmy Carter

49 The Anthracite Coal Strike (1902), the Wagner Act (1935), and the founding of the United Farm Workers (1962) were important steps in

- (1) limiting the growth of labor unions
- (2) creating greater equality for women
- (3) ending discrimination directed at African Americans in the South
- (4) promoting fair labor practices and collective bargaining for workers

50 Which book describes how the Dust Bowl of the 1930s affected farmers of the Great Plains?

- (1) *How the Other Half Lives*
- (2) *The Jungle*
- (3) *The Grapes of Wrath*
- (4) *Silent Spring*

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Movements of People—Migration

The movement of people *into* and *within* the United States has had a significant impact on the nation. These movements have been both voluntary and involuntary.

Task:

Select **two** periods of migration that had an impact on the United States and for **each**

- Describe the historical circumstances that led to the migration
- Discuss the impact of the migration on the United States

You may use any period of migration from your study of United States history. Some suggestions you might wish to consider include colonial settlement (1600s–1700s), westward expansion (1800s), rural to urban migration (1870s–1920s), European immigration (1880–1910), the Dust Bowl (1930s), suburbanization (1950s–1960s), and illegal immigration (1990 to the present).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to

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

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”

NAME _____ SCHOOL _____

In developing your answers to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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.

Historical Context:

Between 1953 and 1969, the Chief Justice of the United States Supreme Court was Earl Warren. Supreme Court decisions made during the “Warren Court” era led to significant changes in various aspects of life in the United States. Several important court cases affected equal protection under the law, separation of church and state, and the rights of individuals accused of crimes.

Task: Using 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

- Discuss how decisions of the Warren Court affected American society

Part A

Short-Answer Questions

Document 1a

... The Warren Court (1953–1969) revolutionized constitutional law and American society. First, the unanimous and watershed [critical] school desegregation ruling, *Brown v. Board of Education*, in 1954 at the end of Warren’s first year on the bench. Then, in 1962 *Baker v. Carr* announced the “reapportionment revolution” guaranteeing equal voting rights [to individual voters no matter where they lived]. And throughout the 1960s, the Court handed down a series of rulings on criminal procedure that extended the rights of the accused and sought to ensure equal access to justice for the poor. *Mapp v. Ohio* (1961), extending the exclusionary rule to the states, and *Miranda v. Arizona* (1966), sharply limiting police interrogations of criminal suspects, continue to symbolize the Warren Court’s revolution in criminal justice. . . .

Source: David M. O’Brien, “The Supreme Court: From Warren to Burger to Rehnquist,” *PS*, Winter 1987

1a According to David M. O’Brien, what is **one** effect of the Warren Court on American society? [1]

Score

Document 1b

. . . The Warren Court’s revolution in public law promoted acrimony [hostility] and bitterness precisely because it empowered those who had previously not had the opportunity to exercise power. Whether we approve of their behavior or not, there is little doubt that these new groups added dramatically and often disturbingly to the contours of American society. Much of what the Warren Court did was to release dissident minorities from long-standing legal and social strictures [limits]. Critics complained that the Court was the root of the problem; it was fostering subversive [disobedient] action by civil rights advocates, Communist agitators, criminals, smut peddlers, and racketeers who hid behind the Fifth Amendment when called to account. . . .

Source: Kermit Hall, “The Warren Court in Historical Perspective,” Bernard Schwartz, ed., *The Warren Court: A Retrospective*, Oxford University Press, 1996

1b According to Kermit Hall, what is **one** criticism leveled against the decisions of the Warren Court? [1]

Score

Document 2



Mrs. Nettie Hunt, sitting on the steps of the U. S. Supreme Court Building in Washington, explains the significance of the Court's May 17, 1954 desegregation ruling to her daughter, Nikie 3½, in this November 19, 1954 photo.

Source: "With an Even Hand," *Brown v. Board of Education* exhibition, Library of Congress (adapted)

2 Based on this photograph and caption, what is the significance of the *Brown v. Board of Education* decision? [1]

Score

Document 3a

... “The promise of *Brown* was not fulfilled in the way that we envisioned it,” says U.S. Secretary of Education Rod Paige, who was a student at Mississippi’s all-black Jackson State University when the decision was handed down. Within the first few years after the decision, paratroopers were protecting black students entering Central High School in Little Rock, Ark., schools were shuttered [closed] entirely in Prince Edward County, Va., and white families across the South put their children into private schools. By 1971, the court had endorsed busing to overcome the residential segregation that was keeping black and white children apart. Particularly in the South, the integration drive worked, as the share of black children attending majority white schools rose from 0.1% in 1960 to a high of 44% in 1988. . . .

Source: Rebecca Winters, “No Longer Separate, But Not Yet Equal,” *Time*, May 10, 2004

Document 3b

... Even though the effects of *Brown* were slow in coming—real desegregation only occurred with the 1964 Civil Rights Act and aggressive enforcement by the Department of Justice, which denied federal funds to any segregated school—they were revolutionary. Greenberg [Jack Greenberg, a member of the *Brown* legal team] cites encouraging evidence today as the half-full approach: there are black Cabinet members in Democrat and Republican administrations; blacks hold top management positions in major corporations like Citibank, Xerox, Time Warner, and Merrill Lynch. When Greenberg started practicing law in 1949 there were only two black U.S. Congressmen. Today [2004] there are 39.

Brown “broke up the frozen political system in the country at the time,” Greenberg notes. Southern congressmen made it a priority to keep African-Americans from obtaining power, but *Brown* allowed for change. Judge Carter [Robert Carter, a member of the *Brown* legal team] believes that the greatest accomplishment of the ruling was to create a black middle class: “The court said everyone was equal, so now you had it by right.” . . .

Source: Kristina Dell, “What ‘Brown’ Means Today,” *Time*, May 17, 2004

- 3 Based on these documents, state **two** effects of the *Brown v. Board of Education* Supreme Court decision on American society. [2]

(1) _____

Score

(2) _____

Score

Document 4

. . . **QUESTION:** Mr. President, in the furor [uproar] over the Supreme Court's decision [in *Engel v. Vitale*] on prayer in the schools, some members of Congress have been introducing legislation for Constitutional amendments specifically to sanction [permit] prayer or religious exercise in the schools. Can you give us your opinion of the decision itself, and of these moves of the Congress to circumvent [get around] it?

THE PRESIDENT: I haven't seen the measures in the Congress and you would have to make a determination of what the language was, and what effect it would have on the First Amendment. The Supreme Court has made its judgment, and a good many people obviously will disagree with it. Others will agree with it. But I think that it is important for us if we are going to maintain our Constitutional principle that we support the Supreme Court decisions even when we may not agree with them.

In addition, we have in this case a very easy remedy, and that is to pray ourselves and I would think that it would be a welcome reminder to every American family that we can pray a good deal more at home, we can attend our churches with a good deal more fidelity, and we can make the true meaning of prayer much more important in the lives of all of our children. That power is very much open to us. . . .

Source: President John F. Kennedy, News Conference, June 27, 1962

4a What was **one** effect of the *Engel v. Vitale* decision on public schools in the United States? [1]

Score

b What does President John F. Kennedy suggest as a “remedy” to those who disagree with the Supreme Court's decision in *Engel v. Vitale*? [1]

Score

Document 5

ATLANTA, Nov. 21 — As President Clinton and the new Republican leadership in Congress consider measures that would return organized prayer to public schools, it is worth remembering one thing.

Prayer is already there.

Despite a Supreme Court ruling [*Engel v. Vitale*] 32 years ago that classroom prayer and Scripture reading are unconstitutional even if they are voluntary, prayer is increasingly a part of school activities from early-morning moments of silence to lunchtime prayer sessions to pre-football-game prayers for both players and fans.

The most common forms are state-mandated moments of silence at the beginning of the day, which are permissible to the extent they are not meant to be a forum for organized prayer. But, particularly in the South, religious clubs, prayer groups and pro-prayer students and community groups are making religion and prayer part of the school day. . . .

Source: Peter Applebome, "Prayer in Public Schools? It's Nothing New for Many,"
New York Times, November 22, 1994

- 5 According to Peter Applebome, what are **two** ways in which prayer in public schools continued despite the Supreme Court ruling in *Engel v. Vitale*? [2]

(1) _____

Score

(2) _____

Score

Document 6

In the decades following the *Engel* decision, federal courts have continued to hear cases and make rulings on issues involving separation of church and state.

FRANKFORT, Ky. — A civic group will send a Ten Commandments monument back to Frankfort only if political leaders give assurances that it will be displayed publicly, as a new law allows. . . .

The Ten Commandments monument was part of an ever-growing list of religious issues that [Governor Ernie] Fletcher and other political leaders have dealt with this year. . . .

The Eagles [a fraternal organization] donated the Ten Commandments monument to the state in 1971. It was removed from the Capitol grounds and placed in storage in the mid-1980s during a construction project. When political leaders tried to display it again in 2000, the American Civil Liberties Union went to court, claiming the monument was an unconstitutional endorsement of religion. The ACLU won the case. . . .

Lawmakers passed a bill calling for the return of the monument. The same bill granted permission to local governments to post displays of the commandments in courthouses and other public buildings.

Kentucky has been at the center of legal fights in recent years on the posting of the commandments. In one case, *McCreary County v. ACLU* [2005], the U.S. Supreme Court ruled displays inside courthouses in McCreary and Pulaski counties were unconstitutional. In another [lower court case], *Mercer County v. ACLU*, the 6th U.S. Circuit Court of Appeals said a similar display in the Mercer County Courthouse is constitutional because it included other historic documents. . . .

Source: "Ten Commandments, other issues generating debate in Ky.," *Associated Press*, April 13, 2006

6 Based on this article, what is **one** issue in the continuing debate on separation of church and state? [1]

Score

Document 7

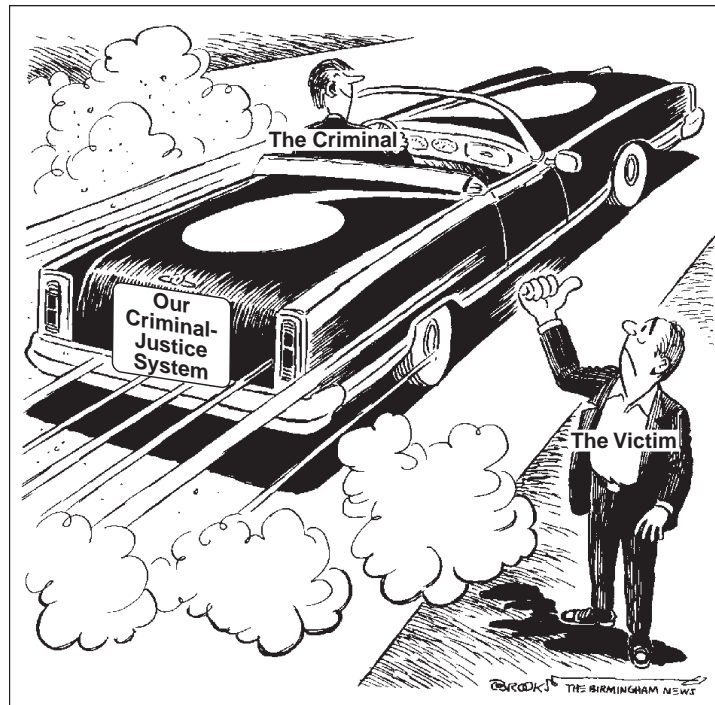
. . . along with other Warren Court decisions, *Miranda* has increased public awareness of constitutional rights. The *Miranda* warnings may be the most famous words ever written by the United States Supreme Court. With the widespread dissemination [distribution] of *Miranda* warnings in innumerable [numerous] television shows as well as in the movies and contemporary fiction, the reading of the *Miranda* rights has become a familiar sight and sound to most Americans; *Miranda* has become a household word. As Samuel Walker writes, “[e]very junior high school student knows that suspects are entitled to their ‘*Miranda* rights.’ They often have the details wrong, but the principle that there are limits on police officer behavior, and penalties for breaking those rules, is firmly established.” As we have seen, a national poll in 1984 revealed that 93% of those surveyed knew that they had a right to an attorney if arrested, and a national poll in 1991 found that 80% of those surveyed knew that they had a right to remain silent if arrested. Perhaps it should not be surprising that, as many of my research subjects told me, some suspects assert their rights prior to the *Miranda* admonition [warning] or in situations where police warnings are not legally required. Indeed, in the last thirty years, the *Miranda* rights have been so entrenched [well-established] in American popular folklore as to become an indelible part of our collective heritage and consciousness. . . .

Source: Richard A. Leo, “The Impact of ‘Miranda’ Revisited,”
The Journal of Criminal Law and Criminology, Spring 1996 (adapted)

7 According to Richard A. Leo, what is **one** effect of the *Miranda* decision on American society? [1]

Score

Document 8a



Source: Charles Brooks, *Birmingham News* (adapted)

Document 8b

... The familiar fact is that the vastly troubled criminal-justice system often exacts no price at all for crime. An adult burglar has only one chance in 412 of going to jail for any single job, according to Gregory Krohm of the Virginia Polytechnic Institute's Center for the Study of Public Choice. For juveniles under 17, the figure is one in 659 burglaries, with a likelihood of only a nine-month term if the 659-to-1 shot comes in. Many critics are convinced that such odds were created in large part by those constitutional-law rulings of the Warren Court that expanded the rights of criminal defendants. Mapp, Escobedo, Miranda and Wade* are still names that enrage law-and-order advocates. But despite all the years of talk and four Nixon appointments, the court has so far been willing only to trim some of the rules, not reverse them. The new rulings obviously add to the work of the courts, and some experts believe that they have hampered the criminal-justice system's capacity to convict guilty offenders, though as yet there have been no studies demonstrating any such significant damage. ...

Source: "The Crime Wave," *Time*, June 30, 1975

*In *United States v. Wade* (1967), the Court ruled that defendants have a right to counsel during police lineups. This does **not** refer to *Roe v. Wade*.

8 Based on the cartoon and the *Time* article, what is **one** impact of the rulings of the Warren Court on crime? [1]

Score

Document 9

WASHINGTON — Refusing to overturn more than three decades of established law enforcement practice, the Supreme Court yesterday strongly reaffirmed its landmark Miranda [*Miranda v. Arizona*] decision, which requires police to inform criminal suspects of their rights to remain silent and to be represented by an attorney during interrogation.

In a 7-2 opinion written by Chief Justice William H. Rehnquist, the high court ruled that the requirement that criminal suspects be read their “Miranda rights” is rooted in the Constitution and cannot be overturned by an act of Congress. Federal lawmakers passed legislation seeking to undo the Miranda decision in 1968, two years after the ruling.

The seven justices in the majority left open the question of whether they would have reached the same conclusion as the original five-justice Miranda majority about the constitutional rights of criminal suspects. But citing the court’s long tradition of respect for precedent, the justices said there were compelling reasons not to overrule it now.

“Miranda has become embedded in routine police practice to the point where the warnings have become part of our national culture,” wrote Rehnquist, a frequent and vocal critic of the Miranda decision during his earlier years on the bench. . . .

Source: “Miranda warnings upheld, Supreme Court says right now deeply rooted,”
Florida Times Union, June 27, 2000

9 Based on this article, why did the Supreme Court decide not to overturn the decision in *Miranda v. Arizona*? [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 five* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Between 1953 and 1969, the Chief Justice of the United States Supreme Court was Earl Warren. Supreme Court decisions made during the “Warren Court” era led to significant changes in various aspects of life in the United States. Several important court cases affected equal protection under the law, separation of church and state, and the rights of individuals accused of crimes.

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

- Discuss how decisions of the Warren Court affected American society

Guidelines:

In your essay, be sure to

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

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Thursday, January 29, 2009 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Student Sex: ☐ Male
☐ Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

Part I

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

No.
Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Tear Here

Tear Here

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 29, 2009 — 9:15 a.m. to 12:15 p.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Copyright 2009
The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
1 OF 2
MC & THEMATIC

United States History
and Government

January 29, 2009

Part I

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

Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

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.

United States History and Government
Content-Specific Rubric
Thematic Essay
January 2009

Theme: Movements of People—Migration

The movement of people *into* and *within* the United States has had a significant impact on the nation. These movements have been both voluntary and involuntary.

Task: Select *two* periods of migration that had an impact on the United States and for *each*

- Describe the historical circumstances that led to the migration
- Discuss the impact of the migration on the United States

You may use any period of migration from your study of United States history. Some suggestions you might wish to consider include colonial settlement (1600s–1700s), westward expansion (1800s), rural to urban migration (1870s–1920s), European immigration (1880–1910), the Dust Bowl (1930s), suburbanization (1950s–1960s), and illegal immigration (1990 to the present).

Scoring Notes:

1. This thematic essay has a minimum of *four* components (the historical circumstances that led to *each* of *two* periods of migration and the impact of *each* migration on the United States).
2. The period of migration that had an impact on United States history may be from any time period in United States history. Two distinct periods must be selected; however, since the time periods for specific groups may overlap, a response may discuss these as two distinct time periods of migration as long as different and relevant details are used for each migration, e.g., the time periods of rural to urban migration (1870s–1920s) and European immigration (1880–1910) overlap but have distinct differences. On the other hand, the response may combine the two periods as one migration, e.g., farmers and immigrants were both drawn to northeastern cities during industrialization in search of steady jobs.
3. The period of migration may be treated as a broad category or narrowed to a more specific topic within the time period, e.g., colonial settlement (1600s–1700s) or slave trade from Africa; rural to urban migration (1870s–1920s) or Great Migration (early 1900s).
4. The impact of the migration on the United States may be either short term or long term.
5. The response may discuss the impact of the migration on the United States from any perspective as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances that led to a migration in **each** of **two** time periods and discussing the impact of **each** migration on the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *European immigration (1880–1910)*: connects wide-ranging oppression in southern and eastern Europe, unrestricted immigration policies in the United States, and the need for cheap labor in United States factories to an influx of immigrants into eastern United States cities; connects the wave of “new immigrants” to cultural enrichment, urban problems, and rising nativism; *suburbanization (1950s–1960s)*: connects the return of World War II soldiers, the baby boom, and the expansion of interstate highways to mass migration from urban areas to the suburbs; connects the growth of suburbs to decaying inner cities, construction of shopping malls, schools, and businesses, and the growth of the automobile culture
- Richly supports the theme with relevant facts, examples, and details, e.g., *European immigration*: push-pull factors; pogroms; autocratic empires; steamships; padrone system; Ellis Island; ethnic enclaves; Little Italy; melting pot; tenements; slums; Jacob Riis; American Protective Association; quotas; *suburbanization*: GI Bill; Interstate Highway Act; Eisenhower; Levittown; beltways; “white flight”; bedroom communities; soccer moms; de facto segregation; gas stations; dependence on foreign oil; drive-in theaters; Little League; conformity
- 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 more thoroughly than the other aspect of the task for both periods of migration *or* discussing all aspects of the task for one period of migration more thoroughly than for the second period
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *European immigration (1880–1910)*: describes how poverty and tyranny abroad and the need for cheap labor in expanding United States industries led to immigration from southern and eastern Europe and discusses the numerous problems in northeastern cities caused by a rapid influx of immigrants which led to restrictions; *suburbanization (1950s–1960s)*: describes how the return of World War II soldiers, the baby boom, highway construction, and the need for new housing led to the growth of suburbs and discusses cultural changes resulting from dependence on the automobile such as the creation of shopping malls
- 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

Note: At score levels 5 and 4, all **four** components should be developed.

Holistic Scoring Reminder: This note applies only to bullet 1 of the rubric.

Score of 3:

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

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

Score of 2:

- Minimally develops **all** aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

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

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

The United States has been known for its diversity in cultures and languages. Over the years, various migrations of people into the United States have contributed to the "melting pot" theory. African Americans were forced to migrate from their native lands to the plantations of America. On the other hand, the Irish fled their homelands to pursue economic security and a greater freedom in the Americas. The migration of African Americans in the seventeenth century and Irish in the nineteenth century greatly affected the economic and social life in the United States.

African Americans were used as a cheap labor supply in plantations beginning in the early seventeenth century. After Native Americans had been decimated by European diseases, and white farmers were low in supply, the need for labor increased. Part of the triangular trade that existed between America, Europe and Africa was the African slave trade. Africans made their first voyage to America in 1619. In return for slaves, African leaders received goods from the slave traders. The continuing demand for laborers increased. Thought to be immune to working long hours in the large fields under the sun, Africans were involuntarily imported in large numbers to work on large plantations, especially in the south, where the soil was favorable for a cash-crop economy. Africans were brought to America on the Middle Passage, where thousands of Blacks died of malnutrition and impoverished conditions.

The forced immigration of Africans into the United States would result in various consequences. The use of blacks as a labor supply in the South introduced slavery in the United States. Slavery would contribute to a rigid social class in the southern United States, with slaves at the bottom. Also, slavery would be one of the focuses of the American Civil War, with the North in favor of restricting slavery and the South in favor of keeping slavery ~~in~~ intact. The long term effects of slavery would include racial segregation. This occurred with the passing ~~of~~ of the Jim Crow laws and was upheld in the case of Plessy vs. Ferguson. The scars of racism continue into the 21st century.

Unlike the forced migration of the African Americans, Europeans of the early nineteenth century came to the United States with hopes of economic freedom. Two groups of Europeans who arrived in large numbers during the 1840s were the Germans and the Irish. The immigrants would settle in the New England states, where mills awaited their labor. The primary reasons why they voluntarily left Europe were due to crop failures, starvation and political distress. The Irish, who were ruled by Britain experienced potato crop failures and hoped to change their fate in the United States of America.

The Irish took up factory jobs in New England states and were also used to build canals and railroads. Their introduction to the United States would result in animosities by native born Americans

who didn't like the Catholics. The native born Americans felt as though the Europeans were taking away their jobs. Irish immigrants were less likely to resist the injustice of ~~that~~ and low pay of factory owners. All these ideas led to the formation of the Know-Nothing Party and the Anti-Masonic Party, both dominated by nativists. The introduction of the Irish to the United States contributed to resistance ~~of~~ central government. The Irish had been ruled by a monarchy, and had resented the authority of the British government. They (Irish) would help the growth of the Democratic Party, which initially fought for minimal central government and increased states' rights.

Evidently, the migration of African Americans and the Irish into the United States led to serious development of the United States culture and policies. The African Americans formed a great role in the southern economy of the United States but were at the bottom of society. The economy and other policies of the North were shaped by the presence of Irish immigrants. Together, these two groups of people would contribute to the diversity of the United States. The society and politics of America have been shaped by the presence of various cultures.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to the colonial slave trade and to Irish immigration in the 1840s and discussing the impact of each migration on the United States
- Is more analytical than descriptive (*colonial slave trade*: thought to be immune to working long hours in the large fields under the Sun, Africans were involuntarily imported; the soil was favorable for a cash-crop economy; slavery would contribute to a rigid social class in the southern United States, with slaves at the bottom; the long-term effects of slavery would include racial segregation with the passing of the Jim Crow Laws; the scars of racism continue into the 21st century; *Irish immigration 1840s*: Europeans of the early 19th century came to the United States with hopes of economic freedom; their introduction to the United States would result in animosities by native born Americans who did not like the Catholics; these ideas led to the formation of the Know Nothing Party, dominated by nativists; the Irish would help the growth of the Democratic Party, which initially fought for minimal central government and increased States rights)
- Richly supports the theme with relevant facts, examples, and details (*colonial slave trade*: melting pot; plantations; triangular trade; Middle Passage; rigid social class; Civil War; *Plessy v. Ferguson*; *Irish immigration 1840s*: New England states; mills; crop failures; built canals and railroads; low pay; monarchy; diversity)
- Demonstrates a logical and clear plan of organization; includes an introduction that praises the diversity that resulted from immigration and a conclusion that cites the economic and social contributions of diverse groups

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a good knowledge of history especially regarding the causes of immigration in each period and the important consequences of African and Irish migration to the United States.

The movement of people into & within the United States has had a significant ^{impact} on the nation's development. Two of these many movements are colonial settlement from Europe in the early 1600's-1700's and post World War II suburbanization in the 1950's and 1960's.

The United States was formed as a result of the first migration of colonial settlers in the 1600's and 1700's. Many settlers originally came from England and were in search of religious freedom and other opportunities that the new world presented. These brave pioneers risked everything to improve their lives. The first two permanent colonies that arose from this migration were Plymouth and Jamestown. Plymouth was founded by Pilgrims for religious purposes and Jamestown was founded for trading and set up by the English Trading Company. Plymouth settlers were leaving England to escape the religion King George enforced. While settlers came for different reasons they had a lasting impact. As a result of these new colonies a new idea of self government arose. The colonial settlers developed the Mayflower Compact in Plymouth and the House of Burgesses in Virginia laying down the basis for the representative government the United States still uses today. As time progressed, these colonies desire for self government grew as each colony adopted a representative assembly. They later joined together in a fight to separate from the "Mother Country." They drafted a Declaration of Independence that reflected their dedication to the ideal of self

government. Their influence also led to the addition of the Bill of Rights to the Constitution. The most lasting impact of the early colonial settlers left behind is & was the formation of the United States, which is often considered a role model of democracy by the rest of the world.

Migration within the United States occurred, as well, on many occasions, especially suburbanization in the 1950's and 1960's. A cause of this migration was the G.I. Bill that offered money to World War II veterans for the purchase of homes. Also the Interstate Highway Act was passed and resulted in the construction of thousands of miles of highways enabling Americans to commute to work more easily, especially now that many families owned automobiles. The automobile prompted the growth of a whole new range of businesses and services like shopping malls and drive in restaurants. With the post war economy growing, middle class Americans were now able to afford homes and left crowded cities to improve their lives. A lasting impact of suburbanization and home building was a boost in the consumer economy. With homes to furnish, families needed/wanted appliances and furniture. In towns such as Levittown, mass-produced homes were built more quickly as this new idea of the perfect lifestyle arose. Finally, advertising urged Americans into buying/spending more. Suburbanization left a lasting impact on American thoughts and suburban living is still the American

dream for most people today.

In conclusion both the colonial settlement and suburbanization were movements that had a lasting impact on the U. S. Colonial settlements established the U. S. and the foundations of representative govt while suburbanization changed the way Americans thought + spent money. These movements had a significant impact on the U. S. at that time in history and left impacts that continue today.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to colonial settlement during the 17th century and suburbanization during the 1950s and 1960s and discussing the impact of each migration on the United States
- Is more analytical than descriptive (*colonial settlement*: the United States was formed as a result of the first migration of colonial settlers; the colonial settlers developed the Mayflower Compact in Plymouth and the House of Burgesses in Virginia, laying down the basis for the representative government the United States still uses today; these colonies' desire for self-government grew as each colony adopted a representative assembly; often considered a role model of democracy by the rest of the world; *suburbanization*: the construction of thousands of miles of highways enabled Americans to commute to work more easily; left crowded cities to improve their lives; a lasting impact of suburbanization and home building was a boost in the consumer economy; a new idea of the perfect family lifestyle arose)
- Richly supports the theme with relevant facts, examples, and details (*colonial settlement*: England; religious freedom; English trading company; Pilgrims; representative assembly; mother country; Declaration of Independence; Bill of Rights; *suburbanization*: GI Bill; World War II; Interstate Highway Act; Levittown; advertising) includes an inaccuracy (*colonial settlement*: settlers were leaving England to escape the religion King George had implemented)
- Demonstrates a logical and clear plan of organization; includes a brief introduction that is a restatement of the theme and a conclusion that notes the political and economic impact of the migrations.

Conclusion: Overall, the response fits the criteria for Level 5. The response makes a strong connection between early political institutions and the development of representative government in the United States. Additionally, it includes a good discussion of the economic impact of suburbanization on such factors as increased consumer spending.

Throughout its history, the United States has come to be known as a country where diverse groups of people can come to settle and have the opportunity to make better lives for themselves. European immigration during the late nineteenth century and early twentieth century as well as suburbanization in the 1950s and 60s are key instances of how migration of people into the United States and within the country influenced the nation's population growth and American culture.

From 1880-1910 there was a significant influx of people immigrating from Eastern and Southern Europe into America. Many of the immigrants came to escape religious persecution such as Jewish immigrants fleeing Russia and Italian peasants seeking jobs. Aspiring Americans sought to create new lives for themselves and their families. People were told that in America the streets were "paved with gold" and that America was the "land of opportunity". The belief of the American Dream came about in which anyone could come to America and have the chance to work towards his or her goals and achieve success. Ellis Island in New York City became the primary place where immigrants would come off of their boats and be greeted first with the Statue

of Liberty, which came to represent freedom and hope to immigrants.

As a result of all of the different immigrants coming into the country, America went through a cultural change. Catholic churches were being built, as well as Jewish synagogues. Immigrant laborers flooded the work place, as well as setting up their own businesses. Jewish immigrants worked in the garment district making clothes while Italian stonemasons built beautiful buildings. New restaurants and cultural foods appeared and are still prominent today such as pizza, spaghetti, bagels, and delis.

After the end of World War II, American soldiers back from war reunited with wives or girlfriends and began to migrate away from the cities to settle down and start a family. The prominent increase in births during this period, the baby boom, significantly contributed to this migration because it gave Americans a reason to ~~want~~ need more homes for growing families. These new housing developments on the outskirts of the cities were known as suburbs, and the new homes became the cornerstone of the ideal family in the 50s and 60s.

Suburbs offered a safer and more sheltered environment for the new American family. There wasn't a major threat of crime as there was in the city and a communal attitude among different families within the suburb was evident. Children were more sheltered and protected from dangers in the cities. As more people moved away from the cities, the cities began to decline and people even began to shop in suburban malls not downtown stores.

The highway system built by Eisenhower during this time allowed much more migration possible for Americans and the emergence of suburbanization. The national highway system extended all across the United States and is still a major aid in transportation today. Families could move more easily in their own cars whenever they wanted to rather than relying on boats, trains, or air planes.

Migration within the United States and to the United States has played a major role in shaping America's history. Immigration during the latter part of the nineteenth century and early twentieth century as well as the suburbanization of the 1950s and 60s dramatically increase America's population and develop a mainstream culture among a nation of diverse groups of people.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances that led to European immigration and suburbanization more thoroughly than discussing the impact of each migration on the United States
- Is both descriptive and analytical (*European immigration*: aspiring Americans sought to create new lives for themselves and their families; the belief of the American dream came about; many of the immigrants came to escape religious persecution such as Jewish immigrants fleeing Russia; greeted first by the Statue of Liberty, which came to represent freedom and hope; Jewish immigrants worked in the garment district making clothes; *suburbanization*: the outskirts of cities were known as suburbs, and the new homes became the cornerstone of the ideal family in the 50s and 60s; the baby boom significantly contributed to this migration; the national highway system extended all across the United States and is still a major aid in transportation today; children were more sheltered and protected from dangers in the cities)
- Supports the theme with relevant facts, examples, and details (*European immigration*: eastern and southern Europe; Italian peasants; “paved with gold”; American dream; Ellis island; Catholic churches; Jewish synagogues; spaghetti, bagels, and delis; *suburbanization*: end of World War II; communal attitude; Eisenhower; decline of cities; suburban malls; mainstream culture)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme by noting the impact of both migrations on a diverse American culture

Conclusion: Overall, the response fits the criteria for Level 4. The descriptions of each migration are carefully developed and highlighted with good details. The discussion of the impact of each migration is not as well developed.

America has been called many things to describe its ethnicity such as "melting pot" and "salad bowl." However, it does not change the fact that the United States is comprised of various types of people with different reasons for moving here. Back when America was a British colony, only the native Americans were nativist, although the British settlers did not see it that way. Centuries of historical events and movements that have taken place caused new immigrants to live in U.S., such as the Irish. It was not only people from foreign countries, however that moved about this diverse nation. Western farmers also relocated due to geographic problems. Whether it was a voluntary or involuntary movement into and within the US, it had a significant impact on the country as seen by the immigration of the Irish and the relocation of Western farmers.

Ireland during the late 1840's was going through a difficult economic period. Due to a potato blight and exploitation of the British government, the small island nation was suffering from a potato famine. The British were selling the potatoes that the Irish had farmed to other countries and, in the process, left many Irish people hungry. Many Irish took the opportunity to come to America not only to escape

the starvation and injustices but also to achieve the "American dream." They sought out jobs in mills and factories in Northeastern cities and lived in crowded tenements with their families. They took on the backbreaking jobs of building canals and rail lines. Their cheap labor helped America to industrialize. Although these cities were dirty and working hours were long, many Irish were hopeful about their new life and the future. With these people came Catholicism and prejudice from the W.A.S.P. citizen of America. Fortunately, this racism did not discourage the Irish because they made up a large percent of the working force.

Farmers who settled in the west also made up a huge part of the working force in agriculture. They worked many relentless hours on their farms growing staple foods for the American people. However, there were many problems that these farmers faced during the 1930's. Not only was the country still recovering from the effects of the great depression, but the farmers faced severe droughts that led to an event that was unimaginable. The Dust Bowl, named for

the immeasurable amount of dust that it blew along the Mid-west, only put the country in a worse position. Farm animals were killed due to suffocation and farms were completely covered in this thick substance. In response to the government's lack of action, many farmers had no other choice but to abandon what was left of their farms and to relocate to California picking and canning fruit. Eventually the government realized the problem and officials tried as best as they could to help the farmers get on their feet again after the devastating natural disaster. A New Deal program, the Soil Conservation ^{service} System, was started to help farmers improve their land managing techniques. Dust Bowl farmers were paid to use these safer methods of farming.

Both the Irish during the 1800's and the Western farmers in the 1930's were forced to leave their homes due to the lack of food and moved to America or another part of the U.S. For the Irish, starvation was the driving force behind the migration while uninhabitable conditions caused farmers

in the mid-west to leave their homes. Regardless of the reason why these people chose to move, they both affected America economically. The Irish acted as a labor force to the industrial nation while the farmer's movement to different part of the country left it without agricultural producers and lead to the sky high food prices. Whether for good or bad, the Irish and midwestern farmers had a big impact on the nation's development.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances that led to Irish immigration and its impact on the United States more thoroughly than describing the historical circumstances that led to Dust Bowl migration and its impact on the United States
- Is both descriptive and analytical (*Irish immigration*: due to a potato blight and the exploitation of the British government, the small island nation was suffering from a potato famine; the British were selling the potatoes that the Irish had farmed to other countries; left many Irish people hungry; they took on the backbreaking jobs of building canals and rail lines; their cheap labor helped America to industrialize; *Dust Bowl migration*: the farmers faced severe droughts that led to an event that was unimaginable; many farmers had no other choice but to abandon what was left of their farms and relocate to California picking and canning fruit; New Deal programs helped farmers improve land managing techniques); includes faulty analysis (*Dust Bowl migration*: the farmers' movement to different parts of the country left it without agricultural producers and led to the sky high food prices)
- Supports the theme with relevant facts, examples, and details (*Irish immigration*: melting pot; nativists; starvation and injustice; American dreams; jobs in mills and factories in northeastern cities; crowded tenements; Catholicism; WASP; *Dust Bowl migration*: Great Depression; Midwest; Soil Conservation Service)
- Demonstrates a logical and clear plan of organization; includes an introduction that uses information from the historical context, but shows some insight, and a conclusion that attempts to connect the examples to economic impacts, but does so with an inaccurate generalization

Conclusion: Overall, the response fits the criteria for Level 4. The response includes a sophisticated analysis of events that led the Irish to the United States and the social and economic impact of their migration. However, the discussion of Dust Bowl Era farmers is overgeneralized and lacks detail.

Since the very advent of transportation, people have moved. Motives for motion can be religious, cultural, economic or social. America is surely a nation broadly impacted by the movement of people. Indeed, the forefathers of this country immigrated here, moving across the Atlantic Ocean. In the past century, the movement of Americans has greatly affected the fabric of American culture. The movement to cities towards the end of the 19th and into the 20th century as well as the suburbanization of the 1950's are of great import. The situations in America which led to these events as well as the profound impact they had is worthy of dissection.

Industrialization is one of the most important events in the history of the world. With the advent of the Industrial Revolution, the economies of developed countries for the first time were dependent on something other than agriculture. With the Industrial Revolution came factories, thousands of them. Factories offered the opportunity for stable jobs. Country folk migrated to the cities in search of factory work, partially because there was money to be had but also because country farm workers were being replaced by mechanical

ingenuity. So the cities flooded with eager country folk in search of work because the cities were where work could be found. Due to the large quantity of factories, this had a tremendous impact on American society. The onslaught of factory workers had no where to live, so tenements sprung up around factories. They were filthy places, crowded, sullied with disease and poorly maintained. It was essentially in humane squalor. These horrifying conditions led to the reform movement, wherein American social activists fought to clean up the tenements and factories (which were death traps) also, gangs proliferated during the time of rural to city migration. Finally, some good did come of this migration. As black folks moved to the city from the country, black communities like Harlem developed, giving way to the Harlem Renaissance, a beautiful flowering of black culture. In conclusion, the rural to city migration led to the poor conditions of poor city life and consequentially the reform movement, but also positive cultural events like the Harlem Renaissance.

after WW II, the Americans were in search of stability, the war had sapped the life out of

America and Americans were looking to forget it. Also, after WWII, American GIs came home to their wives and families grew rapidly, leading to the baby boom. These events converged to give rise to suburbanization. Young American families flocked to the suburbs to enjoy a well structured home life, secure and comfortable. With this, America became family oriented. Everything centered around the family. It was also painfully conformist. Conformity was safe and secure so everybody sought the American ideal: white picket fence, idyllic home, with a car in the garage. This stifling conformity led to the radical sixties where teenage baby boomers sought to shake off their empty suburban upbringing.

To conclude, suburbanization was born out of post war angst and the baby boom and led to the more radical sixties.

In the end, migration within the United States is and was responsible for broad social and cultural change.

Anchor Level 4-C

The response:

- Develops all aspects of the task in some depth by describing the historical circumstances that led to rural to urban migration and suburbanization and discussing the impact of both migrations on the United States
- Is more analytical than descriptive (*rural to urban migration*: with the advent of the Industrial Revolution, the economies of developed countries for the first time were dependent on something other than agriculture; farm workers were being replaced by mechanical ingenuity; tenements sprung up around factories; tenements were filthy places, crowded, sullied with disease; black communities like Harlem developed, giving way to the Harlem Renaissance, a beautiful flowering of black culture; *suburbanization*: after World War II, the Americans were in search of stability; conformity was safe and secure so everybody sought the American ideal; suburbanization was born out of postwar angst and the baby boom)
- Supports the theme with some relevant facts, examples, and details (*rural to urban migration*: thousands of factories; stable jobs; reform movement; social activists; gangs; *suburbanization*: American GIs; family oriented; drive-through restaurants; white picket fence; radical 60s)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion about how the movement of Americans greatly affected the fabric of American culture

Conclusion: Overall, the response fits the criteria for Level 4. The response conveys a strong understanding of the task; however, it suffers from a lack of specific information.

Throughout its history the United States has been changed by the movement of people. The movement of citizens within it, and immigrants entering it, has greatly impacted our beliefs, customs, and culture as a nation. Two mass migrations that have affected the national development are the rural to ~~sub~~urban migration and the migration of ~~from~~ the Europeans, both of which occurred in the late 1800s to early 1900s.

The transition of the majority of the population of this country from rural to urban areas was a slow process. It has its roots firmly planted in the Reconstruction Era after the Civil War, with the Northern ~~industrialist~~ industrialist society trying to influence the South to follow its path. The influx of people into the cities was a response to the increased use of technology on the farm. The invention of the steel plow and increased usage of tractors and other farm machinery cut down the need for many manual laborers on the farm. These workers were for the most part unskilled workers, with little formal education. The onset of the Industrial Revolution in America created many factory jobs, that were a perfect fit for the work force of unskilled workers. The migration also changed the lives of these new urban residents. The cramped living quarters of the tenement houses and slums had no room for the large families found in the

rural areas, so families got smaller. Traditions were lost, as the new residents tried to gain a foothold in city life. Many of these ~~suburban~~ urban residents were also immigrants, from another migration that affected American society.

The influx of European immigrants was happening during the same period of urbanization in United States history. Many of these peoples were escaping problems in their homeland or just looked to America as a way to better their lives. The first immigrants ~~were~~ ^{were was} the German and Irish, escaping hard times of famine and political and religious persecution. These people settled both out West and along the Eastern cities. Discrimination rose in the ~~1890s~~ ^{1910s}, with the First World War and other European conflicts, but a new immigrant group was on the rise. The second wave of immigrants were Southern and Eastern European. This included Italians and Slavic ~~people~~ peoples. The rise of communism helped fuel discrimination ~~against~~ against these groups, with a large amount of world news coverage given to two Italian immigrants, Sacco and Vanzetti; better counts of robbery and murder. There was little evidence to convict these men, but the Red Scare and fierce extremists influenced the ~~slow~~ decision of the jury on these two Italian anarchists. The rise in Ku Klux Klan membership is another show of anti-immigrant feeling. The immigrant groups gave many good things to American society, however, as most were hard-working, honest and good people, who tried the best they could to achieve happiness. Their effects on

our modern society cannot be denied.

The movement of people ~~thought~~ and ~~spread~~ spread of ideas is one of the most determining factors on a society. The United States has been a world power for almost a century. This power comes from the people, people full of integrity and passion ~~to~~ to better themselves. The migration of people to and throughout the ~~United States~~ United States has ~~been a great~~ at times been a challenge, as well as a triumph, but it will always be a needed change.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth by describing the historical circumstances that led to rural to urban migration and discussing the impact of rural to urban migration and European immigration on the United States
- Is both descriptive and analytical (*rural to urban migration*: the influx of people into the cities was a response to the increased use of technology on the farm; the onset of the Industrial Revolution in America created many factory jobs that were a perfect fit for the workforce of unskilled workers; the cramped living quarters of the tenement houses and slums had no room for the large families found in the rural areas, so families got smaller; *European immigration*: the rise of communism helped fuel discrimination against these groups, with a large amount of world news coverage given to two Italian immigrants; the rise in Ku Klux Klan membership is another show of anti-immigrant feeling)
- Includes some relevant facts, examples, and details (*rural to urban migration*: Reconstruction Era; northern industrialists; steel plow; tractor; *European immigration*: first World War; southern and eastern Europe; Italian and Slavic peoples; Sacco and Vanzetti; robbery and murder; Red Scare; fear of extremists; anarchists)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that cites the relationship between immigration and the status of the United States as a world power

Conclusion: Overall, the response fits the criteria for Level 3. Although an in-depth discussion of the historical circumstances of European immigration is lacking, the response does connect rural and European migrations during the same period to urban growth. The analysis of growing nativism after World War I is good.

Throughout our nation's history, migration has been a pattern that continued for long periods of time. Whatever the reason or circumstances, people have migrated to different ^{parts} ~~parts~~ of the nation and the world for significant reasons. The impact of these migrations has been immense and can be felt to this day. Two significant periods of migration that had an impact on United States history are rural to urban migration (1870's-1920's) and European immigration (1880 -1910).

Throughout the late 1800's, something known as the Industrial Revolution began to develop in the United States. This so-called revolution was caused in part by the industrial revolution occurring in England. The industrial revolution included the switch from an agricultural economy to an industrial economy. As factories were built, and cities grew, many began to move to the bigger cities looking for employment and new opportunities. As the population in the cities grew, the cities had to grow as well in order to accommodate the new residents in some way. More factories were built. Some results of this urbanization of the United States included overcrowding, poor living conditions, ^a lack of resources such as food and water,

and the spread of disease. This urbanization and migration of people from farms to cities would continue for decades to come.

Another significant period of migration was the European immigration, which started in the late 19th century and continued into the 20th century.

Dating back to its foundation in the 1700's, ~~America~~ the United States was always perceived as a nation that promoted freedom, liberty, and democracy.

This was the reason why many immigrants came to the United States. They wanted to have equal opportunities and wanted freedom. As a result, many

immigrants began migrating to the U.S. in the late 1800's. They all had different reasons for coming here. The most prevalent reasons, however, were

to escape political and religious persecution, and to make a better life for themselves. Some results

of this vast European immigration included overcrowding in cities, a vast increase in the country's population,

as well as the interaction and combination of

different cultures. All of these cultures contributed

some part to what we refer to as the "American" culture

today. Other results that were more negative included

nativist sentiments that began to come about,

as well as anti-immigration legislation, which would strongly limit immigration for the years to come.

Migration of different groups of people has been a recurring pattern in our nation's history. These significant migrations, both into and out of the United States, have made a lasting impact on United States history.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by describing the historical circumstances that led to rural to urban migration and European immigration during the nineteenth century and discussing the impact of each migration on the United States
- Is both descriptive and analytical (*rural to urban migration*: the Industrial Revolution included the switch from an agricultural economy to an industrial economy; many began to move to the bigger cities looking for employment and new opportunities; results of this urbanization included overcrowding, poor living conditions, a lack of resources such as food and water, and the spread of disease; *European immigration*: dating back to its foundation in the 1700s, the United States was always perceived as a nation that promoted freedom, liberty, and democracy; all of these cultures contributed some part to what we refer to as the American culture today; other results that were more negative included nativist sentiments; anti-immigration legislation would strongly limit immigration for the years to come)
- Includes some relevant facts, examples, and details (*rural to urban migration*: England; more factories; *European immigration*: political and religious persecution; overcrowding in cities; increase in the country's population)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that note the enduring impact of the migrations on the United States

Conclusion: Overall, the response fits the criteria for Level 3. The response is clear and direct with many effective generalizations. However, it does not elaborate on the relevant details that support its major points.

The United States is considered a melting pot. Here, all different people of different nationalities live and cooperate together. Throughout history there have been different time periods of mass migration. During the 1600's and 1700's there was mass migration primarily from Europe. Since 1980 there has been an increase in immigration across the Southern border with Mexico. Both instances have had a dramatic effect on the United States.

In the 17th and 18th centuries economic problems in Europe led to an increase to the migration of citizens to the North American continent. Many Europeans saw the opportunity of a better life in the Americas. They sought religious freedom, and wealth. The Pilgrims came to America in hope of religious freedom. They, along with many other Puritans were being persecuted for not being members of Anglican church. Along with the Puritans the Jamestown colony, the first established colony pioneered the migration of people's from Europe seeking gold and other wealth. Doves of Europeans soon followed. These first migrators launched a wave. A wave that would shape America into what it is today. The melting pot where people cooperate and live in harmony. Currently, many Mexican citizens are leaving their country and coming to America. They share the same dream as the first migrators, a dream of a better life. Crossing the border illegally into Texas and New Mexico, they search for employment that they could not find

in Mexico and find living quarters wherever they can find them.

Many send their paychecks back to Mexico.

Unfortunately, in the Southeast there are too many illegal

aliens. Employment is tougher to come by for legal citizens.

Many legal citizens complain that their jobs are being taken

by the aliens, because they can pay them lower wages. The

time has come and the government is ~~being~~ beginning to

step in. There is a difficult decision to be made on what

to do with the aliens. Some citizens known as minutemen

are guarding the border to limit the amount of aliens

entering. New laws are being debated to prevent entrance

and to deport illegals.

Both era's of immigration shaped the U.S. in a unique

way. One group founded America and made its border open

to all. Another has resulted in the limit of immigrants

into the U.S. Though different each group has shaped

America in a unique way.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth by describing the historical circumstances that led to colonial settlement and the entry of undocumented aliens and discussing the impact of illegal immigration on the United States
- Is more descriptive than analytical (*colonial settlement*: they sought religious freedom and wealth; Jamestown, the first established colony, pioneered the migration of people seeking gold and other wealth; *entry of undocumented aliens*: crossing the border illegally into Texas and New Mexico, they search for employment that they could not find in Mexico; there is a difficult decision to be made on what to do with the aliens; new laws are being debated to prevent entrance and to deport illegals)
- Includes some relevant facts, examples, and details (*colonial settlement*: Pilgrims; Puritans; Anglican Church; *entry of undocumented aliens*: paychecks sent back to Mexico; lower wages; Minutemen); includes a minor inaccuracy (*entry of undocumented aliens*: southeast)
- Demonstrates a satisfactory plan of organization; includes an introduction that labels the United States a melting pot and a conclusion that contrasts the open borders of colonial times with limits on immigration today

Conclusion: Overall, the response fits the criteria for Level 3. The motives for colonial settlement are clearly expressed and the response makes an interesting link to contemporary immigration. The response also mentions current controversies about undocumented aliens.

Migration, the movement of people into or within the United States has greatly impacted the development of our nation. The colonial settlement and the westward expansion are two examples of migration in United States history. Colonial settlement dealt with Caucasians from Britain who were hated because of their beliefs. While during westward expansion people moved west for a better lifestyle. Migration is shown through colonial settlement and westward expansion.

Colonial settlement occurred during the 1600+1700's. Quakers and Pilgrims moved to the East Coast of ^{North}~~E~~America from Britain. They were pushed out of Britain due to their religious beliefs. They believed in ^{Puritanism}~~E~~astern Orthodox and other religions. The people then set up a government and lived by a set~~te~~ of rules such as ^{the Mayflower}~~the House of Burg~~ Compact. This impacted the United States because it was like a ~~pre~~lude to the ~~Real~~ Constitution. It also allowed people

to believe their own religion freely.
Colonial Settlement is one example
Migration.

Westward expansion is another example
that occurred in the 1800's. After the United
States won the Revolutionary War and declared
freedom from Britain, people started moving
west, ^{for a new life.} they created new states, and new
problems. The government had to worry about
slavery in those states and representation
in Congress. People ^{who} moved gave the United
States income due to the raw materials
that were undiscovered such as oil and
gold. It created the idea of Manifest
Destiny, "from sea to shining sea." Westward
Expansion created a whole new United
States.

Migration is shown through colonial
settlement and westward expansion.

The Pilgrims settled in the United States
for religious reasons. United States citizens
moved west for a better lifestyle. Migration
improved ^{acted} the United States of America
in many ways.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by describing the historical circumstances that led to colonial settlement and westward expansion and discussing the impact of each migration on the United States
- Is both descriptive and analytical (*colonial settlement*: they were pushed out of Britain due to their religious beliefs; the people then set up a government; it was like a prelude to the Constitution; *westward expansion*: after the United States won the Revolutionary War and declared freedom from Britain, people started moving West for a new life; the government had to worry about slavery in those states and representation in Congress; it created the idea of Manifest Destiny, from sea to shining sea)
- Includes few relevant facts, examples, and details (*colonial settlement*: Quakers; Pilgrims; east coast of North America; Puritanism; Mayflower Compact; *westward expansion*: raw materials)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are little more than restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response reveals understanding of the theme by including some appropriate ideas but misses the opportunity to develop these ideas adequately.

The United States has always been known for its migration movements, whether it is a movement moving to the United States or a movement moving within the United States. With every different migration movement comes a change in society. Many new migrants can impact or influence the United States. Many Europeans have been migrating to the United States. From 1880-1910 the European immigration was at its peak. Within the United States, many people began moving from rural areas to more urban communities during the 1870's to the 1920s. The United States was experiencing a lot of change during these periods.

European immigration was increasing by each year. More and more Europeans wanted to come to America to make more money, have more opportunities, or to leave behind their old lives. One ethnic group in particular was the Irish.

When the first few Irishmen moved to the United States they were not respected at all. It only became worse when more and more Irish immigrated into the United States. The Irish were denied jobs, homes to live in and even stores to go in. The Irish were considered to be almost as discriminated against as the African Americans. There was no "white" ~~more~~ ethnic race lower than the Irish. They began living in slums and only Irish communities ~~throughout~~. The only job Irishmen could truly have was a policeman or fireman. Their immigration into the United States truly changed the way people began viewing themselves, and their economic and social opportunities. Though the Irish were looked down upon they succeed and achieved their goals by themselves. The Irish added a diverse ethnic background to the all white society.

Many Americans migrated within the United States from rural areas to urban societies. During the 1870s to the 1920s, Americans began to realize the vast opportunities the urban communities offered. Farming and agricultural had died down and only the largest agricultural companies were left standing. The move to the city from the countryside was extremely difficult. Many families sold almost everything they had to leave a nice size home to go and live in a one bedroom apartment. Many cities became overcrowded and very populated because everyone was moving out of the countryside. This caused a shortage of jobs in the cities and a shortage of homes. Competition for jobs and homes became brutal. The United States' urban societies were now faced with many problems that had to be solved. City-life was not what it seemed to be.

European Immigration and Rural and Urban migration were two movements that impacted the United States as a whole.

Both movements brought new people into new societies, each with different goals and values.

The migration of people coming into the United States or moving within the United States greatly impacted the society and other groups of people.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by mentioning the historical circumstances that led to Irish immigration and rural to urban migration and discussing the impact of each migration on the United States
- Is primarily descriptive (*Irish immigration*: more and more Europeans wanted to come to America to make more money, have more opportunities, or leave behind their old lives; the Irish were denied jobs, homes to live in, and even stores to go in; the Irish added a diverse ethnic background; *rural to urban migration*: many cities became overcrowded and very populated; urban societies were now faced with many problems that had to be solved); includes faulty analysis (*Irish immigration*: the Irish were considered to be almost as discriminated against as the African Americans)
- Includes few relevant facts, examples, and details (*Irish immigration*: slums; policemen; firemen; *rural to urban migration*: one-bedroom apartment; competition for jobs)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that do not focus on the task

Conclusion: Overall, the response fits the criteria for Level 2. The response contains much volume but little substance. The overgeneralizations are not supported by historical detail.

Throughout the history of the united states of america, migration and immigration have played a significant role between the movement of slaves to the us and the free will of mexicans coming into our country. To this day, America grew and will continue to grow. A main example of migration would be the California gold rush. Also the Harlem renaissance brought many people north.

The California gold rush took place in 1800's when a settler of California proclaimed the findings of gold. Due to the lack of settlement, a boom of people began pouring into and out of towns in California called boom towns. These boom towns became prosperous very quickly. Until no gold remained it when people would quickly leave these "boomtowns". At that time these towns were to be known as ghost towns. The gold rush sharply impacted americanization westward in the 1800's.

The Harlem renaissance was known to be a boom of art and literature that moved african americans to settle there. Harlem NY, once a ghetto. But quickly changed by the act of speaking, dancing,

writing, and acting. Many african americans took this as an opportunity to take their talents to a new level. This allowed a theatre boom and a artistic boom amongst african americans. A chance for arts. A chance for a black man to make something of himself. A chance to prove himself. This helped to mechanice the north.

These are very minor movements in the US. An example of a big one would be the colonial settlement. This took place in the 1600-1700's. This allowed our great country to build a foundation. More than that a way of life. This settlement began in the NE near Ny and spread south to georgia. This settlement was able to creat a great start to the US, the 13 Colonies.

Americanization, migration, and immigration all played their parts. From the 13 colonies to the 52 states and providences we have now. None of this would have been possible without them.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task by mentioning the historical circumstances that led to the California gold rush, mentioning the impact of the gold rush, and discussing the impact of the Harlem Renaissance
- Is primarily descriptive (*California gold rush*: took place in the 1800s when a settler of California proclaimed the findings of gold; a boom of people began pouring into and out of towns in California called boomtowns; *migration of African Americans to Harlem*: many African Americans took this as an opportunity to take their talents to a new level; this allowed a theater boom and an artistic boom amongst African Americans); includes weak and faulty analysis (*migration of African Americans to Harlem*: the Harlem Renaissance was known to be a boom of art and literature that moved African Americans to settle there; this helped to re-urbanize the North)
- Includes few relevant facts, examples, and details (*California gold rush*: ghost towns; *migration of African Americans to Harlem*: ghetto); includes some inaccuracies (52 states and providences)
- Demonstrates a general plan of organization; includes an introduction that mentions topics not covered in the body of the response and a conclusion that is a broad overgeneralization

Conclusion: Overall, the response fits the criteria for Level 2. Its failure to address all aspects of the topic greatly reduces its quality. In addition, the implication that the Harlem Renaissance was the cause rather than the result of African American migration exhibits a lack of understanding of that specific era. Since only the first two periods of migration can be scored, the information on colonial settlement cannot be rated.

The movement of people into the U.S. from rural urban migration, affected Americans and the Nations development.

The Migration from rural to urban areas was caused by Industrialization. This was the process of mass producing calling upon people to work in the factories. Therefore, a lot of people come to American cities to get these jobs just to get by. It shaped American society because basically, it changed society.

Anchor Level 1-A

The response:

- Minimally develops an aspect of the task by mentioning a historical circumstance that led to rural to urban migration
- Is descriptive (*rural to urban migration*: the migration from rural to urban areas was caused by industrialization; this was the process of mass producing, calling upon people to work in the factories)
- Includes few relevant facts, examples, and details (*rural to urban migration*: jobs)
- Demonstrates a general plan of organization; includes a brief introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response begins with a legitimate attempt to describe a cause of urbanization, but ends abruptly with no attempt to complete the task.

In the United States there has been many migration. Migration is the movement of people into and within the United States has had a significant impact on the nation's development. These movements have been both voluntary and involuntary. There were movements such as the Colonial Settlement (1600s - 1700s), also westward expansion (1800s), the rural to urban migration (1870 - 1920s), the European immigration (1850 - 1910), the Great Depression, suburbanization (1950s - 1960s), and much more to go. Today I'm gonna write about the great Depression and the westward expansion.

The westward expansion happened because a lot of people was finding jobs and had a better life in the west. In the 1800s the south was bad because people was treated bad. When the people heard that in the west they giving jobs and have more opportunities they move to the west. Everybody started to migrate to the west because of the jobs and the freedom they got of had.

Another migration situation was the Great Depression. The Great Depression cause

Many people to migrate because they didn't had money like that and because the economy was bad. A lot of people didn't had jobs. People would make big lines to get food and to find jobs because the economy had gone down many persons migrated because of that situation. The Great Depression was United States most sad history there can be. The Great Depression made so many persons to migrate and leave because profits were going up taxes were going up food, clothing everything was going up.

In conclusion migration made of a lot of people move because there were a lot of significant impacts that made many people to migrate and go to many places. ~~These~~ these were movements that were both voluntary and involuntary to the United States. The Great Depression and the westward move one of the main events that happen during the movements of people also called migration.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by describing the historical circumstances that led to westward expansion and migration during the Great Depression
- Is descriptive (*westward expansion*: people heard that in the west they were giving jobs and had more opportunities; *migration during the Great Depression*: the great Depression caused many people to migrate because they did not have money; a lot of people did not have jobs); includes faulty analysis (*migration during the Great Depression*: the Great Depression made so many persons migrate and leave because profits, taxes, food, clothing were going up; *westward expansion*: everybody started to move to the West because of the jobs and the freedom)
- Includes no additional relevant facts, examples or details
- Demonstrates a general plan of organization; includes an introduction that copies all the suggested topics and a conclusion that shows a lack of understanding of the task

Conclusion: Overall, the response fits the criteria for Level 1. The response lacks a clear focus with westward expansion linked to unidentified jobs and no clear migration pattern identified for the Great Depression.

Throughout history, migration or the movement of people has had a profound effect on following events which took place in the United States. Westward expansion and rural to urban migration are two examples of influential migration leading to changes in the United States. Both of these migrations changed the course of history as well as helping to establish the United States as a world power.

In the 1840s, manifest destiny (the belief that it was our nation's god given right to expand from ocean to ocean) helped spark westward expansion. The transcontinental railroad was finished after the Civil War and people began moving west. Also, the government issued the Homestead Act which offered farmers cheap farm land if they agreed to farm on it for at least five years. This act was a result of the discovery of fertile farm land in the Great Plains which was previously believed to be dry and unfertile. As well as the government offering land, the Railroad companies were also selling their unused land in the west to immigrants and other farmers who found the offer great because it was extremely cheap per acre, and because the land was near rail lines for shipping their crops. As a result of this westward expansion, the United States grew as a nation. Manifest destiny was fulfilled and the nation was prosperous due to

the new land opportunities given to immigrants and farmers. New jobs were created due to the railroads, eastern markets were opened and a national economy grew.

The creation of the transcontinental railroad and several other advances in American society helped spark further industrialization which led to urban migration.

From the 1870's to the 1920's America was at its most prosperous. With the steel, glass, oil and industries as well as many others needed to create materials to be used to produce railroads, railroad cars and other products; millions of people saw job opportunities and the means to a better life. This idea of a better life was a key factor in urbanisation. Many country people were attracted to the excitement and glamour of the city, especially after electricity came to urban centers. Migration rates were reaching an all time high and like rapid fire, people were moving from all over the country as well as from Europe to American cities to start a new life. As a result of this massive city population, a new modern age was created. In a positive light, opportunities were created, and the massive industrialization helped bring America closer to becoming a world power. On the other hand, the working class was over-worked, underpaid, children were being put to work, working

Conditions were terrible, and the living conditions of the working class were intolerable. These effects led to the creation of workers unions, and Progressives called for child labor laws, a legal minimum wage, and several other advancements in American society. Settlement houses opened in big cities like New York and Chicago to help the poor.

Migration in the United States has had both positive and negative effects on our country. However, all of these effects have led to great advancements in our government, society, and economy. Westward expansion helped fulfill Manifest destiny and helped immigrants as well as Americans create a new life for themselves. Urbanisation also gave immigrants and Americans a means to a new life and helped establish the United States as a world power. Mass migration has had profoundly influenced our nation and without it, the United States would not be where it is today.

Migration into the United States has always been controversial. Although America was founded by immigrants, the idea of new immigrants coming into the U.S. is uncomfortable for many Americans.

For example, during the European migration in the 1800's, many people came in search for a better life in the United States. The Irish immigrants wanted to escape the growing famine back in Ireland. The famine had ruined the economy and livelihood because their staple crop, Potatoes were gone. Desperate to survive, they went to America to live a better life. This was the case for most immigrants, to escape harsh conditions abroad and seek refuge within our borders.

The European immigrants met both positive and negative circumstances. Because America was in the middle of the Industrial Revolution, they were able to find jobs in textile mills and building canals and railroads rather easily to make money. The downside however was in order to pay for necessities, they worked long and strenuous hours to make ends meet. The American people also disliked the idea of Catholic people entering, so they discriminated heavily. There was even a political party for people who hated immigrants. Immigrants were forced into separate areas away from the

American population. The prosperity they had hoped for, for many never came. They struggled everyday to make sure they could survive. The strong workforce did contribute to America's rapid growth as both an industrial and economic nation.

Another period of migration in the United States is The Great Migration of the early 1900's. This period is where many African Americans came from the South to the North United States to seek a better life. Constant discrimination, segregation and racism in the South haunted almost every black person. When they heard that life in the North was a lot better, they rushed up to live a better life.

Prosperity was met with adversity however. Like in the South many black people were met with racism such as when it came to buying a home. Like the European immigrants they were forced into separate dwellings and neighborhoods. Blacks also contributed heavily to the growing workforce. They worked in assembly lines and plants helping produce cars and other mechanical items. They also help the economy grow. And they brought new culture like jazz into neighborhoods like Harlem. Most blacks did find a better life in the North but discrimination was still there.

Through both periods of Migration whether foreign or domestic, the people impacted America. Although Natives saw it as negative, both ~~was~~ positively impacted America and helped make a change even through arduous obstacles.

Many people have migrated around the world to America. Whether it was for religion, money or family migration has occurred for many years and still is today. Such as European immigration and suburbanization in the '50's. Migration has had a major impact on the United States.

European immigration took place mostly from 1880 to 1910. This was an era where people moved from all over Europe to America. The main goal of these Europeans was to achieve "The American Dream." To most immigrants this consisted of a home and wealth. One place in particular was Ireland. They came to America because of the tragic potato famine. Other people came from other places such as Italy, Russia, Poland and more. Because of the variety of different people, America's culture was forever changed. New foods, religion, & music were brought to America. The European immigration had a major impact on the United States.

Suburbanization was a time period that forever changed America in many ways.

DURING this time period suburbia became a new way of life. New types of technology were invented and a new culture was born. Instead of living in places like New York City families migrated to smaller towns with houses, cars, and conformity. Suburbanization was a time of conformity and similarity. For example new houses were being made such as Levitt Homes. These were houses that all looked the same with no basements. Levittown was built on potato fields. People moved to those neighborhoods to raise families in a nice environment. These towns still exist today and made suburbia living a new fad for Americans. Suburbanization effected the United States in many ways.

Migration occurred in America for many reasons. Migration brought new cultures to the United States and impacted the nation forever.

It is an absolute fact, seen throughout United States history that America is a land of immigrants and emigrants. The first indigenous people that lived in America migrated from Asia, and once they arrived here they continued to migrate throughout both American continents. Thousands of years later, migration from Europe began. Immigration and migration to and within the United States continued to have impacts throughout our history.

After Christopher Columbus arrived in the Americas in 1492, migration to the 'New World' began slowly. Three main European powers, France, Britain, and Spain, sent countless explorers and individuals over to the Americas for the acquisition of land, wealth, and power. One prime example came from Britain in 1607 when the London Company began to offer money and countless propositions to eager young men searching for wealth and land. These people were sent to the British colony of Virginia and founded the first successful English colony of Jamestown. These people who took the long journey across the Atlantic dealt with many hardships, including severe amounts of sickness and famine and constant fighting with the local Indian tribe, the Powhatans. Though these hardships continued year after year, Jamestown prospered into a

thriving colony. The English grew to have a understanding of land and worked hard to maintain food to avoid starvation and sickness. While they continued to stabilize their colony, the men of Virginia formed their own representative government called the House of Burgesses. This government set up laws and regulations regarding land, taxes, farming, trade, and other domestic matters. The men, who were white wealthy land owners, met to pass these laws and regulations and also to discuss and solve problems concerning the colony. They believed strongly that taxes should come only from a government of elected representatives, which became a foundation of United States government. This representative form of government, the House of Burgesses, had a great influence on the American ideal as it became a great influence to the Founding Fathers during the Revolution. Patrick Henry and Thomas Jefferson called for independence in the House of Burgesses. The writing of the Constitution, and the formation of our government were descendants of this first example of representative government.

When the American Revolution was won and the country grew in population, it also began to increase in size. Jefferson's Louisiana Purchase doubled the nation's size, opening the Great Plains to the Era of Westward

Expansion) which brought great trouble and prosperity to our country. The exploration of Lewis and Clark brought descriptions of fertile land, rivers, and fur trading from the Mississippi River to the Pacific Ocean. At first, people began to migrate beyond the Appalachian mountains so that they could acquire more land for farming and trade so that they could acquire more money to support themselves and their families. Unfortunately, the settlers ran into conflict with local Native American tribes, causing the start of an endless and bloody conflict of strife over land. Even with these problems present, even more people migrated past the the Appalachian territory and into the mid West and Great Plains region. Eventually conflict would arise again between the settlers. The conflict would be about the institution of slavery in new territories and states. Many northern settlers wished to abolish slavery within their territories while southern settlers wished to expand the institution of slavery into their territories. Although the federal government tried to ease these tensions by passing such bills as the Missouri Compromise and the Kansas-Nebraska Act, they could not stop the growing tension between northern and southern

settlers that ultimately led to violent conflict and uprisings, like Bleeding Kansas, which contributed to the start of the Civil War.

As you continue through United States history, you'll see that immigration and migration within our country continues to have a huge impact today. Modern examples of this are issues of illegal immigration and suburban sprawl, maybe we can look back at our history and try to form a solution from their situations, mistakes, and examples.

Throughout the history of the United States immigration, the movement of people, has had a significant impact on the development of the nation. The movement of certain groups of people may be considered voluntary or involuntary. The westward movement during the 1800's was a voluntary movement while the rural to urban movement during 1870-1920's was involuntary. There were various causes for these two movements and they both had significant impacts on the nation.

The westward movement during the 1800's was a choice made by the government. The government saw the need to expand and gain more colonies in the west. Not only did they want more land and a bigger country but to get rid of European colonies that threatened the safety of the nation. Along with the rising of European threat the nation gained more natural resources. The westward movement changed the United States for the better.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances that led to westward expansion and discussing the impact of rural to urban migration more thoroughly than discussing the impact of westward expansion and describing the historical circumstances that led to rural to urban migration
- Is both descriptive and analytical (*westward expansion*: in the 1840s, Manifest Destiny helped spark westward expansion; the railroad companies were also selling their unused land in the West to immigrants and other farmers; the land was near rail lines for shipping their crops; eastern markets were opened and a national economy grew; *rural to urban migration*: the creation of the transcontinental railroad and several other advances in American society helped spark further industrialization, which led to urban migration; as a result of this massive city population, a new modern age was created; the massive industrialization helped bring America closer to becoming a world power; Progressives called for child labor laws, a legal minimum wage, and several other advancements in American society)
- Supports the theme with relevant facts, examples, and details (*westward expansion*: Homestead Act; cheap farmland; Great Plains; *rural to urban migration*: steel, glass, and oil industries; glamour of the city; electricity; working class; unions; settlement houses)
- Demonstrates a logical and clear plan of organization using the transcontinental railroad as a transition between the two examples; includes an introduction and conclusion that emphasize how westward expansion and urbanization contributed the growth of world power

Conclusion: Overall, the response fits the criteria for Level 4. Although unevenly developed, the response exhibits an understanding of the economic factors that led to westward expansion and the social impact of urbanization.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with little depth by describing the historical circumstances that led to European immigration in the 1800s and the Great Migration and discussing the impact of each migration on the United States
- Is more descriptive than analytical (*European immigration in the 1800s*: Irish immigrants wanted to escape the growing famine back in Ireland; because America was in the middle of the Industrial Revolution, they were able to find jobs in textile mills and building canals and railroads; the American people also disliked the idea of Catholic people entering, so they discriminated heavily; *Great Migration*: constant discrimination, segregation, and racism in the South haunted almost every black person; as in the South, many black people were met with racism such as when it came to buying a home; they brought new culture like jazz into neighborhoods like Harlem); includes isolated analysis (*European immigration in the 1800s*: immigrants were forced into separate neighborhoods away from the American population)
- Includes some relevant facts, examples, and details (*European immigration in the 1800s*: staple crop; potatoes; long and strenuous hours; political party; *Great Migration*: separate dwellings)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that point out that migrant populations face obstacles

Conclusion: Overall, the response fits the criteria for Level 3. The response remains overly general throughout and fails to offer sufficient detail. A strength of the response is the inclusion of positive and negative aspects of migrations.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task by describing the historical circumstances that led to European immigration and suburbanization and discussing the impact of each migration on the United States
- Is primarily descriptive (*European immigration*: the main goal of these Europeans was to achieve the “American Dream”; other people came from other places such as Italy, Russia, Poland and more; new foods, religions, and music were brought to America; *suburbanization*: a time of conformity and similarity; people moved to these neighborhoods to raise families in a nice environment; made suburban living a new fad for Americans); includes faulty application (*European immigration*: Irish came to America because of the tragic potato famine)
- Includes few relevant facts, examples, and details (*suburbanization*: New York City; cars; Levitt homes; Levittown)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Except for a brief discussion of the relationship between conformity and suburbanization, the response is not developed in enough depth to indicate comprehension of the issues.

Practice Paper D—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to colonial settlement and to westward expansion and discussing the impact of each migration on the United States
- Is more analytical than descriptive (*colonial settlement*: France, Britain, and Spain sent countless explorers and individuals over to the Americas for the acquisition of land, wealth, and power; while they continued to stabilize their colony, the men of Virginia formed their own representative government called the House of Burgesses; they believed strongly that taxes should come only from elected representatives, which became a foundation of United States government; *westward expansion*: Jefferson's Louisiana Purchase doubled the nation's size, opening the Great Plains to westward expansion; the settlers ran into conflict with local Native American tribes, causing the start of an endless and bloody conflict of strife over land; they could not stop the growing tension between northern and southern settlers that ultimately led to violent conflict)
- Richly supports the theme with relevant facts, examples, and details (*colonial settlement*: Christopher Columbus in 1492; the London Company; Powhatans; Jamestown; Patrick Henry; Thomas Jefferson; Constitution; *westward expansion*: Appalachian Mountains; American Revolution; Lewis and Clark; Missouri Compromise; Kansas-Nebraska Act; Bleeding Kansas; Civil War)
- Demonstrates a logical and clear plan of organization; includes an introduction that labels the United States as a land of immigrants and a conclusion that points to continuing examples of how the United States is affected by migration

Conclusion: Overall, the response fits the criteria for Level 5. The response contains a detailed description of early settlements and their contribution to self-government. The discussion about the impact of westward migration, including the unintended consequences inherent in taking land from Native American Indians and the battle over the expansion of slavery, is insightful and thoughtful.

Practice Paper E—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning a historical circumstance that led to westward expansion and an impact of the expansion on the United States
- Is descriptive (*westward expansion*: not only did they want more land and a bigger country, but to get rid of European colonies that threatened the safety of the nation; the nation gained more natural resources) includes faulty analysis (the rural to urban movement between 1870 and 1920s was involuntary; *westward expansion*: the government saw the need to expand and gain more colonies in the West)
- Includes no additional relevant facts, examples or details
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response addressed only half the task and included only generalities about the westward migration.

United States History and Government Specifications

January 2009

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Migration and Immigration: Movement of People into and within the United States	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Constitutional Principles: Effect of Decisions of the Warren Court	Standards 1 and 5: United States and New York History; 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 January 2009 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> 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.emsc.nysed.gov/osa/exameval>.
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

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 29, 2009 — 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 <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

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

Copyright 2009

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
2 OF **2**
DBQ

Mechanics of Rating

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

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 need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

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.emsc.nysed.gov/osa/> and must be used for determining the final examination score.

United States History and Government
Part A Specific Rubric
Document-Based Question—January 2009

Document 1a

... The Warren Court (1953–1969) revolutionized constitutional law and American society. First, the unanimous and watershed [critical] school desegregation ruling, *Brown v. Board of Education*, in 1954 at the end of Warren’s first year on the bench. Then, in 1962 *Baker v. Carr* announced the “reapportionment revolution” guaranteeing equal voting rights [to individual voters no matter where they lived]. And throughout the 1960s, the Court handed down a series of rulings on criminal procedure that extended the rights of the accused and sought to ensure equal access to justice for the poor. *Mapp v. Ohio* (1961), extending the exclusionary rule to the states, and *Miranda v. Arizona* (1966), sharply limiting police interrogations of criminal suspects, continue to symbolize the Warren Court’s revolution in criminal justice. . . .

Source: David M. O’Brien, “The Supreme Court: From Warren to Burger to Rehnquist,” *PS*, Winter 1987

1a According to David M. O’Brien, what is *one* effect of the Warren Court on American society?

Score of 1:

- States an effect of the Warren Court on American society as stated by David M. O’Brien
Examples: *Brown v. Board of Education* ordered schools to be desegregated; reapportionment revolution guaranteed equal voting rights; rights of the accused during criminal procedures were extended; the Court sought to give the poor more equal access to justice; the exclusionary rule was extended to the states; police interrogations of criminal suspects were limited; it revolutionized constitutional law

Score of 0:

- Incorrect response
Examples: there were more restrictions on the rights of suspects; criminal procedures became more discriminatory against the poor; *Baker v. Carr* desegregated the schools; *Miranda v. Arizona* made it easier for police to gain information from criminal suspects
- Vague response
Examples: the Court handed down a series of rulings; there were criminals; equal access was ensured
- No response

Document 1b

... The Warren Court's revolution in public law promoted acrimony [hostility] and bitterness precisely because it empowered those who had previously not had the opportunity to exercise power. Whether we approve of their behavior or not, there is little doubt that these new groups added dramatically and often disturbingly to the contours of American society. Much of what the Warren Court did was to release dissident minorities from long-standing legal and social strictures [limits]. Critics complained that the Court was the root of the problem; it was fostering subversive [disobedient] action by civil rights advocates, Communist agitators, criminals, smut peddlers, and racketeers who hid behind the Fifth Amendment when called to account. . . .

Source: Kermit Hall, "The Warren Court in Historical Perspective," Bernard Schwartz, ed., *The Warren Court: A Retrospective*, Oxford University Press, 1996

1b According to Kermit Hall, what is *one* criticism leveled against the decisions of the Warren Court?

Score of 1:

- States a criticism leveled against the decisions of the Warren Court according to Kermit Hall
Examples: the Court decisions caused bitterness/divisiveness because it empowered those who had not previously had the opportunity to exercise power; fostered destructive action by civil rights advocates/Communist agitators/criminals/smut peddlers/racketeers; it allowed criminals to hide behind the fifth amendment; it created a radical revolution

Score of 0:

- Incorrect response
Examples: the Court's decisions abolished the fifth amendment; it made it harder for minorities to get fair treatment; communist agitators were prosecuted by the Warren Court
- Vague response
Examples: the Court affected the United States; it was public law; the Court was the root of the problem; revolution
- No response

Document 2



Mrs. Nettie Hunt, sitting on the steps of the U. S. Supreme Court Building in Washington, explains the significance of the Court's May 17, 1954 desegregation ruling to her daughter, Nikie 3½, in this November 19, 1954 photo.

Source: "With an Even Hand," *Brown v. Board of Education* exhibition, Library of Congress (adapted)

2 Based on this photograph and caption, what is the significance of the *Brown v. Board of Education* decision?

Score of 1:

- States the significance of the *Brown v. Board of Education* decision based on this document
Examples: segregation in public schools was banned by the Court; African American children will no longer be segregated; Nikie Hunt will be allowed to attend a previously all white school/an integrated school/a desegregated school; the Supreme Court promoted racial equality in public education; schools would be desegregated

Score of 0:

- Incorrect response
Examples: segregation was allowed to continue; African Americans would be permitted to enter the Supreme Court building; Nikie Hunt cannot attend school
- Vague response
Examples: they used an even hand; African Americans were important; people could sit on the steps of the Supreme Court
- No response

Document 3a

... “The promise of *Brown* was not fulfilled in the way that we envisioned it,” says U.S. Secretary of Education Rod Paige, who was a student at Mississippi’s all-black Jackson State University when the decision was handed down. Within the first few years after the decision, paratroopers were protecting black students entering Central High School in Little Rock, Ark., schools were shuttered [closed] entirely in Prince Edward County, Va., and white families across the South put their children into private schools. By 1971, the court had endorsed busing to overcome the residential segregation that was keeping black and white children apart. Particularly in the South, the integration drive worked, as the share of black children attending majority white schools rose from 0.1% in 1960 to a high of 44% in 1988. . . .

Source: Rebecca Winters, “No Longer Separate, But Not Yet Equal,” *Time*, May 10, 2004

Document 3b

... Even though the effects of *Brown* were slow in coming—real desegregation only occurred with the 1964 Civil Rights Act and aggressive enforcement by the Department of Justice, which denied federal funds to any segregated school—they were revolutionary. Greenberg [Jack Greenberg, a member of the *Brown* legal team] cites encouraging evidence today as the half-full approach: there are black Cabinet members in Democrat and Republican administrations; blacks hold top management positions in major corporations like Citibank, Xerox, Time Warner, and Merrill Lynch. When Greenberg started practicing law in 1949 there were only two black U.S. Congressmen. Today [2004] there are 39.

Brown “broke up the frozen political system in the country at the time,” Greenberg notes. Southern congressmen made it a priority to keep African-Americans from obtaining power, but *Brown* allowed for change. Judge Carter [Robert Carter, a member of the *Brown* legal team] believes that the greatest accomplishment of the ruling was to create a black middle class: “The court said everyone was equal, so now you had it by right.” . . .

Source: Kristina Dell, “What ‘Brown’ Means Today,” *Time*, May 17, 2004

3 Based on these documents, state *two* effects of the *Brown v. Board of Education* Supreme Court decision on American society.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the *Brown v. Board of Education* Supreme Court decision on American society as stated in these documents
Examples: paratroopers had to protect black students entering Central High School in Little Rock, Arkansas; Central High School in Little Rock, Arkansas was integrated; counties in Virginia closed schools; white families put their children into private schools; children were bused to overcome residential segregation; the share of black children attending majority white schools increased; African Americans have gained leadership positions in government and business; the *Brown* decision brought political and social change for African Americans; a black middle class was created; more African American congressmen were elected; in 2008, the United States elected its first African American president

- Notes:**
1. As a result of recent events, the election/inauguration of Barack Obama as the first African American president is a reasonable inference as an effect of the *Brown* decision.
 2. To receive maximum credit, two *different* effects of the *Brown v. Board of Education* decision on American society must be stated. For example, *white families put their children into private schools* and *fewer white children attended public schools* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the share of black children attending white schools did not change; the integration drive did not work in the South; major corporations would not allow blacks to hold management positions; the political system remained frozen; it prevented change
- Vague response
Examples: there were federal funds; children attended school; the effects were slow in coming; the promise was not fulfilled
- No response

Document 4

. . . **QUESTION:** Mr. President, in the furor [uproar] over the Supreme Court's decision [in *Engel v. Vitale*] on prayer in the schools, some members of Congress have been introducing legislation for Constitutional amendments specifically to sanction [permit] prayer or religious exercise in the schools. Can you give us your opinion of the decision itself, and of these moves of the Congress to circumvent [get around] it?

THE PRESIDENT: I haven't seen the measures in the Congress and you would have to make a determination of what the language was, and what effect it would have on the First Amendment. The Supreme Court has made its judgment, and a good many people obviously will disagree with it. Others will agree with it. But I think that it is important for us if we are going to maintain our Constitutional principle that we support the Supreme Court decisions even when we may not agree with them.

In addition, we have in this case a very easy remedy, and that is to pray ourselves and I would think that it would be a welcome reminder to every American family that we can pray a good deal more at home, we can attend our churches with a good deal more fidelity, and we can make the true meaning of prayer much more important in the lives of all of our children. That power is very much open to us. . . .

Source: President John F. Kennedy, News Conference, June 27, 1962

4a What was *one* effect of the *Engel v. Vitale* decision on public schools in the United States?

Score of 1:

- States an effect that the *Engel v. Vitale* decision had on public schools in the United States
Examples: school-sponsored prayer was banned; prayer/religious exercise was restricted in the schools

Score of 0:

- Incorrect response
Examples: the decision was repealed by Congress; schools were allowed to continue prayer; an amendment was passed allowing families to pray at home
- Vague response
Examples: school prayer; things changed; legislation
- No response

4b What does President John F. Kennedy suggest as a “remedy” to those who disagree with the Supreme Court’s decision in *Engel v. Vitale*?

Score of 1:

- States what President John F. Kennedy suggested as a remedy to those who disagreed with the Supreme Court’s decision in *Engel v. Vitale*
Examples: people should pray themselves/pray more with their families at home; people could attend church with more fidelity; we/parents could make the true meaning of prayer more important in the lives of their children

Score of 0:

- Incorrect response
Examples: Americans should ignore the decision; an amendment should be passed to permit prayer in school; the first amendment should be disregarded
- Vague response
Examples: it is important for us; it is a very easy remedy; power is very much open to us
- No response

Document 5

ATLANTA, Nov. 21 — As President Clinton and the new Republican leadership in Congress consider measures that would return organized prayer to public schools, it is worth remembering one thing.

Prayer is already there.

Despite a Supreme Court ruling [*Engel v. Vitale*] 32 years ago that classroom prayer and Scripture reading are unconstitutional even if they are voluntary, prayer is increasingly a part of school activities from early-morning moments of silence to lunchtime prayer sessions to pre-football-game prayers for both players and fans.

The most common forms are state-mandated moments of silence at the beginning of the day, which are permissible to the extent they are not meant to be a forum for organized prayer. But, particularly in the South, religious clubs, prayer groups and pro-prayer students and community groups are making religion and prayer part of the school day. . . .

Source: Peter Applebome, "Prayer in Public Schools? It's Nothing New for Many,"
New York Times, November 22, 1994

5 According to Peter Applebome, what are *two* ways in which prayer in public schools continued despite the Supreme Court ruling in *Engel v. Vitale*?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way in which prayer in schools continued despite the Supreme court ruling in *Engel v. Vitale* as stated by Peter Applebome
Examples: in some states, moments of silence have been mandated at the beginning of the school day; religious clubs and prayer groups have become part of school life, especially in the South; schools have allowed lunchtime prayer sessions; players and fans sometimes take part in pre-game prayers; community groups/students have made religion and prayer part of the school day

Note: To receive maximum credit, two *different* ways in which prayer in public schools has continued despite the Supreme Court ruling in *Engel v. Vitale* must be stated. For example, *players and fans sometimes take part in pre-game prayers* and *football players pray before a big game* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: Congress has returned organized prayer into the public schools; some public schools have mandated prayer during the school day; prayer and religion have been eliminated from all schools
- Vague response
Examples: they changed their rules; community groups were important; schools hold activities
- No response

Document 6

In the decades following the *Engel* decision, federal courts have continued to hear cases and make rulings on issues involving separation of church and state.

FRANKFORT, Ky. — A civic group will send a Ten Commandments monument back to Frankfort only if political leaders give assurances that it will be displayed publicly, as a new law allows. . . .

The Ten Commandments monument was part of an ever-growing list of religious issues that [Governor Ernie] Fletcher and other political leaders have dealt with this year. . . .

The Eagles [a fraternal organization] donated the Ten Commandments monument to the state in 1971. It was removed from the Capitol grounds and placed in storage in the mid-1980s during a construction project. When political leaders tried to display it again in 2000, the American Civil Liberties Union went to court, claiming the monument was an unconstitutional endorsement of religion. The ACLU won the case. . . .

Lawmakers passed a bill calling for the return of the monument. The same bill granted permission to local governments to post displays of the commandments in courthouses and other public buildings.

Kentucky has been at the center of legal fights in recent years on the posting of the commandments. In one case, *McCreary County v. ACLU* [2005], the U.S. Supreme Court ruled displays inside courthouses in McCreary and Pulaski counties were unconstitutional. In another [lower court case], *Mercer County v. ACLU*, the 6th U.S. Circuit Court of Appeals said a similar display in the Mercer County Courthouse is constitutional because it included other historic documents. . . .

Source: "Ten Commandments, other issues generating debate in Ky.," *Associated Press*, April 13, 2006

6 Based on this article, what is *one* issue in the continuing debate on separation of church and state?

Score of 1:

- States an issue in the continuing debate on separation of church and state according to this article
Examples: the posting of the Ten Commandments in courthouses/other public buildings; the removal of religious monuments from public grounds; the constitutionality of placing religious displays in public areas; judicial disagreement over interpretation of separation of church and state issues; state and local endorsement of religion

Score of 0:

- Incorrect response
Examples: the ACLU support for the display of the Ten Commandments in the Frankfort courthouse; the removal of a religious display from the Mercer County courthouse
- Vague response
Examples: the passing of a bill; the separation of church and state; a disagreement; a civic group opposes it/agrees with it
- No response

Document 7

. . . along with other Warren Court decisions, *Miranda* has increased public awareness of constitutional rights. The *Miranda* warnings may be the most famous words ever written by the United States Supreme Court. With the widespread dissemination [distribution] of *Miranda* warnings in innumerable [numerous] television shows as well as in the movies and contemporary fiction, the reading of the *Miranda* rights has become a familiar sight and sound to most Americans; *Miranda* has become a household word. As Samuel Walker writes, “[e]very junior high school student knows that suspects are entitled to their ‘*Miranda* rights.’ They often have the details wrong, but the principle that there are limits on police officer behavior, and penalties for breaking those rules, is firmly established.” As we have seen, a national poll in 1984 revealed that 93% of those surveyed knew that they had a right to an attorney if arrested, and a national poll in 1991 found that 80% of those surveyed knew that they had a right to remain silent if arrested. Perhaps it should not be surprising that, as many of my research subjects told me, some suspects assert their rights prior to the *Miranda* admonition [warning] or in situations where police warnings are not legally required. Indeed, in the last thirty years, the *Miranda* rights have been so entrenched [well-established] in American popular folklore as to become an indelible part of our collective heritage and consciousness. . . .

Source: Richard A. Leo, “The Impact of ‘Miranda’ Revisited,”
The Journal of Criminal Law and Criminology, Spring 1996 (adapted)

7 According to Richard A. Leo, what is *one* effect of the *Miranda* decision on American society?

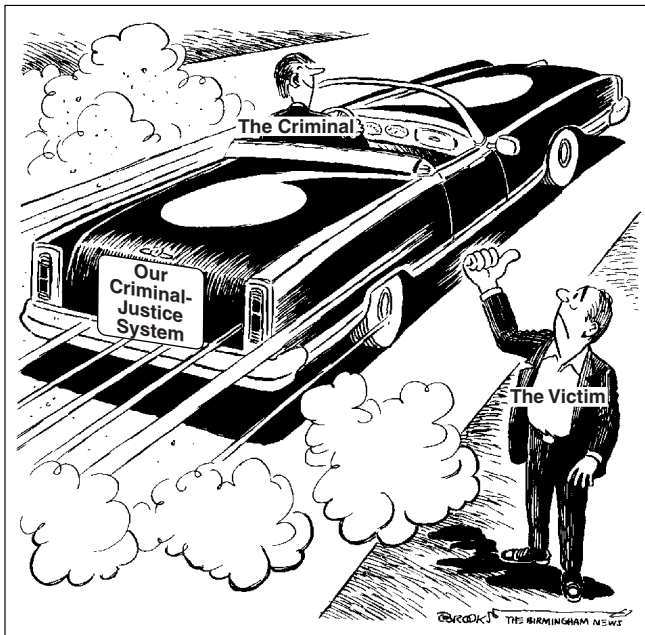
Score of 1:

- States an effect of the *Miranda* decision on American society according to Richard A. Leo
Examples: public awareness of constitutional rights for the accused has increased; many Americans know that, if arrested, they have the right to an attorney/the right to remain silent; *Miranda* rights have become part of our collective heritage and consciousness; the principle that there are limits on police behavior when dealing with suspects has been firmly established; *Miranda* rights have become more familiar to the public through television shows and movies

Score of 0:

- Incorrect response
Examples: *Miranda* warnings are not legally required; most people do not know about *Miranda* rights; *Miranda* warnings must be used on television and in the movies
- Vague response
Examples: there was a national poll; there was widespread dissemination; rights have been established
- No response

Document 8a



Source: Charles Brooks, *Birmingham News* (adapted)

Document 8b

... The familiar fact is that the vastly troubled criminal-justice system often exacts no price at all for crime. An adult burglar has only one chance in 412 of going to jail for any single job, according to Gregory Krohm of the Virginia Polytechnic Institute's Center for the Study of Public Choice. For juveniles under 17, the figure is one in 659 burglaries, with a likelihood of only a nine-month term if the 659-to-1 shot comes in. Many critics are convinced that such odds were created in large part by those constitutional-law rulings of the Warren Court that expanded the rights of criminal defendants. Mapp, Escobedo, Miranda and Wade* are still names that enrage law-and-order advocates. But despite all the years of talk and four Nixon appointments, the court has so far been willing only to trim some of the rules, not reverse them. The new rulings obviously add to the work of the courts, and some experts believe that they have hampered the criminal-justice system's capacity to convict guilty offenders, though as yet there have been no studies demonstrating any such significant damage. . . .

Source: "The Crime Wave," *Time*, June 30, 1975

8 Based on the cartoon and the *Time* article, what is *one* impact of the rulings of the Warren Court on crime?

Score of 1:

- States an impact of the rulings of the Warren Court on crime based on the cartoon and *Time* article
Examples: Warren Court rulings have expanded the rights of criminal defendants; critics claim that Warren Court rulings have made it more difficult to convict guilty offenders; rulings may have given the criminal an advantage over the victims of crime; critics claim the criminal justice system's capacity to convict guilty offenders is hampered; it has created additional work for the courts; critics claim that fewer criminals are going to jail

Score of 0:

- Incorrect response
Examples: it is easier to convict accused criminals; juveniles are more likely to go to jail for a crime than adults; law-and-order advocates supported the decisions of *Mapp*/*Escobedo*/*Miranda* /*Wade*
- Vague response
Examples: they have created problems; crime has no price; it changed crime
- No response

Document 9

WASHINGTON — Refusing to overturn more than three decades of established law enforcement practice, the Supreme Court yesterday strongly reaffirmed its landmark *Miranda v. Arizona* decision, which requires police to inform criminal suspects of their rights to remain silent and to be represented by an attorney during interrogation.

In a 7-2 opinion written by Chief Justice William H. Rehnquist, the high court ruled that the requirement that criminal suspects be read their “Miranda rights” is rooted in the Constitution and cannot be overturned by an act of Congress. Federal lawmakers passed legislation seeking to undo the *Miranda* decision in 1968, two years after the ruling.

The seven justices in the majority left open the question of whether they would have reached the same conclusion as the original five-justice *Miranda* majority about the constitutional rights of criminal suspects. But citing the court’s long tradition of respect for precedent, the justices said there were compelling reasons not to overrule it now.

“*Miranda* has become embedded in routine police practice to the point where the warnings have become part of our national culture,” wrote Rehnquist, a frequent and vocal critic of the *Miranda* decision during his earlier years on the bench. . . .

Source: “Miranda warnings upheld, Supreme Court says right now deeply rooted,”
Florida Times Union, June 27, 2000

9 Based on this article, why did the Supreme Court decide not to overturn the decision in *Miranda v. Arizona*?

Score of 1:

- States a reason the Supreme Court decided not to overturn the decision in *Miranda v. Arizona* as stated in this article

Examples: the requirement that criminal suspects be read their rights is rooted in the Constitution; the Court has a long tradition of respect for precedent; *Miranda* warnings have become a part of our national culture; *Miranda* is embedded in routine police practice

Score of 0:

- Incorrect response
Examples: Congress required it; precedent should not be considered; federal lawmakers had already passed legislation to undo the *Miranda* decision
- Vague response
Examples: compelling reasons; they voted not to; they lost the vote
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
January 2009

Historical Context: Between 1953 and 1969, the Chief Justice of the United States Supreme Court was Earl Warren. Supreme Court decisions made during the “Warren Court” era led to significant changes in various aspects of life in the United States. Several important court cases affected equal protection under the law, separation of church and state, and the rights of individuals accused of crimes.

Task: Discuss how decisions of the Warren Court affected American society

Scoring Notes:

1. The response to this document-based question should discuss *at least two* effects that Warren Court decisions have had on American society.
2. Decisions of the Warren Court that are not included in the documents may be used as outside information in the discussion, e.g., *Gideon v. Wainwright*, *Tinker v. Des Moines*.
3. The discussion may address the effects of Warren Court decisions on American society by using specific constitutional categories (equal protection under the law, separation of church and state, and rights of individuals accused of crimes) rather than specific court cases.
4. Responses that accurately discuss details about a Supreme Court case but either inaccurately identify the case or do not specifically name the case may receive some credit for addressing the task.
5. The same court case could be used to discuss more than one constitutional category, i.e., *Miranda v. Arizona* and/or *Mapp v. Ohio* may be used as cases based on both equal protection under the law and rights of individuals accused of crimes.
6. The response may discuss the effects of Warren Court decisions from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.
7. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 1a, 1b, 3a, 3b, 8a, and 8b may be considered as separate documents *if* the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing the effects of Warren Court decisions on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *equal protection under the law*: connects the decision in *Brown v. Board of Education* to equal protection guarantees in the 14th amendment and the reversal of the court's ruling in *Plessy v. Ferguson* to the civil rights activism that challenged segregation laws throughout American society and led to wide-ranging public and congressional support for civil rights legislation; *separation of church and state*: connects the New York State Regents Prayer to its violation of the establishment clause of the first amendment and the impact of the *Engel v. Vitale* decision on the development of national political party platforms regarding the role of religion in public schools and on local school boards as they formulate policies regarding curriculum and school activities
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to effects of the decisions of the Warren Court (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *equal protection under the law*: Rosa Parks, Martin Luther King Jr., sit-ins, marches, boycotts, Civil Rights Acts; *separation of church and state*: voluntary prayer, daily Bible reading, Pledge of Allegiance, religious themed school events, creationism versus evolution
- 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 the task by discussing the effects of Warren Court decisions on American society but may do so somewhat unevenly by discussing some effects more thoroughly than other effects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *equal protection under the law*: discusses the decision in *Brown v. Board of Education* and the guarantee of equal protection and its role in bringing public attention to racial issues and the need for congressional action to end long-term societal segregation through civil rights legislation; *separation of church and state*: discusses the *Engel v. Vitale* decision and the unconstitutionality of school prayer and the continuing national debate between those who view prayer as important for the moral development of children and those who believe that there should be a complete separation of church and state
- Incorporates relevant information from *at least five* 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 the task with little depth by discussing the effects of Warren Court decisions on American society
- 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

Score of 2:

- Minimally develops the task by discussing some effects of Warren Court decisions on American society *or* develops the task in some depth by discussing an effect of Warren Court decisions on American society
- 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 the task by mentioning how decisions of the Warren Court affected American society
- 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.

Equal Protection under the Law

Key Ideas from Documents 1–3

Effect of Warren Court Decisions on American Society
<p>Doc 1—School desegregation results from <i>Brown v. Board of Education</i> decision Minorities released from long-standing legal and social limits by Court decisions Critics claim that subversive action by civil rights advocates, Communist agitators, criminals, smut peddlers, and racketeers are fostered by court decisions “Reapportionment revolution” guarantees equal voting rights in <i>Baker v. Carr</i> Exclusionary rule extended to states in <i>Mapp v. Ohio</i> Police interrogations of criminal suspects sharply limited in <i>Miranda v. Arizona</i></p> <p>Doc 2—Segregation banned in public schools by <i>Brown v. Board of Education</i></p> <p>Doc 3—Troops needed to protect black students in Little Rock, Arkansas Some schools in Virginia closed and some white children in South placed in private schools by parents Busing endorsed by Supreme Court to overcome residential segregation Share of black children attending majority white schools increased in much of the South Desegregation accelerated by Civil Rights Act of 1964 and Justice Department More blacks were able to hold positions in government and business Black middle class created</p>

Relevant Outside Information

(This list is not all-inclusive.)

Effect of Warren Court Decisions on American Society
<p>Segregation challenged in courts by NAACP (role of Thurgood Marshall) “Separate but equal” (<i>Plessy v. Ferguson</i>) reversed as violation of 14th amendment Judicial activism in area of States rights and role of Supreme Court debated Social and cultural attitudes toward African Americans change Details of how communities complied with ruling or how others ignored it (massive resistance) Decision denounced by Southern congressmen; defiance urged in “Southern Manifesto” White Citizens Council, mayors, and school boards work to obstruct integration (diversion of public funds to private schools) Only a small percentage of eligible black students actually integrated in years immediately after <i>Brown</i> decision Educational opportunities expand and African American high school graduates increase Activism challenging segregation grows throughout American society (buses, restaurants, interstate transportation, Rosa Parks, Martin Luther King, Jr., Greensboro sit-ins) Support for congressional passage of civil rights legislation increases (Civil Rights Acts) Other groups fighting for equality empowered (women, Hispanics, Native Americans, disabled) Affirmative action advocates clash with those claiming “reverse discrimination” Predominantly black and minority neighborhoods and schools left behind in cities by “White Flight” (de facto segregation) Details of how busing was used to achieve racial balance First African American, Barack Obama, elected to presidency in 2008/inaugurated in 2009 Precedent set for later legal challenges regarding equal protection and civil rights (<i>Heart of Atlanta Motel v. United States</i>) Equal protection of the law applied to principle of “one person, one vote” (<i>Baker v. Carr</i>) Political power makes a significant shift from rural to urban areas Equal protection of the law applied to protection against unlawful search and seizure (<i>Mapp v. Ohio</i>) Wrongly obtained evidence no longer admitted in a trial (lack of a search warrant)</p>

Separation of Church and State

Key Ideas from Documents 4–6

Effect of Warren Court Decisions on American Society
<p>Doc 4—Supreme Court’s decision in <i>Engel v. Vitale</i> creates an uproar Some Congressmen suggest amending Constitution to circumvent decision on school prayer Support for Supreme Court decisions urged even if disagreement exists President encourages families to make prayer more important in children’s lives</p> <p>Doc 5—Classroom prayer and scripture reading declared unconstitutional, even if voluntary Public schools continue to allow prayer (early morning moments of silence, lunchtime prayer sessions, pre-football game prayers, religious clubs, prayer groups)</p> <p>Doc 6—Controversy over unconstitutional endorsement of religion in public places continues (display of Ten Commandments in courthouses and other public buildings)</p>

Relevant Outside Information

(This list is not all-inclusive.)

Effect of Warren Court Decisions on American Society
<p>Daily recitation of nondenominational New York State Regents prayer violates “establishment clause” Public schools not permitted to require daily Bible reading Course offerings in religious history and literature continue National debate arises between those who believe school prayer is important for moral development versus those who believe states should not be involved with religion Prayers at public school-sponsored events declared unconstitutional by Supreme Court Positions on public school prayer included in political party platforms Interest in passing a constitutional amendment permitting prayer in public schools continues Creationism versus evolution debated by Boards of Education Pledge of Allegiance challenged in federal courts Events with religious themes banned from public schools</p>

Rights of Individuals Accused of Crimes

Key Ideas from Documents 7–9

Effect of Warren Court Decisions on American Society
<p>Doc 7—Public awareness of constitutional rights increases Miranda warnings used in television shows, movies, and books <i>Miranda</i> decision becomes part of our collective heritage and consciousness Further limits placed on police behavior by <i>Miranda</i> decision</p> <p>Doc 8—Belief by some that criminals are given an advantage over the victim by criminal justice system Belief by critics that <i>Miranda</i> decision resulted in fewer criminals and juveniles being convicted of crimes Anger of law-and-order advocates over Warren Court rulings continues</p> <p>Doc 9—<i>Miranda</i> decision reaffirmed in 2000 Supreme Court ruling <i>Miranda</i> decision becomes part of the national culture</p>

Relevant Outside Information

(This list is not all-inclusive.)

Effect of Warren Court Decisions on American Society
<p>Arguments for fair trial protections, confessions not being extorted under pressure, guarantee of equality before the law for all citizens, consistency and fairness of police procedures cited by supporters of decision</p> <p>Arguments against restrictions placed on police investigations, hampering of police in dealing with unpredictable situations, conviction reversals, or exclusion of evidence cited by opponents of decision</p> <p>Rights of accused to obtain legal representation expanded in <i>Gideon v. Wainwright</i></p> <p>Additional costs for taxpayers associated with increase in mandated court procedures</p>

The Supreme Court has always made decisions that have had lasting impacts on society. A time period during which this was particularly true was the period between the years 1953 and 1969, when the Chief Justice of the court was Earl Warren. Under his influence, the court made a number of legal decisions that continue to hold significance in American life today. Such court cases include Brown v. Board of Education (1954) and Miranda v. Arizona (1966).

The issue of segregation has long been a part of American society, especially in the South. In the early to mid-twentieth century, Jim Crow laws kept a rigid separation between black and white. Even Supreme Court cases such as Plessy v. Ferguson made segregation constitutional, providing that the separate facilities were equal, of course, and created a sort of caste system in American society. This "equality" looked good on paper but in reality was rarely the case, especially when it came to schools. Substandard buildings, supplies, and transportation often made the educational experience for African Americans inferior to whites. It wasn't until 1954 with the ruling of Brown v. Board of Education that segregation in schools was made unconstitutional (Doc 2), based on the equal protection clause of the 14th amendment. In order to become integrated, some schools were forced to resort to busing their students in from other areas (Doc 3a) – although the ruling took care of "de jure" integration of society (that which is imposed by the federal court system), it did little to immediately reverse the "de facto" segregation of society, especially in the South ("de facto" implies that which has become the unwritten law of social classes and segregated residential areas themselves.) Long-term effects of the decision were more dramatic, however. In the long run Brown v. Board of Education helped to create a black middle class (Doc 3b) by

providing legal means for African Americans to demonstrate their equality. For a long time, many Southerners had been working to keep the black people in their places, but could no longer because the Supreme Court had ruled against segregated educational facilities which would over time lead to more social and economic competition for whites (Doc 1 b). Despite the steps taken to integrate society in the U.S., today some Americans continue to disagree as to whether integration has achieved its objectives. Just recently, a Southern school had its very first integrated prom because both blacks and whites had continued wanting separate events. Many people also continue to send their children to private institutions where Brown v. Board of Education holds less weight. Despite the lasting effects of this Supreme Court decision, one thing remains clear: integration is still far from complete and in some cases is worsening as African Americans and other minorities continued to live in urban areas just as they did in the 1960s and 1970s.

Another Warren Court decision that plays a role in daily life is the court case Miranda v. Arizona (1966). This decision, generally speaking, defined the rights of the accused after an appeal was made on behalf of Ernesto Miranda. It said, among other things, that each person accused of a crime has the right to remain silent and the right to an attorney (Doc 7). The tradition of these Miranda rights has become common knowledge in American society, despite the fact that some people believe that they are generally too lenient and often hamper the justice system's ability to convict guilty criminals of their crimes (Doc 8 a + 8 b). The Supreme Court has failed to see adequate need for reversal of this decision, despite the dramatic odds that lie in the favor of the accused as a result of the decision, and the fact that the victim is often left without help when the offender is not convicted. In a recent case, the Supreme Court

ruled that the Miranda decision was too deeply rooted in history to overturn (Doc 9). Miranda v. Arizona (1966) was clearly a long-lasting Warren Court decision that will not likely lose its significance in the near future because of its ^{5th} and 14th amendment guarantees that all Americans are entitled to.

The Warren Court made several lasting decisions that continue to hold relevance in present society. The issue of integration of schools is still there, and actually some resegregation has occurred despite the ruling in Brown v. Board of Education (1954) - however, the decision did result in much-needed integration of American society in the long run. Miranda v. Arizona (1966) was a decision that holds the same significance to those accused of crimes now as it did when the ruling was initially made. Although it may have inadvertently increased the odds in favor of the guilty getting away with criminal acts, and in some ways, complicated the work of judges and law-enforcement officials, the word "Miranda" today has become a household word and the ruling has no doubt saved many innocent people from serving jailtime. Although they vary in terms of constitutional issues, these Warren Court decisions do continue to play significant roles in daily life.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing the effects of Warren Court decisions on American society
- Is more analytical than descriptive (“equality” looked good on paper but in reality was rarely the case; Americans continue to disagree as to whether integration has achieved its objectives; some people believe Miranda rights are generally too lenient and often hamper the justice system’s ability to convict guilty criminals of their crimes; Supreme Court has failed to see adequate need for reversal of *Miranda* despite the dramatic odds that lie in favor of the accused; victim is often left without help when the offender is not convicted; *Miranda* was clearly a long-lasting Warren Court decision that will not likely lose its significance in the near future because of its 5th and 14th amendment guarantees that all Americans are entitled to; although *Miranda* may have inadvertently increased the odds in favor of the guilty getting away with criminal acts, and in some ways, complicated the work of judges and law enforcement officials, the word *Miranda* has become a household word; *Miranda* ruling has no doubt saved many innocent people from serving jail time)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (Jim Crow laws kept a rigid separation between blacks and whites; *Plessy v. Ferguson* made segregation constitutional; substandard buildings, supplies, and transportation often made the educational experience for African Americans inferior to whites; *Brown* was based on the equal protection clause of the 14th amendment; de jure integration did little to immediately reverse de facto segregation of society, especially in the South; Supreme Court had ruled against segregated educational facilities which would, over time, lead to more social and economic competition for whites; a Southern school had its first integrated prom because both blacks and whites had continued wanting separate events; in some cases, integration is worsening as African Americans and other minorities continue to live in urban areas; *Miranda* defined the rights of the accused after an appeal was made on behalf of Ernesto Miranda; some resegregation has occurred despite the ruling in *Brown*)
- Richly supports the theme with many relevant facts, examples, and details (*Brown* made segregation in schools unconstitutional; *Miranda* said that each person accused of a crime has the right to remain silent and the right to an attorney; tradition of Miranda rights has become common knowledge in American society; Supreme Court ruled that *Miranda* decision was too deeply rooted in history to overturn)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that discusses how *Brown v. Board of Education* and *Miranda v. Arizona* continue to play a significant role in daily life

Conclusion: Overall, the response fits the criteria for Level 5. The historical context established about the *Brown v. Board of Education* decision reflects a strong understanding of race issues and the incompleteness of integration. Analytical statements about *Miranda v. Arizona* combined with insightful document analysis and integration clearly establish how the case has had a lasting impact on American society.

The Warren Court of 1953-1969 was a critical element in redefining the roles of religion and race and justice in American society. From groundbreaking decisions such as *Brown vs. Board of Education*, to the Constitutional controversies such as *Engel vs. Vitale*, the Warren Court could effectively be called the most liberal, but the most important court of the twentieth century.

America was supposed to be the land of the free... or so her forefathers proclaimed. However, by the mid-twentieth century, there were racial and gender issues as well as issues involving civil liberties that came to the surface. However, people started to rebel as they noticed all of these imperfections, and movements for reform started: the Civil Rights movement, the Women's Rights movement... Perhaps the Warren Court only reflected the rebellious tidings in the anxious American people. One of its first decisions, *Brown vs. Board of Education* in 1954, which ~~started~~ stated that public schools must integrate, that they could not prohibit entry based on race (Doc. 2). While the response was slow, and not always receptive, this decision had long-lasting effects once enforcement and cooperation took hold. For instance, black participation in the Federal government increased, with two black congressmen³⁹, and more blacks were able to take advantage of educational opportunities, giving them greater access to better jobs. Additionally, when prayer was banned in public schools with the *Engel vs. Vitale* decision, the establishment

clause was upheld. Finally, the government was providing more fair and equal opportunities in schools for students of minority backgrounds, as well as encouraging more toleration. The reform was not limited to schooling and education, though, but also to the distribution of justice by law enforcement. In *Miranda vs. Arizona*, the courts were able to enhance the Constitutional awareness of the nation, as the police must now read an arrested suspect his or her rights, which has made the criminal justice system more fair (Doc. 7). Likewise, the case of *Gideon vs. Wainwright* was able to overturn unconstitutional state statutes that provided state-appointed legal counsel only to those facing capital punishment or mental illness. With this decision, even a penniless roamer could have adequate legal counsel.

Despite all the good the Warren Court did, some of the controversial decisions only increased personal efforts to subvert the Constitution and its principles. For every good, it seemed, there was another bad. In *Brown vs. Board*—yes, it overturned the *Plessy vs. Ferguson* decision, and yes, it had good long term effects—many white parents were outraged and many even tried to send their children to still segregated private schools, and continue to do so. When white parents were told their children would be bussed farther from their homes to achieve racial balance in public schools, they actively protested (Doc. 3a). Likewise, opponents of *Engel vs. Vitale* still practiced religion in public schools just the same, but in slightly more discreet manners—such as non-sectarian or

nondescript verses or moments of silence (Doc. 5). Also, while granting the citizens more protections, the decisions of the Warren Court helped create a more bitter and lawless society, according to the critics (Doc. 6). Some say the protections it provided made the rewards of crime outweigh the risks. After all, a juvenile might have only a "659-to-1 shot" of being found guilty of burglary, and those who are found guilty only receive a likely "nine-month term" (Doc. 8b). Some accused criminals are able to go free because the police officer simply forgot to read them their rights or made an error in doing so. With these rights so present in the mass media of modern America, some suspects accused of crimes have been able to exploit these "Miranda rights" (Doc. 9).

The Warren Court certainly was beneficial to the American public to some degree. The cases it decided were critical in shaping modern perspectives on freedom and justice. Despite its good, though, it introduced us to new social ills and struggles, and perhaps contributed to a criminal justice system that favors a suspect

Anchor Level 5-B

The response:

- Thoroughly develops the task evenly and in depth by discussing the effects of Warren Court decisions on American society
- Is more analytical than descriptive (perhaps Warren Court only reflected rebellious tidings in anxious American people; while response to *Brown* was slow and not always receptive, this decision had long-lasting effects once enforcement and cooperation took hold; more blacks were able to take advantage of educational opportunities; government was providing more fair and equal opportunities in schools for students of minority backgrounds as well as encouraging more toleration; reform was not limited to schooling and education but also to distribution of justice by law enforcement; opponents of *Engel* still practice religion in public schools, but in slightly more discreet manners; *Miranda* made criminal justice system more fair; some controversial decisions of the Warren Court increased personal efforts to subvert the Constitution and its principles; some say protections provided by Warren Court made rewards of crime outweigh the risk; with *Miranda* rights so present in the mass media of modern America, some suspects accused of crimes have been able to exploit these rights)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, 8, and 9
- Incorporates substantial relevant outside information (establishment clause was upheld in the *Engel* decision; *Gideon v. Wainwright* was able to overturn unconstitutional state statutes that provided state-appointed legal counsel only to those facing capital punishment or mental illness; even a penniless roamer could have adequate legal counsel; *Brown* overturned *Plessy v. Ferguson*; when white parents were told their children would be bused further from their homes to achieve racial balance in public schools, they actively protested)
- Richly supports the theme with many relevant facts, examples, and details (*Brown v. Board of Education* stated that public schools must integrate and could not prohibit entry based on race; black participation in the federal government increased as a result of *Brown*; *Engel v. Vitale* banned prayer in public schools; police must now read an arrested suspect his or her rights; many white parents were outraged and many even tried to send their children to still-segregated private schools and continue to do so)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the Warren Court as a critical element in redefining the roles of religion, race, and justice in American society and a conclusion that refers to new social ills and struggles introduced by Warren Court decisions

Conclusion: Overall, the response fits the criteria for Level 5. By organizing the response around the positive and negative effects of the Warren Court decisions, a comprehensive understanding of the Court's influence on American society is demonstrated. Good document interpretation and analysis as well as a strong interpretation of outside historical information improve the response.

The judicial branch of the United States government has the ability and power to revolutionize American life and society. Between 1953 and 1969, Chief Justice Earl Warren utilized this power, and practiced judicial activism to the fullest extent. His controversial decisions concerning equal protection under the law, separation of church and state, and the rights of individuals accused of crime, had a major effect on American society.

In 1954, in the case *Brown v. Board of Education*, the Warren Court ruled that separate education facilities for whites and blacks are unequal, and do not provide the 14th amendment right of "equal protection under the law." After the *Brown v. Board of Ed* ruling, schools were ordered to desegregate and admit black students. Southern whites responded by either closing down their schools, or placing their children in private schools. (Doc 3A) The governor of Little Rock, Arizona, fearing a riot if black students were to enter white schools, sent troops to prevent the blacks from entering. President Eisenhower responded by sending soldiers to protect the black students and ensure desegregation. Although initially some schools refused to integrate, by 1988, the share of black students attending majority white schools increased from ~~0.1%~~ 0.1% to 44% (Doc. 3A)

Besides ~~for desegregating schools~~ desegregating schools, the Brown v. Board of Education decision sparked the Civil Rights Movement of the 1950's and 1960's when blacks campaigned for racial equality. This movement through its protests and demonstrations succeeded by furthering desegregation of colleges and universities. This allowed more blacks to take advantage of higher education and enter the middle class. Brown "broke up the frozen political system in the country at the time." (Doc. 3b) After this landmark case, blacks began to hold important government positions and top jobs in major corporations such as Citibank, Xerox, Time Warner, and Merrill Lynch (Doc. 3b) By ending de-jure segregation, the Warren Court provided blacks with the opportunity to join society as equal participants, and to contribute fully to American culture and life.

The Warren Court also impacted American society with its decision in Engle v. Vitale. In this controversial court case, the Supreme Court outlawed state mandated school prayer as a violation of the separation of church and state. In response to objection to this decision, President Kennedy advised Americans to increase prayer at home and in church (Doc. 4b) Also as a result of this decision, some

Schools instituted early-morning moments of silence, lunchtime prayer sessions, and pre-football game prayers to make up for lack of organized school prayer. (Doc 5) The American Civil Liberties Union adopted this strict separation between church and state by claiming that it is unconstitutional to display a Ten Commandments monument on Capitol grounds. (Doc. 6) Due to the *Engle v. Vitale* ruling, both the United States government and most schools shied away from strongly endorsing or promoting religious activities. They wanted to uphold the separation between church and state and respect the cultural and religious diversity that characterizes many of the nation's public schools.

The Warren Court greatly expanded the rights of individuals accused of crimes. In *Gideon v. Wainwright*, the Supreme Court guaranteed legal counsel to accused persons, even if unable to afford it, to ensure equal access to justice for the poor. *Miranda v. Arizona* sharply limited police interrogations of those suspected of a crime (Doc. 1a), and ruled that police must inform criminal suspects of their rights. Reactions to these sweeping decisions were mixed. Many Americans felt that the Supreme Court was fostering and coddling

criminals, thereby obstructing justice in the country. Critics claimed that these rulings "hampered the criminal-justice system's capacity to convict guilty offenders" (Doc. 8b). However, other Americans lauded these Supreme Court rulings and felt that they increased public awareness of the rights guaranteed by the constitution. Young students are now aware that they are entitled to their "Miranda rights." (Doc. 7) People feel that the expansion of the rights of the accused is beneficial to society and upholds the rights guaranteed in the first ten amendments.

Supreme Court decisions made by the Warren Court led to significant changes in various aspects of life in America, which were met with mixed feelings. The Warren Court truly demonstrated the power of the judicial branch to revolutionize American culture and society.

Anchor Level 4-A

The response:

- Develops the task by discussing the effects of Warren Court decisions on American society
- Is both descriptive and analytical (*Brown* decision sparked the Civil Rights movement of the 1950s and 1960s when blacks campaigned for racial equality; as a result of *Engel*, the government and most schools shied away from strongly endorsing or promoting religious activities; government and schools wanted to uphold separation of church and state and respect the cultural and religious diversity that characterizes many of the nation's public schools; *Miranda v. Arizona* sharply limited police interrogations of those suspected of crime; critics claimed Court rulings hampered criminal justice system's capacity to convict guilty offenders; people feel that expansion of rights of the accused is beneficial to society and upholds rights guaranteed in the first ten amendments)
- Incorporates relevant information from documents 1, 3, 4, 5, 6, 7, and 8
- Incorporates relevant outside information (Warren Court ruled separate education facilities for whites and blacks were unequal and do not provide 14th amendment right of equal protection under the law; President Eisenhower responded by sending soldiers to protect black students and ensure desegregation; Civil Rights movement through its protests and demonstrations succeeded by furthering desegregation of colleges and universities; by ending de jure segregation, Warren Court provided blacks with the opportunity to join society as equal participants; to ensure equal access to justice for the poor, Supreme Court in *Gideon v. Wainwright* guaranteed legal counsel to accused persons)
- Supports the theme with relevant facts, examples, and details (after *Brown v. Board of Education* ruling, schools were ordered to desegregate and admit black students; after *Brown*, blacks began to hold important government positions and top jobs in major corporations; in the controversial *Engel v. Vitale*, the Supreme Court outlawed state-mandated school prayer as a violation of the separation of church and state; President Kennedy advised Americans to increase prayer at home and in church; some schools instituted early-morning moments of silence, lunchtime prayer sessions, and pre-football game prayers; American Civil Liberties Union claimed it was unconstitutional to display a Ten Commandments monument on Capitol grounds; *Miranda* ruled that police must inform criminal suspects of their rights); includes a minor inaccuracy (governor of Little Rock, Arizona)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions Earl Warren practiced judicial activism to the fullest extent and a conclusion that states the Warren decisions were met with mixed feelings

Conclusion: Overall, the response fits the criteria for Level 4. Although much of the *Brown* discussion focuses on a synopsis of events in Little Rock and more supporting facts and details could have been included in the discussion on *Miranda*, the inclusion of relevant historical facts in conjunction with document integration demonstrates how the power and activism of the Warren Court contributed to change in America. Summary statements containing both cultural and political references relating to the impact of each case strengthen the response.

Between 1953 and 1969, the Warren Court under Chief Justice, Earl Warren, set precedents, ended school segregation, protected civil rights, and ended up shifting the way American society worked forever. The Warren Court created both uplifting and uneasy feelings in the United States. Earl Warren made an impact and left a mark that can never be erased.

In document number two, there's a caption a picture of Nettie Hunt and her young daughter Nikie, who are pleased about one of the biggest decisions that the Supreme Court has ever dealt with. Linda Brown, a young black girl like Nikie felt uneasy and fed-up with traveling many miles out of her way to go to an all black school, when a white school was much closer and much more convenient. Her family then brought the issue to the Supreme Court because they thought her rights were being violated and finally, after months of arguments, Chief Justice Earl Warren declared a ban on segregation in public schools because black schools were not equal to white schools and damaged the emotional mind-set of black children by making them feel inferior. This

decision set a precedent and was the beginning to the end of racial segregation all across America as more Americans began to understand how bad racial segregation was. In document number three, two authors of Time magazine tell how the effects of the Brown Supreme Court decision improved the lives of blacks in schools and led them to them getting more jobs in corporations and official positions in all levels of government. In 1971, the Court had endorsed busing to end ^{racial} segregation in schools that still existed between blacks and whites and increased the number of blacks attending white schools from .1% to 44%. This was a huge step towards the end of racial segregation and because there were now laws and federal funding going towards a halt to segregation, many whites and blacks were realizing that there wasn't much choice and it was time to integrate the races. Another writer stated how the number of black men in worldwide and American corporations has increased tremendously and the number of black men Congressional men increased from a mere 2 persons to a remarkable 39. All it took was one simple step towards ending segregation in schools and from there blacks gradually found better jobs, equal treatment, and a higher level

of respect. Earl Warren started this trend towards changing our world for the better.

In 1962, the Supreme Court made a ruling in *Engel v Vitale* that prayer and religious practices were now unconstitutional in public schools. This led to a severe amount of arguments and disagreements around the United States. In document number four, President John F Kennedy states that he feels we must support the Supreme Court ruling even if we don't agree with them to better our country. Kennedy also states that it's now time to begin to pray on our own and made a powerful and inspirational statement to American children that we need prayer. This document is an example of how much of an uproar Justice Earl Warren had caused with the radical decision on prayer in public schools, an issue which still stands even today, even more so with the controversy over "Under God" in the pledge of Allegiance. Although, in 1994, if President Clinton considered a measure to return prayer back to public schools it would not have been worth

the effort. Even though Engel banned prayer, it remained in schools through silences, prayers before football games and other activities, and before lunchtime prayer. And even 32 years later, the issue remains as people still argue over whether the Supreme Court had the right to take prayer away from children. Some continue to demand their rights for prayer in public schools and many students continue to pray at home and have accepted that school is not the place for religious activities.

Yet again, in 1966, Chief Justice of Supreme Court Earl Warren in *Miranda v. Arizona* ruled that criminals had specific rights and they should be made clear of them upon their arrest, setting strict limitations on police officials. Many agreed with these rights and believed that their impact on society was crucial to America's Document number seven stated that over

93% of those surveyed knew they had the right to an attorney when arrested. Chief Justice Rehnquist stated that the Congress cannot change those guaranteed rights because they are part of our heritage. But, others disagreed with this. Document eight stated that the Miranda rights are too strict on police officials and give too much leeway and flexibility to criminals. The decision in *Miranda v Arizona* continues to be the cornerstone of the American justice system.

Chief Justice of the United States Supreme Court, Earl Warren and the Warren Court made many changes to society causing uproars, challenges and disagreements, but most importantly he did what was necessary and set many precedents and standards for years to come.

Anchor Level 4-B

The response:

- Develops the task by discussing the effects of Warren Court decisions on American society
- Is both descriptive and analytical (black schools damaged emotional mindset of black children by making them feel inferior; *Brown* decision set a precedent and was the beginning to the end of racial segregation as more Americans began to understand how bad racial discrimination was; blacks gradually found better jobs, equal treatment, and a higher level of respect; people still argue whether the Supreme Court had the right to take prayer away from children; some continue to demand their rights for prayer in public schools; many students continue to pray at home and have accepted that school is not the place for religious activity; even though some have said Miranda rights are too strict on police officials and gave too much leeway and flexibility to criminals, the *Miranda* decision continues to be one of the cornerstones of the American justice system)
- Incorporates relevant information from documents 2, 3, 4, 5, 7, and 8
- Incorporates relevant outside information (Linda Brown, a young black girl, felt uneasy and fed up with traveling many miles out of her way to go to an all black school when a white school was closer and much more convenient; Brown's family brought the issue to the Supreme Court because they thought her rights were being violated; there is a controversy over "under God" in the Pledge of Allegiance)
- Supports the theme with relevant facts, examples, and details (Nettie and Nikie are pleased about the *Brown* decision; Chief Justice Earl Warren declared a ban on segregation in public schools because black schools were not equal to white schools; *Brown* led blacks to getting more jobs in corporations and official positions in all levels of government; blacks attending white schools increased from .1% to 44%; *Engel v. Vitale* ruled that prayer and religious practices were unconstitutional in public schools; President John F. Kennedy states that he feels we must support Supreme Court rulings even if we do not agree with them; even though *Engel* banned prayer, it remained in schools through silences, prayers before football games, and lunchtime prayer; *Miranda* ruled that criminals had specific rights and they should be made clear upon their arrest, setting strict limitations on police officials; 93% of those surveyed stated they knew they had the right to an attorney when arrested; Chief Justice Rehnquist stated that Congress cannot change those guaranteed rights because they are part of our heritage)
- Demonstrates a logical and clear plan of organization; includes an introduction that establishes the theme that Warren Court decisions created both uplifting and uneasy feelings and a conclusion that states the Warren Court set many precedents and standards for years to come

Conclusion: Overall, the response fits the criteria for Level 4. Limited outside information strengthens the basic presentation of documents and the details from those documents. Using the contrast of "uplifting and uneasy" as the theme of the discussion about the societal impact of the Warren Court is effective.

As Earl Warren being the Chief Justice of the United States Supreme Court, many changes occurred, greatly affecting American society. Under the rule of the Warren Court, reforms were brought about in different aspects of American living. The Court's decisions in several significant Court cases led to equal protection under the law, separation of ^{church} state and state, and the rights of individuals accused of crimes. These changes greatly influenced the lives of all Americans.

The Warren Court's decision in Brown v. Board of Education led to equal protection under the law for children. On May 17, 1954 the Warren Court banned segregation in public schools that had been around since Reconstruction. (doc 2). At first, the court case's ruling were not immediately accepted, as schools were completely shut down in Prince Edward County, Va., and southern families enrolled their children in private schools. However, by 1971 the Court "endorsed busing to overcome the residential segregation..." (doc. 3a). Busing and cutting federal funds to segregated schools eventually increased the enrollment of black children into white schools. This step towards racial equality also led to further social equality for blacks. For example, Democratic and Republican administrations have both had black Cabinet members. The Democratic Party has even

nominated a Black man to run for President. And many blacks hold top management positions in large corporations (doc. 3b). Opportunities for blacks have expanded immensely since the ruling of the Warren Court in Brown v. Board of Education.

The Warren Court also led to the separation of church and state with its ruling in Engel v. Vitale. In this court case the Supreme Court banned public prayer and religious exercises in schools. To offset the anger of people who thought taking prayer out of schools might lead to other problems, President John F. Kennedy encouraged praying at home and attending church more faithfully and fervently (doc. 4). Although some school districts disagreed with the Court's ruling, they continued to allow prayer in various school activities, such as during "early-morning moments of silence to lunchtime prayer sessions to pre-football-game prayers for both players and fans" (doc. 5). Additionally, the principle of the separation of church and state led to debates about public displays of the Ten Commandments. In 1971 the Eagles, a fraternal organization in Frankfort, Ky., donated a Ten Commandments monument to the state. After it was removed and placed in storage during the mid-1980s, it was displayed again in 2000. In opposition, the American Civil Liberties Union (ACLU)

presented a case to the court, stating that the monument was unconstitutional and won (doc. 6). Conflicts continued over the public displays of the Ten Commandments in Kentucky and over religious observations in schools and communities due to the Warren Court's decision in Engel v. Vitale. Now things like nativity scenes and Christmas pageants can't be held in public schools. Some think the Supreme Court went too far.

Furthermore, the Warren Court increased the rights of individuals accused of crimes in the Court cases Gideon v. Wainwright, which guaranteed that the poor accused of crimes can have a lawyer, and Miranda v. Arizona. According to Richard A. Leo, the Miranda decision was widely supported in American society. Most American suspects knew about their Miranda rights, including the right to an attorney if arrested, and the right to remain silent if arrested (doc. 7). The Court case became so widely known that "Miranda has become a household word." Nonetheless, the Court's ruling stirred up many hostile feelings of Americans toward criminals.

Because the case expanded the rights of criminal defendants, many people believe that the decision has "hampered the criminal-justice system's capacity to convict guilty offenders" (doc. 8b). Therefore, more criminals are able to get away with committed crimes, leaving victims vulnerable (doc. 8). Though

federal lawmakers tried to undo the *Miranda* decision in 1968, the Supreme Court stated that their "*Miranda* rights are rooted in the Constitution and cannot be overturned by an act of Congress" (doc. 9). Because the Court has always respected cases rooted in the Constitution, the justices decided there would be no reason to overrule it.

Many aspects of American society were heavily influenced by the decisions made by the Warren Court. Rulings of the Warren Court guaranteed equal protection under the law, separation of church and state, and the rights of individuals accused of crimes. Although these cases gave rights to those who had limited civil liberties before, the decisions led to criticism by some Americans, as it "fostered subversive action by civil rights advocates, communist agitators, criminals..." (doc. 1b).

Despite that opinion, the Warren Court improved the lives of many Americans and made sure civil liberties guaranteed in the U.S. Constitution would be applied more equally to all.

However, the changes brought about by the Warren Court still govern many aspects of American society today.

Anchor Level 4-C

The response:

- Develops the task by discussing the effects of Warren Court decisions on American society
- Is both descriptive and analytical (the *Brown* ruling was not immediately accepted; step towards racial equality led to further social equality for blacks; to offset anger of people who thought taking prayer out of schools might lead to other problems, President John F. Kennedy encouraged praying at home and attending church more faithfully; some school districts disagreed with the Court's ruling; conflicts continued over public displays of the Ten Commandments in Kentucky and over religious observations in schools and communities; most American suspects know about their Miranda rights, including the right to an attorney if arrested and the right to remain silent if arrested; the Court's ruling stirred up many hostile feelings of Americans toward criminals; more criminals are able to get away with committed crimes leaving many victims vulnerable; because the Court has always respected cases rooted in the Constitution, the Justices decided there would be no reason to overrule *Miranda*; Warren Court improved lives of many Americans and made sure that civil liberties guaranteed in the United States Constitution would be applied more equally to all)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (segregation had been around since Reconstruction; Democratic Party has nominated a black man to run for President; now things like nativity scenes and Christmas pageants cannot be held in public schools; *Gideon v. Wainwright* guaranteed that the poor accused of crimes can have a lawyer)
- Supports the theme with relevant facts, examples, and details (decision in *Brown* led to equal protection under the law for children; schools were completely shut down in Prince Edward County; Southern families enrolled their children in private schools; busing and cutting federal funds to segregated schools eventually increased enrollment of black children into white schools; both Democratic and Republican administrations have had black cabinet members; blacks hold top management positions in large corporations; *Engel* banned public prayer and religious exercises in schools; prayer continued in various school activities; a Ten Commandments monument was donated to Kentucky; American Civil Liberties Union stated that the monument was unconstitutional; *Miranda* increased the rights of individuals accused of crimes; *Miranda* expanded the rights of criminal defendants)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that uses document 1 to state that although Warren Court decisions led to criticism, changes brought about by the Court still govern many aspects of American society

Conclusion: Overall, the response fits the criteria for Level 4. Although some document information is directly quoted, it is effectively integrated and supported by interpretation and brief commentary. Analytical statements particularly about the continued influence of Warren Court cases represent a good understanding of constitutional issues and their application to contemporary life.

The Warren Court era led to significant changes in our society. Between 1953 and 1969, Earl Warren and the other eight justices made groundbreaking decisions on issues such as, equal protection under the law, separation of church and state, and the rights of individuals accused of a crime. The decisions they made led to significant changes in a variety of aspects of life in the United States. The majority of the decisions are still in place today, proving that the Warren Court was one of the most effective, influential courts of all time.

The first, unanimous decision of the Warren Court was their ruling in *Brown v. Board of Education*. In this case, a young African American girl wanted to attend an all white school simply because it was a shorter distance from her home. When she was denied access to the school, her family sued on the basis that her 14th amendment rights were violated. This case is one of the most significant cases of all time. It overturned years of racial segregation in public schools. The Warren Court ruled in favor of Brown, stating that segregation in schools is unconstitutional. (Doc 1a)

Though segregation in schools was ruled unconstitutional, it was difficult for desegregation to be accepted. After the decision was made, paratroopers had to be brought in to protect black students entering Central High School in Little Rock, Arkansas. Schools in Prince Edward County, Virginia were completely shut down. In order to avoid the integrated black and white students in public schools, many white families put their children in private schools, something that many black families could not afford. In order for the court's decision to have any effect, the Court endorsed busing. In some cases this meant that white kids would be bused to inner city schools ~~to~~ that were predominantly black, and black kids were bused into predominantly white schools.

This practice was one of the factors in raising the number of blacks in white schools from 0.9% to 44% by 1988. (Doc 3a)

Another pivotal case decided by in the Warren Court was Engel v. Vitale. This case dealt with the issue of prayer in school. The Court ruled that religious prayer and reading religious scripture in school was unconstitutional. The decision made in this case was highly controversial. (Doc 4) Due to the people's dissenting opinion, many people found ways around the law. A moment of silence at the beginning of the day, a moment of silence before lunch, praying before a football game for a favorable outcome, all these practices were used to get around the decision and they are still done today. (Doc 5) Some people think that an amendment should be added to the Constitution guaranteeing the right to pray in schools.

Perhaps the most widely recognized case decided on by the Warren Court is that of Miranda v. Arizona in 1966. This case dealt with the rights of a person accused of a crime. According to a national poll in 1984, 93% of those surveyed knew that they had Miranda rights, and what they were. Miranda rights must be read to you at the time of your arrest. You have the right to remain silent. Anything you say can be used against you in the court of law. You have the right to an attorney. If you cannot afford one, the court will appoint you one, free of cost. The issuance of Miranda rights expands the rights of the accused in the constitution making police work more complicated and time-consuming. (Doc 7)

The Warren Court remains one of the most significant, influential courts of all time. The decisions made by the Warren Court vastly changed the dynamic of our society. The lasting effects instilled by the Warren Court are felt heavily in today's world and there is not telling what life would be like had their decisions not been made.

Anchor Level 3-A

The response:

- Develops the task with little depth by discussing the effects of Warren Court decisions on American society
- Is more descriptive than analytical (*Brown* overturned years of racial segregation in public school and was one of the most significant cases of all times; it was difficult for desegregation to be accepted; due to the peoples' dissenting opinion, many people found ways around the law; some people think that an amendment should be added to the Constitution guaranteeing the right to pray in public schools; Miranda rights made police work more complicated and time-consuming)
- Incorporates some relevant information from documents 1, 3, 4, 5, and 7
- Incorporates some relevant outside information (first unanimous decision of the Warren Court was their ruling in *Brown v. Board of Education*; a young African American girl wanted to attend an all-white school, simply because it was a shorter distance from her home; when this African American girl was denied access to the school, her family sued on the basis that her 14th amendment rights were violated; many black families could not afford to put their children in private schools; in some cases, busing meant that white kids would be bused to inner city schools that were predominantly black and black kids were bused into predominantly white schools)
- Includes some relevant facts, examples, and details (Warren Court ruled in favor of *Brown* stating that segregation in schools was unconstitutional; paratroopers had to be brought in to protect black students entering Central High School in Little Rock, Arkansas; schools in Prince Edward County, Virginia, were completely shut down; busing was one of the factors in raising the number of blacks in white schools from 0.1% to 44% by 1988; *Engel v. Vitale* dealt with the issue of prayer in school; Court ruled that religious prayer and reading religious scripture in school was unconstitutional; a moment of silence at the beginning of the day, a moment of silence before lunch, praying before a football game for a favorable outcome are all practices to get around the decision; *Miranda v. Arizona* dealt with the rights of a person accused of a crime; according to a 1984 national poll, 93% of those surveyed knew they had Miranda rights and what they were)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme by stating that the decisions continue to affect us today

Conclusion: Overall, the response fits the criteria for Level 3. Mentioning the 14th amendment as the constitutional issue at the core of *Brown v. Board of Education* and the inclusion of some case details combine with a comprehensive use of document information to assess the impact of that case on American society. Good statements about dissenting public opinion and circumvention of the *Engel v. Vitale* decision and an impact of *Miranda* on police officials help improve each of those sections's heavy reliance on document information.

Between 1953 and 1969, the Chief Justice of the United States was Earl Warren. The decisions of the Supreme Court during the "Warren Court" era led to significant changes in many aspects of life in the United States. Several important court cases affected separation of church and state, the rights of individuals accused of crimes, and equal protection under law.

One of the court cases that had a major impact of American society was the court case of Brown vs. Board of Education. This case affected the equal protection under law. The Supreme Court ruled that segregation in schools was unconstitutional. This ruling started a desegregation movement in schools throughout the nation. With this decision it now allowed for all groups to attend school together, mostly white and blacks though. This decision affected American society in that it took a few years for it to completely kick in and take full effect. (Doc. 3) During the time that it needed to take full effect, schools in the South closed due to ^{the} protesting. The National Guard had to protect African American students entering and leaving Central High School. This also affected American society in that whites did not want their children attending school with African Americans so they would send their white children to private schools. (Doc. 3) ^{Over time} ~~Over time~~ enforcement of desegregation court orders, and busing began to make a difference and more people began to accept integration. The Brown decision has had a major impact on how we, as a country, have been able to accept that we are all created equal and should receive equal rights.

Another court case that has had an impact on the American society is

Miranda vs. Arizona. This court case affected the rights of individuals accused of crimes. The Supreme Court ruled that a suspect must be read its individual rights at the time of the arrest. Those rights are the following: the right to remain silent and the right to an attorney in the court of law if one can not be afforded. Those were the rights established by this case and cases like *Hideon vs. Winwright*. And these rights have become part of everyone's life. One effect of these court cases are now a majority of people know their rights before they even run into the law (Doc. 9). Those lines have become part of people's lives if they are either messing around with a friend or actually hearing those lines from an officer.

Another court case during the "Warren Court" era that has impacted the American society was the case of *Engel vs. Vitale*. This case affected the separation of church and state. The Supreme Court ruled that there must be a separation between the two. Ruling that there ~~can be~~^{not} being any prayer or anything religious during the school day. Many that support this decision believe that ~~there~~^{there} is enough time throughout the day to take time and pray at your house or church without offending anyone. Everyone that attends your school does not follow and practice the same religion as you do. This will cause controversies throughout the school district (Doc. 4). Although the ruling of the Supreme Court states ^{that} there is separation between the two, many schools have done little things to keep it going. Schools carry on religious clubs, prayer groups, and pro-prayer students are making religion and prayer part of the school day (Doc. 5). The problem with this is that there is not definite line between the good and not good. Everything

is a judgement call on whether it is ok or not. Some of the things that are allowed could easily go the other way around in a court decision. Many Supreme Court cases have affected the American society in that it has led to many dramatic changes in various parts of our lives as Americans.

Anchor Level 3-B

The response:

- Develops the task with little depth by discussing the effects of Warren Court decisions on American society
- Is both descriptive and analytical (*Brown* started a desegregation movement in schools throughout the nation; *Brown* took a few years to completely kick in and take full effect; whites did not want their children attending school with African Americans so they would send their white children to private schools; over time enforcement of desegregation, court orders, and busing began to make a difference and more people began to accept integration; *Brown* decision has had a major impact on how we as a country have been able to accept that we are all created equal and should receive equal rights; *Miranda* rights have become part of people's lives; many who support *Engel* believe that there is enough time throughout the day to take time and pray at your house or church without offending anyone; *Engel* does not provide a definite line between the good and not good which means everything is a judgment call on whether it is okay or not)
- Incorporates some relevant information from documents 3a, 3b, 4, 5, and 7
- Incorporates limited relevant outside information (National Guard had to protect African American students entering and leaving Central High School; *Gideon v. Wainwright*)
- Includes some relevant facts, examples, and details (*Brown v. Board of Education* affected equal protection under the law; Supreme Court ruled that segregation in schools was unconstitutional; schools in the South closed due to protesting; *Miranda v. Arizona* affected the rights of individuals accused of crimes; Supreme Court ruled that a suspect must be read their individual rights at the time of the arrest; *Engel v. Vitale* affected the separation of church and state; religious clubs, prayer groups, and pro-prayer students are making religion and prayer part of the school day)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The summary statements in the response demonstrate an understanding of how the Warren Court affected both the individual and the nation at large. The references to the eventual acceptance of integration and the somewhat unexpected impact of Court decisions involving separation of church and state add some analysis to a primarily document-driven discussion.

Decisions are made everyday by every person to effect some aspect of ones life. The Warren Court made crucial decisions that effected American society between 1953 and 1969. Some of the rulings took time to take full effect and some were controversial. Nevertheless these rulings made significant changes in the American Society.

One of the most significant cases was Brown v. The Board of Education in 1954. A young black girl was turned away from a white school in her neighborhood and had to attend a school further away. Brown's parents took this to court and won. The Supreme Court ruled that the legalized segregation created in the Plessy v. Ferguson case, was unconstitutional when it came to education. This was a very important change in society because it protected blacks' right to recieve an equal education (D2). The military enforced the ruling in Little Rock, Arkansas, and the share of children attending majority white schools gradually rose from 0.1% to a high of 44% (D3a). The Brown v. BOE desegregation ruling was also significant because it contributed to breaking up the frozen political system of the time, and creating a black middle class through the expansion of education (D3b).

In the Supreme Court case of Engel v. Vitale the issue of religion and government was challenged. The ruling resulted in the seperation of church and state. One effect of this case

was that prayer was no longer allowed in public schools. As a "remedy" to this President Kennedy suggested that people pray themselves, pray more at home, attend churches and make the true meaning of prayer more important in the lives of their children (D4). This ruling became a very controversial topic. Although organized prayer was outlawed in schools, pre-football-game prayers for players and fans, as well as state-mandated moments of silence at the beginning of the day still existed (D5). There is also a debate over if a Ten Commandments monument should be allowed to be displayed in public buildings or nativity scenes should be displayed in public parks (D6).

There were a few cases strengthening the rights of the accused, that came to be controversial as well. The *Miranda v. Arizona* case in 1966 made it mandatory for those accused to be read their "Miranda Rights." In *Mapp v. Ohio* in 1961 protected citizens from search and seizure without a warrant. A significant affect of these decisions was that they increased public awareness of constitutional rights (D7). Some people disagreed with these rulings because they felt that the Warren Court expanded the rights of criminal defendants (D8). However the Supreme Court will not overrule its decision in *Miranda* because the requirement that criminal suspects be read their

"Miranda Rights" is rooted in the Constitution (D9).

The Warren Court made many decisions that improved civil rights, religious separation, and individual rights.

These were some of the most significant aspects of the rulings made that changed American society. Although some were controversial, the cases made very important impacts.

Anchor Level 3-C

The response:

- Develops the task with little depth by discussing the effects of Warren Court decisions on American society
- Is more descriptive than analytical (Supreme Court protected blacks' right to receive an equal education; *Brown* decision contributed to breaking up the frozen political system of the time and creating a black middle class through the expansion of education; President Kennedy suggested that people pray themselves, pray more at home, attend churches, and make the true meaning of prayer more important in the lives of their children; although prayer was outlawed in schools, pre-football game prayers for players and fans as well as state-mandated moments of silence at the beginning of the day still existed; there is also a debate over whether a Ten Commandments monument should be allowed to be displayed in a public building or nativity scenes should be displayed in public parks; a significant effect of *Miranda* and *Mapp* was that they increased public awareness of constitutional rights)
- Incorporates some relevant information from documents 2, 3, 4, 5, 6, 8, and 9
- Incorporates limited relevant outside information (a young black girl was turned away from a white school in her neighborhood and had to attend a school further away; Brown's parents went to court and won; Supreme Court ruled that the legalized segregation created in *Plessy v. Ferguson* was unconstitutional when it came to education)
- Includes some relevant facts, examples, and details (the military enforced *Brown* in Little Rock, Arkansas, and the share of children attending majority white schools gradually rose from 0.1% to a high of 44%; issue of religion and government was challenged in *Engel v. Vitale*; *Engel* resulted in the separation of church and state; organized prayer was no longer allowed in public schools; *Miranda v. Arizona* made it mandatory for those accused to be read their Miranda rights; *Mapp v. Ohio* protected citizens from search and seizure without a warrant; some people disagreed with *Miranda* and *Mapp* rulings because they felt that the Warren Court expanded the rights of criminal defendants; Supreme Court will not overrule its decision in *Miranda* because the requirement that criminal suspects be read their Miranda rights is rooted in the Constitution)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The recognition that the legalization of segregation created as a result of *Plessy v. Ferguson* was unconstitutional when applied to public education is a good segue to brief document references about the societal change brought about by *Brown v. Board of Education*. Although the effects of *Engel* and *Miranda* are derived primarily from the documents with no outside information in support, the discussion is integrated in a way that demonstrates an understanding of the significance of these cases.

The Warren Court Era gave the people more rights + drew finer lines. Through many cases they gave blacks more rights, made a line between public schools + religion. The courts also banned segregation in schools. The Warren Court Era made life better for certain groups in society.

Article One refers to Brown v. Board of Education. In this case a Mr. Brown brought it to the Supreme Court that segregation in schools is illegal. The courts agreed w/ Brown that separate is not equal. As stated in Document 3 after this decision was made white families started pulling children out of the newly integrated schools. This was a major court case in United States History.

Documents 4 + 5 refer to religion being taught in schools. The court case is Engel v. Vitale. Document 4 is a transcript of a news conference w/ President John F. Kennedy. In this conference Kennedy supports prayer not being said in the schools. As other options he said make prayer part of home life or get to church more. Document 5 talks about even though that case ruling was made people still pray in schools. Unofficially states ever mandate it sometimes as in moments of silence.

Another case referred to is Miranda v. Arizona. This case is talked about in Document 7. Prior to this case when arrested people were not informed of their rights.

Miranda was accused of a crime in the state of Arizona and was never told his rights of remaining quiet nor his right to an attorney. After this case police had to say the accuseds rights. After this case Miranda was playing cards in a bar, while doing this he was shot in an argument. The police that arrested his killer read the man his Miranda Rights from the Miranda card.

The Warren Court Era made a lot of good changes in America. Although segregation wasn't completely abolished until the passage of the Civil Rights Act, Brown vs. Board of Education made a large leap. Engel vs. Vitale showed a separation between church & State with prayers not being able to be said in public schools. Miranda vs. Arizona gave the accused the right of knowing their rights and not incriminating themselves. This did a lot of good for our country.

Anchor Level 2-A

The response:

- Minimally develops the task by discussing some effects of Warren Court decisions on American society
- Is primarily descriptive (Mr. Brown brought to the Supreme Court the fact that segregation in schools was illegal; after the decision was made, white families started pulling children out of newly integrated schools; segregation was not completely abolished until the passage of the Civil Rights Act; President Kennedy said make prayer part of home life or go to church more; even though the ruling was made, people still prayed in schools; after *Miranda*, police had to say rights to the accused; *Engel v. Vitale* showed a separation between church and state with prayers not being able to be said in public schools); includes faulty application (documents 4 and 5 refer to religion being taught in schools)
- Incorporates limited relevant information from documents 1, 3, 4, 5, and 7
- Presents some relevant outside information (the courts agreed with Brown that separate is not equal; prior to *Miranda*, arrested people were not informed of their rights; Miranda was accused of a crime in the state of Arizona and was never told his rights of remaining quiet nor his right to an attorney; the police that arrested Miranda's killer read the man his Miranda rights from the Miranda card; *Miranda v. Arizona* gave the accused the right of knowing their rights and not incriminating themselves)
- Includes few relevant facts, examples, and details (President Kennedy supports prayer not being said in schools); includes an inaccuracy (Miranda was shot in an argument)
- Demonstrates a general plan of organization; includes an introduction that asserts the Warren Court Era made life better for certain groups and a conclusion that summarizes how specific cases made good changes in America

Conclusion: Overall, the response fits the criteria for Level 2. Relevant information is extracted from the documents; however, in the discussion of *Brown v. Board of Education* and *Engel v. Vitale*, facts and details are limited. Although information included in the discussion of *Miranda* focuses on the personal circumstances of Ernesto Miranda, the discussion points out the irony of the use of the Miranda card in Miranda's killing. The analytical statement about the irony of state-mandated moments of silence demonstrates some further understanding of the task.

The effects of the Warren Court decisions on American society have been both negative and positive, ~~however~~ yet extremely apparent. With this movement, rights have been given as well as taken away, and Supreme Court rulings have raised conflict across the country. From desegregating schools in *Brown v. The Board of Education* (Document 1a) to forbidding ~~the~~ ^{school} classroom prayer in *Engel v. Vitale* (Document 5), Warren Court decisions have greatly impacted the nation.

As depicted in document ~~1~~ ^{two}, the Supreme Court decision in *Brown v. Board of Education* allowed for black and white children to coexist in a learning environment, and although the law ~~was~~ forbidding racial segregation in the classroom was not widely accepted or effective right away, it led to more efficient movements, such as the 1964 Civil Rights Act, which was ~~passed~~. With this, the percent of ~~the~~ black students in predominantly white schools increased and in the south, ~~the~~ ^{was only} school that ~~only~~ 0.1% ~~of~~ black elevated to 44%. Reforms were undeniable.

~~It~~ However, while government was working towards desegregating schools, it made the

decision to segregate prayer and education, ~~segregating~~ ~~deciding~~, according to document four, to eliminate religion in the classroom. Much like the desegregation of black and white students, this ~~case~~ caused "uproar" all over the United States. But when questioned, President John F. Kennedy merely suggested that families ~~spend~~ more at home and at church to make it highly present in their lives. ~~Similarly~~, ~~as~~ indicated by document six, religion was ~~separated~~ to be kept separate from government matters. Although the issue was debated in case such as *McCreary County v. ACLU*, the separation of church and state still stands today.

The Warren Court decisions molded society and, ultimately, gave America ~~many~~ ~~of~~ its basic ~~laws~~ ~~that~~ ~~are~~ ~~protected~~ ~~and~~ ~~preserved~~. It put in place the Miranda Rights for criminals, separation of religion and state for government, and exclusion of prayer in the classroom for ~~the~~ education systems. Had the decisions been different, America ~~could~~ might have been a very different country today.

Anchor Level 2-B

The response:

- Minimally develops the task by discussing some effects of Warren Court decisions on American society
- Is primarily descriptive (*Brown v. Board of Education* allowed for black and white children to co-exist in a learning environment; although the law forbidding racial segregation in the classroom was not widely accepted or effective right away, it led to the Civil Rights Act; reform was undeniable; much like desegregation of black and white students, *Engel* caused an uproar all over the United States; President John F. Kennedy suggested that families pray more at home and at church; religion was to be kept separate from government matters; although the issue was debated in cases such as *McCreary County v. ACLU*, separation of church and state still stands today; Warren Court decisions molded society, and ultimately gave America many of its basic laws); includes weak application (it was decided to eliminate religion in the classroom; the Miranda rights were put in place for criminals; Warren Court put in place separation of church and state for government)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (schools were desegregated in *Brown v. Board of Education*; classroom prayer was forbidden in *Engel v. Vitale*; the percent of black students in predominantly white schools increased; in the South, schools that were only 0.1% elevated to 44% black students)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a little beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Interpretation of document information is basic and some overgeneralizations weaken the response. The response demonstrates a limited understanding that both cases had long-range impacts that helped shape society.

Many times in United States history, between the period of 1953-1969, very important Supreme Court cases have come up. These cases often resulted in the change of American way of life. One example of this is the Brown v. Board case which outlawed segregation in schools. Other cases have been ruled to change the course of history as well, of which make large impacts on how we live.

One way in which the Supreme Court affected American society was by the Engle vs. Vitale case. This case made prayer outlawed in public schools & caused the famous rule of "Separation of church and state." Reactions varied as people had different opinions. Some loved it and some hated it. Even in 1994 prayer is still outlawed (doc 5). Although it was outlawed it didn't stay out of schools at all.

Another way in which the American Society was affected was the Brown v. Board case. This case caused racial segregation to end in public schools. Blacks were overjoyed by this as they could tell their young children that they could go to any school (doc 2). Reactions

also varied in this case as well. Some felt that ~~action~~ ^{action} took too long (doc 3a), while others prospered in the 48% ~~enrollment~~ ^{enrollment} of minorities (doc 3b). This historical case is still impacting our society today.

The last case that affected American Society was the Miranda vs. Arizona case. This case forced police and other arresting officials to read you your rights at the time of arrest. This case impacted the American Justice System extremely and also made many more people aware. On average of 85%, people knew they had rights while being arrested (doc 7). This has made our Justice System alot younger in many ways. One was is that criminals get away more often (doc 8a... 8b) and also causes more of an uproar in society.

Many times in American history Supreme Court cases have affected our way of life. These cases have been mostly under the period of 1953-1969. All of these have also been huge impacts on the future as well. Whether it is no prayer in school or no racial segregation - there are still many more

Cases still yet to come that will change
American society for ~~the~~ better or worse.

Anchor Level 2-C

The response:

- Minimally develops the task by discussing some effects of Warren Court decisions on American society
- Is primarily descriptive (reactions to *Engel* varied as people had different opinions; even though prayer was outlawed, it did not stay out of schools; blacks were overjoyed by the *Brown* decision as they could tell their young children that they could go to any school; some felt that action as a result of *Brown* took too long while others prospered in the enrollment of minorities; *Miranda v. Arizona* forced police and other arresting officials to read you your rights at the time of arrest; *Miranda* has made the justice system tougher in many ways); includes weak application (*Engel v. Vitale* caused the famous rule of “separation of church and state”)
- Incorporates limited relevant information from documents 2, 3, 4, 5, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Engel v. Vitale* outlawed prayer in public schools; *Brown v. Board of Education* ended racial segregation in public schools); includes some inaccuracies (48% of minorities were enrolled; an average of 85% of people knew they had rights while being arrested)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. A brief discussion of how the Warren Court cases resulted in different reactions is supported by limited use of the documents. Lack of explanation weakens accurate summary statements made at the conclusion of each section.

THE DECISIONS OF THE WARREN COURT
HAD ENORMOUS CHANGES IN AMERICAN SOCIETY.
THEY DEALT WITH ISSUES CONCERNING
RACISM, RELIGION, AND CRIMINAL RIGHTS,
SOME OF THE MOST CONTROVERSIAL TOPICS
IN AMERICAN SOCIETY.

THEIR DECISIONS AGAINST SEGREGATION
HELPED ABOLISH RACISM IN SCHOOLS
THROUGHOUT THE COUNTRY. IN THE BROWN
VS. THE BOARD OF EDUCATION CASE, THE
COURT PROHIBITED SEGREGATION IN SCHOOLS
AND GRANTED THE BLACK ~~POPULATION~~ POPULATION
A BETTER PLACE IN SOCIETY.

CONCERNING RELIGION, THE COURT RULED
AGAINST PUBLIC DISPLAY OR ACTS OF RELIGION.
THE SUPREME COURT RULING, ENGEL V. VITALE,
DECLARED THAT EVEN VOLUNTARY PRAYER OR
SCRIPTURE READINGS IN PUBLIC ARE UNCONSTITUTIONAL.
THIS DECISION REFLECTED UPON THE FIRST
AMENDMENT.

FOR THE CRIMINAL RIGHTS ISSUE, THE
WARREN COURT PROVIDED RIGHTS FOR THE
ACCUSED, SUCH AS THE MIRANDA RIGHTS, WHICH
PROVIDES AN ATTORNEY ~~AND~~ AND THE RIGHT
TO REMAIN SILENT FOR THE CRIMINALLY ACCUSED.

WITHOUT ALL THESE DECISIONS MADE, THE
AMERICAN SOCIETY WOULD BE COMPLETELY
DIFFERENT. THE WARREN COURT TRULY ~~WAS~~
PLAYED AN IMPORTANT ROLE IN AMERICAN
HISTORY.

Anchor Level 1-A

The response:

- Minimally develops the task by mentioning how decisions of the Warren Court affected American society
- Is descriptive (decisions against segregation helped abolish racism in schools; *Engel* decision reflected upon the first amendment); includes faulty and weak application (*Brown* granted the black population a better place in society; Court ruled against public display or acts of religion; *Miranda* provides an attorney)
- Incorporates limited relevant information from documents 1, 3, 5, 6, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Brown* prohibited segregation in schools; *Engel v. Vitale* declared that even voluntary prayer or scripture readings in public are unconstitutional; *Miranda* provided rights for the criminally accused)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Although the facts selected from the documents are accurate, their presentation reflects a limited understanding of the task. A basic understanding of the importance of *Brown v. Board of Education* is demonstrated, but the development of *Engel v. Vitale* is very weak.

Earl Warren Supreme Court Chief Justice from 1953 to 1969 ~~made~~ made many decisions that changed @ American Society. Similar to John Marshall every decision that he made changed one thing. Unlike Marshall, Warren changed American Society instead of strengthening the National Government. Warren did two important things. One was the desegregation of schools and improving criminal Rights.

One major decision during Warren's rein was Brown v. Board of Education. In Document 1 it explains how American life being improved. This decision help to desegregate all aspects of American Life.

In document 2 it helps to show the impact on children in this decision. The little girl will be going to a desegregated school when she is older.

The other major decision Warren made was increacing criminal rights.

@ In document 7 it helps to explain the importance of the Miranda rights in the U.S. It is supported by document 9 by saying that the Supreme Court will never overturn

their decision. This goes back to the Bill of Rights. In document 8 it is showing a negative side to the argument. It says it give criminals too much power.

Earl Warren Chief Justice of the Supreme Court made many society changing decisions. From *Brown v. Board of Education* to the establishing of the *Miranda Rights*. Warren help American Society with many great rulings.


Anchor Level 1-B

The response:

- Minimally develops the task by mentioning how decisions of the Warren Court affected American society
- Is descriptive (the little girl will be going to a desegregated school when she is older); includes faulty and weak application (every decision of Earl Warren changed one thing; *Brown v. Board of Education* helped to desegregate all aspects of American life; the Supreme Court will never overturn the *Miranda* decision; *Miranda* gave criminals too much power)
- Incorporates limited relevant information from documents 1, 2, 7, 8, and 9
- Presents little relevant outside information (John Marshall strengthened the national government; the *Miranda* decision goes back to the Bill of Rights)
- Includes few relevant facts, examples, and details (*Miranda* increased criminal rights)
- Demonstrates a general plan of organization; includes an introduction that contains accurate and inaccurate information and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 1. Although some accurate statements are included and although an understanding of the document-based question process is demonstrated in the attempt to incorporate outside history and document information, it is unclear whether the Court's decisions or their impacts on American society are understood.

CHIEF JUSTICE EARL WARREN ASSUMED HIS ROLE DURING A TURBULENT TIME PERIOD: THE POST WORLD WAR II YEARS PRECEDED HIM AND THE VIETNAM WAR WAS SLOWLY GAINING STEAM THROUGHOUT THE LATTER PART OF HIS SERVED YEARS. DESPITE THE CHAOTIC FOREIGN EVENTS, THE WARREN COURT MANAGED TO MAKE COUNTLESS DECISIONS THAT CHANGED MULTIPLE ASPECTS OF THE AMERICAN CULTURE. THESE DECISIONS HAVE HAD ~~BEING~~^A LASTING EFFECT ON SOCIETY, AND MANY ARE STILL BEING DISCUSSED AND UTILIZED ALMOST HALF A CENTURY LATER.

SOME OF THE LANDMARK CHANGES CAME IN THE AREA OF CIVIL RIGHTS. THIS STARTED IN 1954 WITH THE CASE OF BROWN V. BOARD OF EDUCATION, WHEN THE WARREN COURT RULED THAT SEGREGATION IN PUBLIC SCHOOLS WAS NOT ALLOWED. DOCUMENT 2  SHOWS A WOMAN AND HER DAUGHTER SITTING OUTSIDE OF THE SUPREME COURT BUILDING. THE WOMAN IS SHOWING HER YOUNG DAUGHTER A NEWSPAPER WITH THE COURT'S DECISION ON THE FRONT. THE SMALL CHILD WAS DIRECTLY AFFECTED BY THE RULING BECAUSE SHE WOULD SOON BEGIN HER EDUCATION IN A DESEGREGATED SCHOOL UNLIKE LINDA BROWN (DOCUMENT 2). NOT ONLY DID THE CASE IMPROVE MINORITY RIGHTS, PARTICULARLY FOR AFRICAN AMERICANS AT THE TIME BUT IT HAS LASTED INTO THE PRESENT DAY. ACCORDING TO DOCUMENT 3A, A MAGAZINE ARTICLE, THE NUMBER OF AFRICAN AMERICAN CHILDREN WHO WENT TO PREDOMINANTLY CAUCASIAN SCHOOLS IN THE SOUTH CONTINUED TO RISE ALL THE WAY INTO THE 1980'S. THE PERCENTAGE

CHANGED FROM A NEGLIGIBLE 0.1 PERCENT TO 44 PERCENT IN A MATTER OF THIRTY YEARS (DOCUMENT 3A) THE DECISION OF BROWN V. BOARD OF EDUCATION INSPIRED AN END TO SEGREGATION IN PUBLIC PLACES IN GENERAL BY ENCOURAGING AFRICAN AMERICANS SUCH AS ROSA PARKS AND MARTIN LUTHER KING JR TO FIGHT FOR EQUAL RIGHTS. THE DECISION MADE IN THE HEART OF ATLANTA MOTEL CASE BUILT OFF OF BROWN V. BOARD OF EDUCATION AND USED THE CIVIL RIGHTS ACT OF 1964 SUPPORTED BY PRESIDENT LYNDON B. JOHNSON TO EXTEND DE-SEGREGATION. BROWN V. BOARD OF EDUCATION ENDED DISCRIMINATION NOT JUST AGAINST AFRICAN AMERICANS BUT IT AIDED IN ADVANCING WOMENS, MINORITIES, AND HANDICAPPED PERSONS' RIGHTS AS WELL. THE WAY CRIME WAS HANDLED WAS ALSO REVOLUTIONIZED DURING THE ERA OF THE WARREN COURT. ACCORDING TO DOCUMENT 2, THE DECISION OF MIRANDA V. ARIZONA NOT ONLY ALLOWED FOR THE READING OF RIGHTS AT TIMES OF ARREST, IT ALSO MADE PEOPLE MORE AWARE OF THEIR RIGHTS IN GENERAL. "THE MIRANDA WARNINGS MAY BE THE MOST FAMOUS WORDS EVER WRITTEN BY THE... SUPREME COURT." IT SHOWS THE IMPACT THAT A SINGLE CASE HAD AND STILL HAS TODAY (DOCUMENT 7). A RECENT ATTEMPT TO OVERTURN THE MIRANDA DECISIONS THAT FAILED DEMONSTRATES JUST HOW LONG LASTING IT IS. THE SUPREME COURT DECISION MADE BY WILLIAM H. REHNQUIST WAS BASED ON THE FACT THAT THE MIRANDA RIGHTS ARE NOTED IN THE CONSTITUTION (DOCUMENT 9) NOTHING HAS CHANGED REGARDING THESE MIRANDA RIGHTS.

ANOTHER TOPIC INVOLVING EDUCATION DURING THE ERA OF CHIEF JUSTICE EARL WARREN WAS PRAYER IN SCHOOLS. IN ENGEL V. VITALE, THE COURT RULED THAT PRAYER WAS NOT APPROPRIATE IN THE PUBLIC LEARNING ENVIRONMENT. MANY CITIZENS WERE UPSET WITH THE DECISION, BUT PRESIDENT KENNEDY HANDLED THE CRITICISM BY OFFERING AN ALTERNATIVE. KENNEDY SAID THAT PRAYING AT HOME WOULD BE EFFECTIVE (DOCUMENT 4). UNLIKE SOME OF THE OTHER WARREN COURT CASES WHICH HAVE BEEN FIRMLY ESTABLISHED AND STOOD BY, THE ENGEL DECISION IS IMPORTANT BECAUSE OF THE CHANGES SOCIETY HAS SEEN SINCE AND HOW THE RULING IS SOMEWHAT IGNORED. ACCORDING TO DOCUMENT 6, A NEWSPAPER ARTICLE BY PETER APPLEBAKE, A MEASURE TO ~~ALLOW~~ TO REIMPLEMENT PRAYER INTO SCHOOLS WOULD BE A WASTE BECAUSE IT HAS SLOWLY MADE ITS WAY BACK IN ALREADY. SOME SCHOOLS HOLD A MOMENT OF SILENCE IN THE MORNING, WHICH IS VIEWED BY SOME TO BE RELIGIOUSLY AFFILIATED. "LUNCHTIME PRAYER SESSIONS" HAVE ALSO FOUND THEIR WAY INTO SOME SCHOOLS (DOCUMENT 6). IT IS CERTAIN THAT ENGEL V. VITALE WILL KEEP EMERGING IN THE FUTURE AS THIS RELIGION-EDUCATION IDEA STAYS A "HOT TOPIC".

NOT ONLY DID THE DECISIONS MADE BY CHIEF JUSTICE EARL WARREN IMPACT PEOPLE DURING THE 1950'S AND 1960'S, THEY HAVE PLAYED NOTABLE ROLES IN PRESENT DAY SITUATIONS. THEIR EFFECTS ON SOCIETY WERE INDESCRIBABLE, AND MANY WILL CONTINUE TO SHOW UP INTO THE REMAINDER OF THE 21ST CENTURY.

From 1953 to 1969, the United States Supreme Court was led by Chief ~~Justice~~^{Justice} Earl Warren. This "Warren Court," as it is now known, was important as it ruled on several landmark cases that dramatically effected American life.

One obvious example of a "Warren Court" ruling that changed American life was Brown vs. Board of Education of 1954, as seen in Document 2. This decision, which stated that segregation was inherently unequal and reversed Plessy vs. Ferguson, led to a dramatic change of black life in America. For example, as said by document 3a, initial attempts to integrate schools were met with protest and many southern conservatives criticized the Supreme Court for denying states their reserved rights. Little Rock, Arkansas was one of many communities that resisted integration and defied the national government by not allowing blacks to attend Central High School. President Eisenhower's decision to enforce Brown vs. Board of Education was a major step forward for integration. Although many white families simply moved their children out of public schools, the number of black children enrolled in white-majority schools raised from .1% to 44.4% in 1988. This shows that black children were now able to get the same education as white children. Another result of the Court decision was that it allowed blacks the opportunities that white people had. As seen in Document 3b, the Brown ruling also set the stage for blacks to hold positions of political power, such as Senate and cabinet positions. As the federal government was given more authority over violations of

voting rights, more blacks voted and became a force in the political life of the nation. Brown also contributed to black economic power as they became managers in major corporations such as Xerox, Citi bank and Time Warner.

Another effect the Warren Court had on American life can be seen in the ruling of Gideon vs. Wainwright combined with the ruling of Miranda vs. Arizona, which went another step further. Both of these landmark cases established clear rights for those accused of crimes in the form of needing to be read your rights as you are being arrested (Miranda) and having an attorney provided for you by the state if you cannot afford one (Gideon). Confessions could not be extorted under questionable conditions. The effects of these two cases have had on American culture are quite significant. For example, as said by Document 7, the ideals behind these rights given by these two cases and the main idea behind them (rights of the accused) have almost universal comprehension among the American populace. Due to the concept being engrained in American thoughts by contemporary movies and books, the term "Miranda" has become a household name, with 87% of Americans knowing that they have the right to remain silent and 93% knowing that they have the right to an attorney (Doc. 7). This has also had the impact of starting much controversy among those who disagree with it, and some argue that these rulings can be used to help criminals shield themselves with the 5th amendment, hampering the power of the police to investigate crimes (Doc. 16). Another criticism leveled at the

ruling was that it had the effect of making a person less likely to go to jail for their crimes and to get away with them (Doc. 8b), and that it leaves the victim of the crime as the victim without justice being served (Doc. 8a). In the 1970s, some politicians portrayed those in favor of *Miranda* as being soft on crime.

A third impact on American culture by the Warren Court is seen in the case *Engel vs. Vitale*, where the court ruled that forced prayer in public school is not constitutional, enforcing the constitutional principle of separation of church and state. This case ruling was met with intense backlash soon after the ruling, as some members of Congress attempted to have the actual Constitution amended to allow prayer in public school. (Doc. 4) President Kennedy himself offered that lack of prayer in school could just as easily be made up for by more meaningful prayer at home or at church (Doc. 4). Some simply thought of alternative ways to allow prayer in school, such as state mandated moments of silence (alluding to silent prayer) or volunteer religious and prayer clubs within school (Doc. 5). The impact of this case was so great that, like *Miranda vs. Arizona*, its ruling is still debated over to this day. For example, several court cases have been fought over displaying of religious texts and memorabilia on public grounds, such as *Mercer County vs. ACLU*. Most of these rulings have reinforced the court decision, but some, such as the above *Mercer vs. ACLU*, have not. In that case, the ruling allowed a religious display because the religious scripture shown included other historic documents. Another

one that was debated was the showing of a 10 Commandments statue on the grounds of the capital of Kentucky.

In conclusion, the Warren Court was an important period in United States Case Law. The judicial rulings handed down by the court contained landmark decisions whose effects and prominence are felt to this day.

In the mid 1900's^{the} Chief Justice of the United States Supreme Court was Earl Warren. Earl Warren made some very important decisions during his time as Chief Justice. Some of the significant court cases he was involved in were, Brown vs. Board of Education, Mapp vs. Ohio, and Miranda vs. Arizona.

In document 2 it talks about high court bans segregation in public schools. This branched from the court case, Brown vs. Board of Education. The outcome of this case was it ended most racial segregation in the classroom, and expanded civil rights. This did not go right into effect until the late 1900's. After the little rock crisis, where paratroopers had to go into the school and protect the black students. The good effect that Brown had was that African Americans can hold Congress and govt jobs. They can also hold positions in major corporations. African American children can go to school and get a good education.

In the early twentieth century a lot of uproar about the separation of religion and state has been going on. In document ~~5~~ 5 it talks about classroom prayer. In 1962 it was said that prayer should be held at home or at church rather than school. Well 32 years ~~later~~ later president Clinton says that prayer is already

there. He says that there is prayer or moments of silence in the early morning, which are permissible to the extent they are not meant to be organized.

There are also pre football game prayers for the players and the fans. Even before important exams children and teens are saying prayers so no matter where you are prayer will follow.

In document 6 it argues whether a gov't building should have a religious monument or not. A civic group will send a ten commandments monument back to Frankfort only if it is displayed publicly. Even though it was taken down a bill was passed calling for the return of the monument. The continuing debate on separation of church and state is, if religious endorsement should be allowed in a gov't building, even though a bill was passed calling for them back.

These are some of the arguments that the Warren Court had to go through, and some of the changes in American society. Some of the argument will go on forever and there will always be an answer.

The Warren Court was very Important. They made many rulings That changed many people's lives. The Warren Court made many controversial decisions That affected ^{some} Americans lifestyles.

In document #1 They talked About The Brown vs ~~Board of education~~ Board of education trial. In document #2, There is a lady with a young girl and she is holding a newspaper That says, High Court Bars Segregation In Public schools.

In document #3 They talk about segregation, and how it affects people. In document #4 it's a press conference with the President, asking him questions on prayer in schools. In document #6 they talk about posting commandments on the walls of public places.

In all of the documents They talk about ~~cases~~ ^{laws} That the Warren court were involved in. The Warren Court made many difficult ruling ~~it~~ And changed society A lot for the better.

The Warren Court had a lasting impact on America. Many of the court decisions made under chief Justice Earl Warren were revolutionary and changed many aspects of American society. His changes included equal protection under the law, separation of church and state, and the rights of individuals accused of crimes.

The Warren Court made big strides in equal protection under the law in its ruling which ended *de jure* segregation in public schools. This opened up more opportunities for blacks. The ruling of *Brown v. Board of Education* helped to create a black middle class. Additionally, we saw an improvement in the number of blacks in top management positions and government jobs (Doc 3b). However, it took a long time for real results to be seen – it was not until 1971 when busing was endorsed to prevent the *de facto* segregation that resulted from white flight that things changed (Doc 3a). Also in 1964 when federal funds were denied to segregated schools the stubborn holdouts were finally brought into line (Doc 3b). Because of the changes the Warren court tremendous strides were made in equal protection under the law.

During the Warren Court the court decision made big changes about the separation of church and state. The decision of *Engel v. Vitale* disallowed school prayer as it had existed in New York state (Doc 5). However, from the start

Congress, state legislatures and local school districts tried to get around this ruling. (Doc 4) Additionally, there is still prayer in school with state mandated moments of silence and pro prayer school groups (Doc 5) This led to another issue about displaying religious things in government buildings (Doc 6) such as the Ten Commandments monument in Kentucky. So although the Warren Court tried to guarantee the separation of church and state their rulings did not completely take in society.

The Warren Court also revolutionized the way individuals are protected when accused of a crime. The public knowledge of the miranda rights has become widely known because the rulings have entered the mainstream media of the nation. (Doc 7) However, some are upset with these ruling because they are allowing some criminals to get away with their crimes when police officials fail to follow proper procedures. Although many disagree with the miranda rights, the Requist court upheld them and decided Congress did not have the ability to overturn the ruling. The Warren court ruling despite disapproval of many was upheld and will have a continuing effect on America.

The Warren Court revolutionized many American ideals. It allowed minorities to rise and helped the powerless gain power. Although not all of the rulings still have the designed effect on our society, the rulings made in that court have changed America for the better. Still today, the famous rulings of the Warren Court are remembered by the American people.

Practice Paper A—Score Level 3

The response:

- Develops the task with little depth by discussing the effects of Warren Court decisions on American society
- Is more descriptive than analytical (the child in the photograph was directly affected by *Brown* because she would soon begin her education in a desegregated school, unlike Linda Brown; a recent attempt to overturn the *Miranda* decision failed but demonstrated how long lasting the decision is; Miranda rights are rooted in the Constitution; *Engel* ruled that prayer was not appropriate in the public learning environment; many citizens were upset with the *Engel* decision, but President Kennedy handled the criticism by offering an alternative; unlike other Warren Court cases, *Engel* is somewhat ignored; a measure to implement prayer in schools would be a waste because prayer has slowly made its way back into schools; some schools hold a moment of silence in the morning which is viewed by some to be religiously affiliated)
- Incorporates some relevant information from documents 2, 3, 4, 6, 7, and 9
- Incorporates limited relevant outside information (decision in *Brown* inspired an end to segregation in public places in general by encouraging African Americans such as Rosa Parks and Martin Luther King Jr. to fight for equal rights; decision made in the *Heart of Atlanta Motel* case built off of *Brown* and used the Civil Rights Act of 1964 to extend desegregation; *Brown* ended discrimination not just against African Americans but it aided in advancing women's, minorities', and handicapped persons' rights as well)
- Includes some relevant facts, examples, and details (*Brown* ruled that segregation in public schools was not allowed; the number of African American children who went to predominantly Caucasian schools in the South continued to rise all the way into the 1980s; *Miranda* not only allowed for the reading of rights at times of arrest but also made people more aware of their rights in general; lunchtime prayer sessions have also found their way into some schools)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that mention the continued influence of Warren Court decisions

Conclusion: Overall, the response fits the criteria for Level 3. Relevant outside historical information is used to support the role played by *Brown v. Board of Education* as a precedent for further expansion of civil rights for African Americans and others. Relating *Engel v. Vitale* to the concept of education and mentioning the continuing influence of the *Miranda v. Arizona* decision enhances a primarily document-driven response.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops the task evenly and in depth by discussing the effects of Warren Court decisions on American society
- Is more analytical than descriptive (*Brown* led to a dramatic change in black life in America; Little Rock, Arkansas, was one of many communities that resisted integration and defied the national government by not allowing blacks to attend Central High School; rights of the accused have almost universal comprehension among the American populace; some argue that Warren Court rulings can be used to help criminals shield themselves with the 5th amendment and hamper the power of the police to investigate crimes; some say it leaves the victim of the crime without justice being served; some simply thought of alternative ways to allow prayer in school)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, 7, and 8
- Incorporates substantial relevant outside information (*Brown v. Board of Education* stated that segregation was inherently unequal and reversed *Plessy v. Ferguson*; many southern conservatives criticized the Supreme Court for denying states their reserved rights; President Eisenhower's decision to enforce *Brown* was a major step forward for integration; as the federal government was given more authority over violations of voting rights, more blacks voted and became a force in the political life of the nation; *Miranda* went another step further than *Gideon v. Wainwright*; *Gideon* established that an attorney had to be provided by the state if you could not afford one; confessions could not be extorted under questionable conditions; in the 1970s, some politicians portrayed those in favor of *Miranda* as being soft on crime)
- Richly supports the theme with many relevant facts, examples, and details (initial attempts to integrate schools were met with protests; although many white families simply moved their children out of public schools, the number of black children enrolled in white majority schools increased; black children were now able to get the same education as white children; *Brown* ruling also set the stage for blacks to hold positions of political power; *Brown* also contributed to black economic power as blacks became managers in major corporations; *Miranda* established that you needed to be read your rights as you were being arrested; "Miranda" has become a household name due to the concept being engrained in American thought by contemporary movies and books; *Engel v. Vitale* ruled that forced prayer in public schools is not constitutional, enforcing the constitutional principle of separation of church and state; some members of Congress attempted to have the Constitution amended to allow prayer in public schools; several court cases have been fought over displaying religious texts and memorabilia on public grounds; *Mercer County v. ACLU* allowed a religious display because the religious scripture shown included other historic documents)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Document information and outside information are integrated in an analytical discussion that includes insightful and relevant historical details. The response demonstrates a good understanding of the changes that resulted from the landmark decisions of the Warren Court.

Practice Paper C—Score Level 2

The response:

- Minimally develops the task by discussing some effects of Warren Court decisions on American society
- Is primarily descriptive (the outcome of *Brown* was that it ended most racial segregation in the classroom and expanded civil rights; paratroopers had to go into the school and protect the black students during the Little Rock crisis; African Americans can hold congressional and government jobs and also positions in major corporations; African American children can go to school and get a good education; in 1962, it was said that prayer should be said at home or church rather than school; moments of silence are permissible to the extent that they are not meant to be organized; there are pre-football game prayers for the players and the fans; debate on separation of church and state continues about religious endorsements in government buildings); includes faulty and weak application (segregation did not go into effect until the late 1900s; President Clinton said that prayer is already in the schools with moments of silence in the early morning)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (before important exams, children and teens are saying prayers)
- Includes few relevant facts, examples, and details (Supreme Court banned segregation in public schools in *Brown v. Board of Education*)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that mentions the controversial nature of the Warren Court decisions

Conclusion: Overall, the response fits the criteria for Level 2. The methodical approach to the task results in a response that is dominated by brief excerpts of document information. However, an understanding of the effects of the Warren Court's decisions is demonstrated by the inclusion of a few good statements about the expansion of civil rights and prayer in the lives of children and teenagers.

Practice Paper D—Score Level 0

The response:

Fails to develop the task; refers to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 0. Literal statements describing documents 1, 2, 3, and 4 are made, but no reference to the effect of Warren Court decisions is mentioned. Although the introduction makes a general reference to the controversial decisions of the Warren Court and the conclusion states that the Warren Court made many difficult rulings which changed society for the better, an understanding of the effects of the decisions of the Warren Court is not demonstrated.

Practice Paper E—Score Level 3

The response:

- Develops the task with little depth by discussing the effects of Warren Court decisions on American society
- Is more descriptive than analytical (it took a long time for the real results of *Brown* to be seen; when federal funds were denied to segregated schools, the stubborn holdouts were brought into line; from the start, Congress, state legislators, and local school districts tried to get around *Engel*; there is still prayer in school with state-mandated moments of silence and pro-prayer school groups; although the Warren Court tried to guarantee the separation of church and state, their rulings did not take hold in society; the Warren Court revolutionized the way individuals are protected when accused of a crime; public knowledge of Miranda rights became more widely known because the rulings have entered mainstream media; some are upset with Miranda rights because they are allowing criminals to get away with their crimes when police officials fail to follow proper procedures; although many disagree with Miranda rights, the Rehnquist Court upheld them and decided Congress did not have the ability to overturn them)
- Incorporates some relevant information from documents 3, 4, 5, 6, 7, and 8
- Incorporates limited relevant outside information (Warren Court made big strides in equal protection under the law in its ruling which ended de jure segregation in public schools; it was not until 1971 when busing was endorsed to prevent the de facto segregation that resulted from white flight that things changed; the decision of *Engel v. Vitale* disallowed school prayer as it had existed in New York State schools)
- Includes some relevant facts, examples, and details (*Brown* ruling helped create a black middle class; the number of blacks in top management positions and government jobs improved)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the rulings of the Warren Court have changed America for the better although not always with the desired effect

Conclusion: Overall, the response fits the criteria for Level 3. Citing the end of de jure segregation and the subsequent role played by white flight in the development of de facto segregation demonstrates an understanding of the societal impact of *Brown v. Board of Education*. A few factual references and accurate document interpretation support *Engel v. Vitale*'s and *Miranda v. Arizona*'s continuing effect on American society.

United States History and Government Specifications January 2009

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Migration and Immigration: Movement of People into and within the United States	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Constitutional Principles: Effect of Decisions of the Warren Court	Standards 1 and 5: United States and New York History; 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 January 2009 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> 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.emsc.nysed.gov/osa/exameval>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.



Regents Examination in United States History and Government – January 2009

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 43 would receive a final examination score of 80.

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	0	0	3	6	9	12	16	20	24	28	32	36
	1	1	4	7	10	13	17	21	25	29	34	38
	2	2	5	8	11	15	18	22	26	31	35	39
	3	3	6	9	12	16	20	24	28	32	36	41
	4	4	7	10	13	17	21	25	29	34	38	42
	5	5	8	11	15	18	22	26	31	35	39	44
	6	6	9	12	16	20	24	28	32	36	41	45
	7	7	10	13	17	21	25	29	34	38	42	47
	8	8	11	15	18	22	26	31	35	39	44	48
	9	9	12	16	20	24	28	32	36	41	45	50
	10	10	13	17	21	25	29	34	38	42	47	51
	11	11	15	18	22	26	31	35	39	44	48	53
	12	12	16	20	24	28	32	36	41	45	50	54
	13	13	17	21	25	29	34	38	42	47	51	56
	14	15	18	22	26	31	35	39	44	48	53	57
	15	16	20	24	28	32	36	41	45	50	54	58
	16	17	21	25	29	34	38	42	47	51	56	60
	17	18	22	26	31	35	39	44	48	53	57	61
	18	20	24	28	32	36	41	45	50	54	58	63
	19	21	25	29	34	38	42	47	51	56	60	64
	20	22	26	31	35	39	44	48	53	57	61	65
	21	24	28	32	36	41	45	50	54	58	63	67
	22	25	29	34	38	42	47	51	56	60	64	68
	23	26	31	35	39	44	48	53	57	61	65	69
	24	28	32	36	41	45	50	54	58	63	67	71
	25	29	34	38	42	47	51	56	60	64	68	72
	26	31	35	39	44	48	53	57	61	65	69	73
	27	32	36	41	45	50	54	58	63	67	71	75
	28	34	38	42	47	51	56	60	64	68	72	76
	29	35	39	44	48	53	57	61	65	69	73	77
	30	36	41	45	50	54	58	63	67	71	75	78
	31	38	42	47	51	56	60	64	68	72	76	80

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	32	39	44	48	53	57	61	65	69	73	77	81
	33	41	45	50	54	58	63	67	71	75	78	82
	34	42	47	51	56	60	64	68	72	76	80	83
	35	44	48	53	57	61	65	69	73	77	81	84
	36	45	50	54	58	63	67	71	75	78	82	85
	37	47	51	56	60	64	68	72	76	80	83	86
	38	48	53	57	61	65	69	73	77	81	84	87
	39	50	54	58	63	67	71	75	78	82	85	88
	40	51	56	60	64	68	72	76	80	83	86	89
	41	53	57	61	65	69	73	77	81	84	87	90
	42	54	58	63	67	71	75	78	82	85	88	91
	43	56	60	64	68	72	76	80	83	86	89	92
	44	57	61	65	69	73	77	81	84	87	90	93
	45	58	63	67	71	75	78	82	85	88	91	94
	46	60	64	68	72	76	80	83	86	89	92	95
	47	61	65	69	73	77	81	84	87	90	93	96
	48	63	67	71	75	78	82	85	88	91	94	97
	49	64	68	72	76	80	83	86	89	92	95	97
	50	65	69	73	77	81	84	87	90	93	96	97
	51	67	71	75	78	82	85	88	91	94	97	98
	52	68	72	76	80	83	86	89	92	95	97	98
	53	69	73	77	81	84	87	90	93	96	97	98
	54	71	75	78	82	85	88	91	94	97	98	98
	55	72	76	80	83	86	89	92	95	97	98	98
	56	73	77	81	84	87	90	93	96	97	98	99
	57	75	78	82	85	88	91	94	97	98	98	99
	58	76	80	83	86	89	92	95	97	98	98	99
	59	77	81	84	87	90	93	96	97	98	99	99
	60	78	82	85	88	91	94	97	98	98	99	99
	61	80	83	86	89	92	95	97	98	98	99	99
	62	81	84	87	90	93	96	97	98	99	99	99
	63	82	85	88	91	94	97	98	98	99	99	100