

# REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# UNITED STATES HISTORY AND GOVERNMENT

**Tuesday, June 16, 2009 — 1:15 to 4:15 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.**

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

## 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.

- |   |  |
|---|--|
| <p>1 Since the late 1700s, the Mississippi River has been a vital waterway because it</p> <ul style="list-style-type: none"><li>(1) divided the northern territories from the southern territories</li><li>(2) allowed American farmers direct access to Canadian markets</li><li>(3) connected the Great Lakes to the Atlantic Ocean</li><li>(4) provided farmers and merchants an outlet to the Gulf of Mexico</li></ul> <p>2 During the first half of the 1800s, geographic factors influenced the economy of New England by</p> <ul style="list-style-type: none"><li>(1) encouraging the establishment of large plantations</li><li>(2) promoting the growth of trade and manufacturing</li><li>(3) increasing the region's reliance on slave labor</li><li>(4) supporting rice and indigo farming</li></ul> <p>3 The British benefited from their mercantilist relationship with the American colonies primarily by</p> <ul style="list-style-type: none"><li>(1) supporting the growth of colonial industries</li><li>(2) prohibiting colonists from fishing and fur trading</li><li>(3) taking large amounts of gold and silver from the southern colonies</li><li>(4) buying raw materials from the colonies and selling them finished products</li></ul> <p>4 The main reason Great Britain established the Proclamation Line of 1763 was to</p> <ul style="list-style-type: none"><li>(1) avoid conflicts between American colonists and Native American Indians</li><li>(2) make a profit by selling the land west of the Appalachian Mountains</li><li>(3) prevent American industrial development in the Ohio River valley</li><li>(4) allow Canada to control the Great Lakes region</li></ul> | <p>5 The Declaration of Independence (1776) has had a major influence on peoples throughout the world because it</p> <ul style="list-style-type: none"><li>(1) guarantees universal suffrage</li><li>(2) establishes a basic set of laws for every nation</li><li>(3) provides justification for revolting against unjust governments</li><li>(4) describes the importance of a strong central government</li></ul> <p>6 One accomplishment of the national government under the Articles of Confederation was the passage of legislation establishing</p> <ul style="list-style-type: none"><li>(1) a central banking system</li><li>(2) a process for admitting new states to the Union</li><li>(3) the president's right to put down rebellions</li><li>(4) the ability of Congress to tax the states effectively</li></ul> <p>7 Disagreement at the Constitutional Convention of 1787 over the Virginia and New Jersey plans was resolved by a compromise that</p> <ul style="list-style-type: none"><li>(1) guaranteed continuation of the slave trade for at least twenty more years</li><li>(2) limited the power of the federal government to wage war</li><li>(3) provided for construction of a new national capital in the south</li><li>(4) created a Congress made up of a Senate and a House of Representatives</li></ul> <p>8 <b>"Presidential Candidates Skip Campaigning in Low-Population States"</b><br/><b>"Winner Of Popular Vote Loses Election"</b></p> <p>These headlines refer to controversial issues most directly related to</p> <ul style="list-style-type: none"><li>(1) judicial review</li><li>(2) the electoral college</li><li>(3) impeachment</li><li>(4) checks and balances</li></ul> |
|---|--|

9 “The United States shall guarantee to every state in this Union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened), against domestic violence.”

— United States Constitution, Article IV, Section 4

According to this excerpt, a goal of the framers of the Constitution was to ensure that the United States

- (1) remained neutral during domestic conflicts involving the states
- (2) supported the right of each state to resist presidential decisions
- (3) provided for the common defense of every state
- (4) approved a bill of rights to protect citizens from government tyranny

10 A major reason the Antifederalists opposed the ratification of the United States Constitution was because the Constitution

- (1) created a national bank
- (2) lacked a provision for a federal court system
- (3) failed to provide for the direct election of members of the House of Representatives
- (4) changed the balance of power between the state and national governments

11 An example of the use of the unwritten constitution is the creation of the

- (1) presidential veto
- (2) United States Navy
- (3) federal postal system
- (4) president’s cabinet

12 President George Washington pursued a foreign policy of neutrality during his administration primarily because he believed that

- (1) the United States needed time to gain economic and military strength
- (2) treaties were prohibited by the Constitution
- (3) the United States should not expand by force
- (4) alliances should be established with both France and England

13 Many of the decisions made by the Supreme Court while John Marshall was Chief Justice led directly to

- (1) a reduction of federal influence in economic affairs
- (2) an increase in the power of the federal government over the states
- (3) a greater role for Congress in foreign policy
- (4) a limitation on slavery in the states

14 Manifest Destiny was used to justify an American desire to

- (1) limit the number of immigrants entering the country
- (2) control the area located east of the Appalachian Mountains
- (3) expand the United States to the Pacific Ocean
- (4) warn European countries against colonizing Latin America

15 In the 1850s, the phrase “Bleeding Kansas” was used to describe clashes between

- (1) proslavery and antislavery groups
- (2) Spanish landowners and new American settlers
- (3) Chinese and Irish railroad workers
- (4) Native American Indians and white settlers

16 In the 1850s, why did many runaway slaves go to Canada?

- (1) They feared being drafted into the Northern army.
- (2) The Fugitive Slave Act kept them at risk in the United States.
- (3) More factory jobs were available in Canada.
- (4) Northern abolitionists refused to help fugitive slaves.

17 The Homestead Act, the mass killing of buffalo, and the completion of the transcontinental railroad are most closely associated with the

- (1) rise of organized labor
- (2) building of the Erie Canal
- (3) northern migration of African Americans
- (4) decline of the Plains Indians

- 18 Many Southern States tried to limit the effects of Radical Reconstruction by
- (1) adopting federal laws mandating segregation
  - (2) enacting Jim Crow laws
  - (3) abolishing the Southern sharecropping system
  - (4) securing passage of new amendments to the United States Constitution
- 19 The mechanization of agriculture in the United States led directly to
- (1) an increase in production
  - (2) less dependence on railroads by farmers
  - (3) fewer agricultural exports
  - (4) the decreasing size of the average farm
- 20 News organizations were engaging in yellow journalism before the Spanish-American War when
- (1) publishers tried to prevent the war
  - (2) articles about Cuba were fair and balanced
  - (3) editors exaggerated events to build support for war
  - (4) writers ignored the situation in Cuba
- 21 The United States issued the Open Door policy (1899–1900) primarily to
- (1) bring democratic government to the Chinese people
  - (2) secure equal trade opportunities in China
  - (3) force China to change its immigration policies
  - (4) use China as a stepping stone to trade with Japan
- 22 Progressive Era authors such as Jacob Riis and Upton Sinclair are best known for
- (1) focusing attention on social conditions
  - (2) fighting for the civil rights of African Americans
  - (3) promoting the interests of the American farmer
  - (4) supporting the goal of woman's suffrage
- 23 Which type of federal tax was authorized by the 16th amendment in 1913?
- (1) excise
  - (2) import
  - (3) income
  - (4) estate
- 24 “. . . There's no chance of progress and reform in an administration in which war plays the principal part. . . .”
- President-elect Woodrow Wilson, 1913
- In this statement, President-elect Wilson was expressing the belief that
- (1) the United States should enter World War I immediately
  - (2) reform movements are strengthened by war
  - (3) the nation will require a change in leadership if it goes to war
  - (4) the Progressive movement would be best served by continued peace
- 25 In *Schenck v. United States* (1919), the Supreme Court decided that a “clear and present danger” to the country allowed the federal government to
- (1) establish a peacetime draft
  - (2) restrict first amendment rights
  - (3) suspend habeas corpus
  - (4) limit minority voting rights
- 26 One major reason the United States Senate refused to approve the Treaty of Versailles after World War I was that many senators
- (1) were concerned about future United States obligations in foreign affairs
  - (2) rejected United States colonial practices in Asia
  - (3) wanted immediate repayment of war debts from France
  - (4) supported increased foreign aid to Germany



- 27 National Prohibition, as authorized by the 18th amendment, stated that
- (1) Americans must be 18 years old to purchase alcoholic beverages
  - (2) only imported alcoholic beverages would be sold
  - (3) alcoholic beverages could be sold only in government-run stores
  - (4) the manufacture and sale of alcoholic beverages was banned
- 28 During the 1920s, Congress passed a series of immigration laws that were primarily designed to
- (1) increase immigration from Asia
  - (2) expand the workforce for the growing economy
  - (3) limit immigration from southern and eastern Europe
  - (4) prohibit immigration from Latin America
- 29 During the second half of the 1920s, which economic trend was a major cause of the Great Depression?
- (1) deficits in the federal budget
  - (2) reductions in tariff rates
  - (3) creation of national and state sales taxes
  - (4) overproduction and underconsumption
- 30 President Herbert Hoover's response to the Great Depression was often criticized because it
- (1) wasted money on new social programs
  - (2) caused widespread rioting and looting in major cities
  - (3) raised taxes on businesses and the wealthy
  - (4) failed to provide direct relief for the neediest persons
- 31 A major reason for creating the Tennessee Valley Authority (TVA) in 1933 was to
- (1) build and manage a turnpike in the valley
  - (2) provide health care benefits for southerners
  - (3) encourage African Americans to settle in the valley
  - (4) improve economic conditions in a poor rural region

Base your answer to question 32 on the cartoon below and on your knowledge of social studies.

### All Set!



Source: Fred O. Seibel, *Richmond Times-Dispatch*, January 4, 1936 (adapted)

- 32 Which statement about President Franklin D. Roosevelt's plans for a second term most accurately expresses the main idea of the cartoon?
- (1) Congress will give President Roosevelt a free hand to lead the nation.
  - (2) The American people will trust Congress to control President Roosevelt.
  - (3) President Roosevelt will seek direction from the people.
  - (4) The Great Depression will no longer be a serious concern.

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

. . . I also ask this Congress for authority and for funds sufficient to manufacture additional munitions and war supplies of many kinds, to be turned over to those nations which are now in actual war with aggressor nations.

Our most useful and immediate role is to act as an arsenal for them as well as for ourselves. They do not need man power, but they do need billions of dollars worth of the weapons of defense.

The time is near when they will not be able to pay for them all in ready cash. We cannot, and we will not, tell them that they must surrender, merely because of present inability to pay for the weapons which we know they must have. . . .

— President Franklin D. Roosevelt, Annual Message to Congress, January 6, 1941

33 Which program was President Franklin D. Roosevelt proposing in this speech?

- |                   |                    |
|-------------------|--------------------|
| (1) Fair Deal     | (3) Lend-Lease     |
| (2) Great Society | (4) Cash and Carry |
- 

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



Source: Dr. Seuss, *PM*, April 7, 1942

34 This World War II cartoon was used to encourage Americans to

- (1) buy war bonds
  - (2) conserve natural resources
  - (3) serve in the armed forces
  - (4) work in war industries
- 

35 A major purpose of the GI Bill (1944) was to

- (1) replace the draft near the end of World War II
- (2) prohibit racial discrimination in the armed forces
- (3) provide federal funds for veterans to attend college
- (4) increase the number of women working in defense industries

36 In the Truman Doctrine, President Harry Truman pledged to

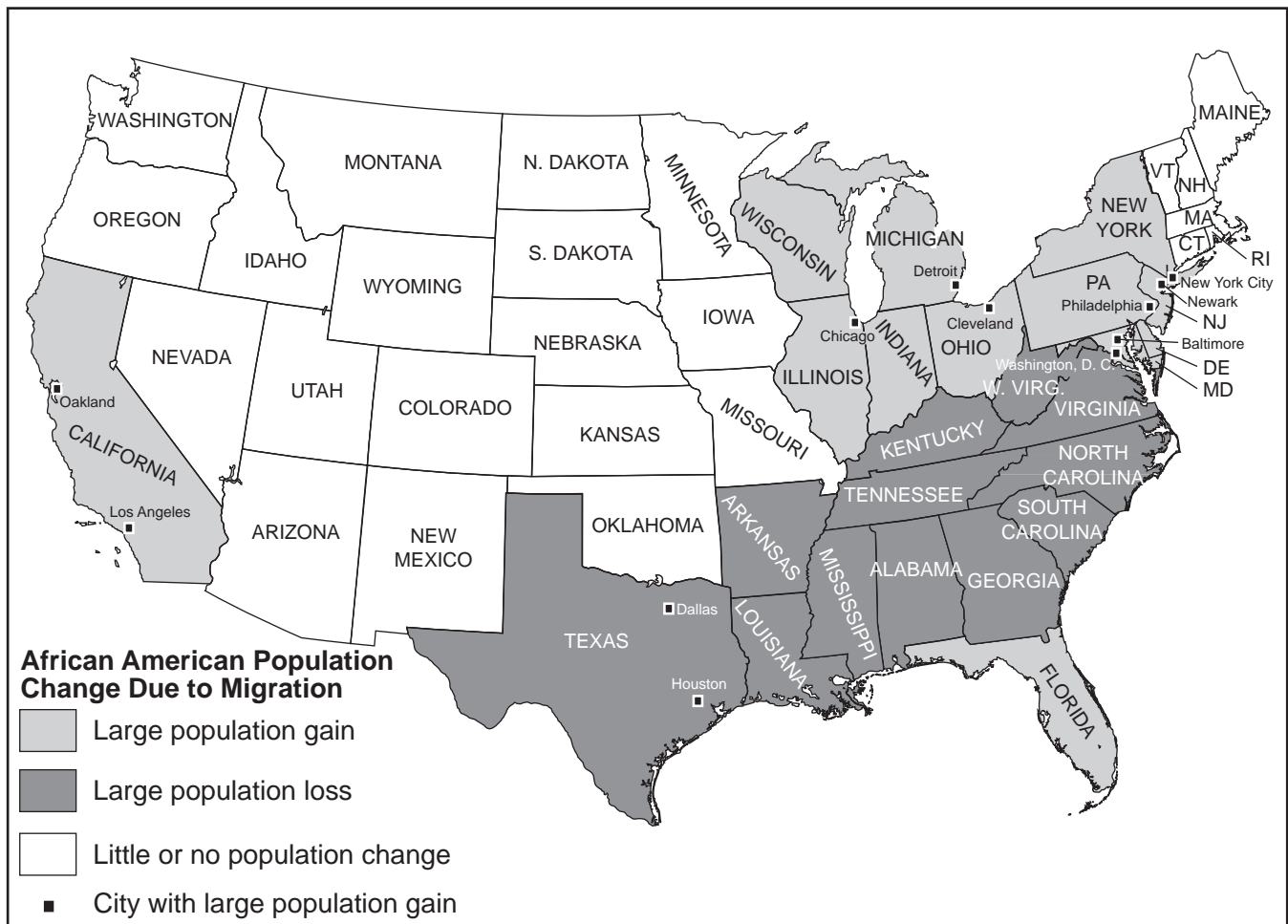
- (1) support Greece in its fight against communist aggression
- (2) fight hunger in Africa and Asia
- (3) strengthen the United States nuclear arsenal
- (4) reject a policy of containment

37 Which factor is most closely associated with McCarthyism?

- (1) buildup of Soviet missiles in Cuba
- (2) fear of communist influence in the United States
- (3) rise of the Communist Party in China
- (4) creation of the Warsaw Pact by the Soviet Union

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

### African American Migration, 1940–1970



Source: *Atlas of American History*, Rand McNally, 1999 (adapted)

38 The information on the map supports the conclusion that African American migration between 1940 and 1970 was mainly from the

- (1) urban areas to rural areas
- (2) south to the north
- (3) Mountain states to the West Coast
- (4) Sun Belt to the Great Plains

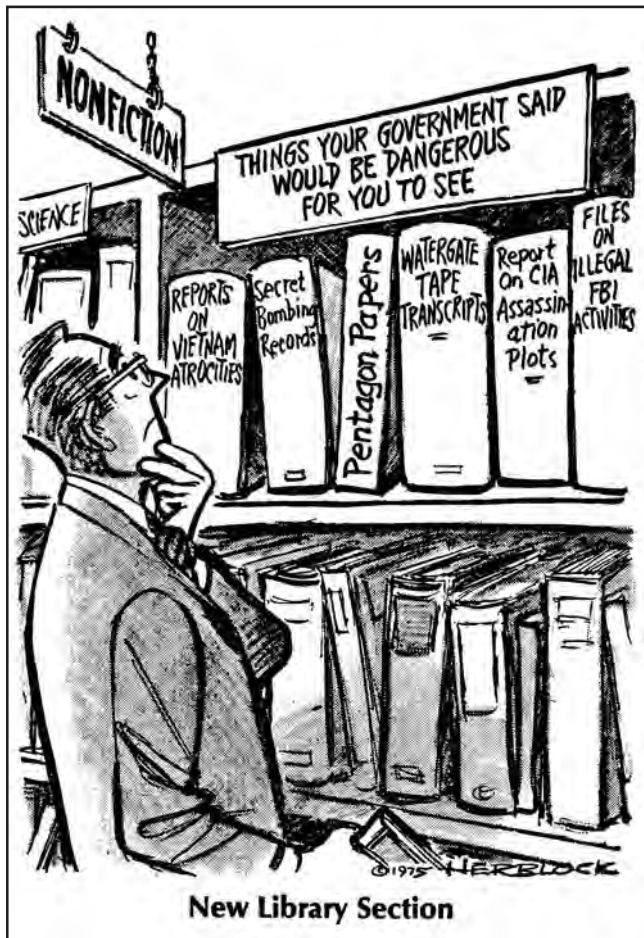
39 Which development led to the other three?

- (1) The United States government increased funding for science and math education.
- (2) The Soviet Union launched the *Sputnik* satellite.
- (3) A joint Soviet-American space mission was announced.
- (4) President John F. Kennedy set the goal of landing a man on the Moon.

40 Which development is most closely associated with the belief in the domino theory?

- (1) military involvement in Vietnam
- (2) construction of the Berlin Wall
- (3) signing of the nuclear test ban treaty
- (4) end of the Korean War

Base your answer to question 41 on the cartoon below and on your knowledge of social studies.



Source: Herblock, *Washington Post*, December 4, 1975

- 41 Which statement most accurately describes the main idea of this 1975 cartoon?
- (1) The press should not publish materials that damage the reputation of public officials.
  - (2) The government is improperly hiding information from the public.
  - (3) Government should restrict the publication of sensitive materials.
  - (4) Libraries are making too many government reports open to the public.

- 42 The primary purpose of President Richard Nixon's policy of détente was to
- (1) expand United States military involvement in Southeast Asia
  - (2) assure an adequate supply of oil from the Middle East
  - (3) ease tensions between the United States and the Soviet Union
  - (4) maintain a favorable balance of trade with China
- 43 One way in which Andrew Jackson, Abraham Lincoln, and Woodrow Wilson are similar is that each
- (1) expanded presidential powers
  - (2) reduced the size of the federal bureaucracy
  - (3) faced congressional investigations over the handling of the military
  - (4) used his power as commander in chief to send troops overseas to fight a war
- 44 Which of these trials established the principle that leaders of a nation may be tried for crimes against humanity?
- |               |                        |
|---------------|------------------------|
| (1) Scopes    | (3) Sacco and Vanzetti |
| (2) Rosenberg | (4) Nuremberg          |
- 45 One similarity between the laws being challenged in the United States Supreme Court cases of *Plessy v. Ferguson* (1896) and *Korematsu v. United States* (1944) is that
- (1) specific groups of people were being targeted based on race or ethnicity
  - (2) state laws were declared unconstitutional
  - (3) immigrants were relocated to prison camps
  - (4) federal laws segregating public transportation were upheld



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

**Projected Change in House Seats in 2010, By State**

State	House Seats		Projected House Seats	
	2000	2010	+/-	
Arizona	8	9	+1	
California	53	54	+1	
Florida	25	27	+2	
Georgia	13	14	+1	
Illinois	19	18	-1	
Massachusetts	10	9	-1	
Missouri	9	8	-1	
Nevada	3	4	+1	
New York	29	27	-2	
Ohio	18	16	-2	
Pennsylvania	19	18	-1	
Texas	32	35	+3	

Source: Population Reference Bureau, [www.prb.org](http://www.prb.org) (adapted)

46 Information from the table supports the conclusion that the

- (1) population of the United States is increasing
- (2) center of population is moving eastward
- (3) distribution of House seats follows shifts in population
- (4) number of senators will soon increase

47 **“Eisenhower Sends U.S. Troops to Protect Lebanon”**  
**“Kennedy Places Quarantine on Shipment of Soviet Missiles to Cuba”**  
**“Johnson Increases U.S. Troop Strength in Vietnam by 125,000”**

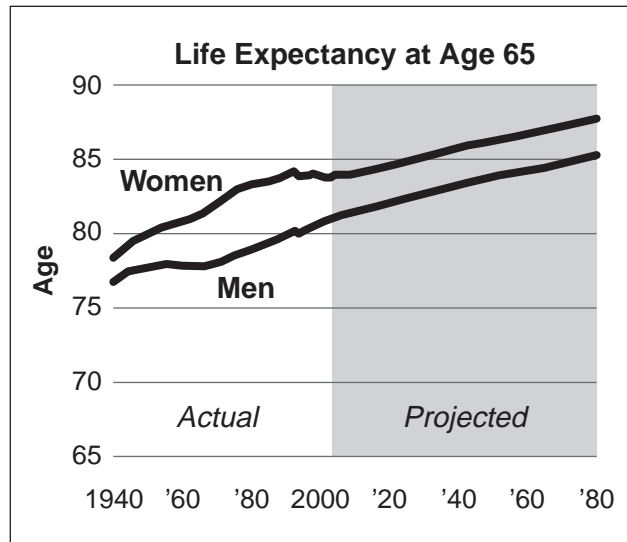
Which statement about the Cold War is illustrated by these headlines?

- (1) Rivalries between the superpowers often involved conflicts in other nations.
- (2) United States military support was most often deployed in Europe.
- (3) Communist forces were frequently victorious in Asia.
- (4) Summit talks frequently succeeded in limiting international tensions.

48 Which list of wars that involved the United States is in the correct chronological order?

- (1) Vietnam War → War on Terrorism → Korean War → World War II
- (2) Korean War → World War II → Vietnam War → War on Terrorism
- (3) World War II → Vietnam War → War on Terrorism → Korean War
- (4) World War II → Korean War → Vietnam War → War on Terrorism

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



Source: *New York Times*, June 12, 2005 (adapted)

- 49 Which conclusion about life expectancy at age 65 is most clearly supported by the information in the graph?
- (1) Life expectancies for men and women are likely to remain the same.
  - (2) Life expectancy rates for men show a steady decline since 1980.
  - (3) By 2040, the life expectancy of men will exceed that of women.
  - (4) Current life expectancy exceeds age 80 for both men and women.
- 50 The changes shown between 1940 and 2000 are most likely the result of the
- (1) reduction in warfare
  - (2) improvements in modern medicine
  - (3) increase in the number of immigrants
  - (4) decrease in obesity rates
-

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: Constitutional Principles — Individual Rights

Throughout United States history, many different groups have faced discrimination. The federal and state governments have taken actions that have either protected or limited the rights of these groups in American society.

#### Task:

Select **two** different groups in American society who have faced discrimination and for **each**

- Describe **one** specific example of discrimination faced by the group
- Describe **one** action taken by the federal or state governments related to this example of discrimination
- Discuss how the action taken by the federal or state governments either protected **or** limited the rights of the group

You may use any example from your study of United States history. Some groups you might wish to consider include Native American Indians, African Americans, Asian Americans, Hispanic Americans, women, the elderly, and the disabled.

**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”

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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 the Civil War and the end of World War I, industrialization played an ever-increasing role in the economic, social, and political development of the United States.

**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 the economic, social, *and/or* political effects of industrialization on the United States between the Civil War (1861–1865) and the end of World War I (1918)



## Part A

### Short-Answer Questions

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

#### Document 1a

**Selected Statistics Related to Industrialization**

	Value of Manufactured Products	Employed in Manufacturing	
		Number of Males	Number of Females
1860	\$1.9 billion	1.03 million	270,357
1870	\$4.2 billion	1.61 million	323,506
1880	\$5.3 billion	2.01 million	529,983
1890	\$9.3 billion	2.86 million	503,089
1900	\$12.9 billion	4.08 million	1.03 million
1910	\$20.8 billion	8.84 million	1.82 million

Source: Inter-University Consortium for Political and Social Research, Ann Arbor, MI, and U.S. Census Bureau

#### Document 1b

**United States Immigration 1861–1910**

Decade	Total
1861–1870	2,314,824
1871–1880	2,812,191
1881–1890	5,246,613
1891–1900	3,687,564*
1901–1910	8,795,386
*Decline in numbers of immigrants due in part to the Depression of 1893.	

Source: U.S. Immigration and Naturalization Service, *Statistical Yearbook of the Immigration and Naturalization Service, 1998*, U.S. Government Printing Office

1 Based on these charts, state **two** trends related to industrialization between 1861 and 1910. [2]

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

\_\_\_\_\_  
 \_\_\_\_\_ Score

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

\_\_\_\_\_  
 \_\_\_\_\_ Score

## Document 2a

### Urbanization, Railroad Mileage, and Industrialization of the United States, 1860–1900

	1860	1870	1880	1890	1900
Urban Population (millions)	6.2	9.9	14.1	22.1	30.2
% Urban Population	20%	25%	28%	35%	40%
Number of Cities with Population of 10,000+	93	168	223	363	440
Railroad Mileage (thousands)	30.6	52.9	93.3	166.7	206.6
Meat Packing Output (\$ millions)	not available	62.1	303.6	564.7	790.3

Source: Gary Fields, "Communications, Innovations, and Networks: The National Beef Network of G. F. Swift" (adapted)

## Document 2b

### Union Membership, 1870–1920

Year	Number of workers, age 10 and over (excluding agricultural workers)	Average annual union membership	Union membership as a percentage of the total number of workers outside agriculture
1870	6,075,000	300,000*	4.9%
1880	8,807,000	200,000*	2.3%
1890	13,380,000	372,000*	2.7%
1900	18,161,000	868,000	4.8%
1910	25,779,000	2,140,000	8.3%
1920	30,985,000	5,048,000	16.3%
* Figures for 1870, 1880, and 1890 are estimates.			

Source: Irving Bartlett et al., *A New History of the United States*, Holt, Rinehart and Winston, 1975 (adapted)

2 Based on these charts, state **two** effects of industrialization on the United States after the Civil War. [2]

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

Score

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

Score

### Document 3

The resolutions below were proposed at the Populist [People's] Party National Convention.

4. *Resolved*, That we condemn the fallacy [myth] of protecting American labor under the present system, which opens our ports to the pauper [poor] and criminal classes of the world, and crowds out our wage-earners; and we denounce the present ineffective laws against contract labor [day laborers], and demand the further restriction of undesirable emigration.

5. *Resolved*, That we cordially sympathize with the efforts of organized workingmen to shorten the hours of labor, and demand a rigid enforcement of the existing eight-hour law on Government work, and ask that a penalty clause be added to the said law.

9. *Resolved*, That we oppose any subsidy or national aid to any private corporation for any purpose.

Source: People's Party National Platform, July 4, 1892

- 3 Based on this document, identify **one** reform proposed at the Populist Party Convention related to industrialization. [1]

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Score

## Document 4

The excerpts below are from an Illinois state law passed in 1893.

### FACTORIES AND WORKSHOPS.

#### — — INSPECTION

§ 1. Manufacture of certain articles of clothing prohibited in apartments, tenement houses and living rooms, except by families living therein. Every such work shop shall be kept clean, free from vermin [rodents], infectious or contagious matter and to that end shall be subject to inspection as provided in this act. Such work shops shall be reported to the board of health.

§ 2. If upon inspection such work shops shall be found unhealthy or infectious such orders shall be given and action taken as the public health shall require.

§ 4. Children under 14 years of age prohibited from being employed in any manufacturing establishment, factory or work shop in the state. Register of children under 16 years shall be kept. The employment of children between ages of 14 and 16 years prohibited unless an affidavit [legal document] by the parent or guardian shall first be filed in which shall be stated the age date and place of birth. Certificates of physical health may be demanded by the inspectors.

§ 5. No female shall be employed in any factory or workshop more than eight hours in any one day or forty-eight hours in any one week.

Source: "Factories and Workshops," *Laws of the State of Illinois, Passed by the Thirty-Eighth General Assembly, 1893*

- 4 Based on these excerpts, identify **two** ways this 1893 Illinois state law addressed problems caused by industrialization. [2]

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

Score

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

Score

## Document 5

Hamlin Garland visited Homestead, Pennsylvania, and the Carnegie steel mills to write this article for *McClure's Magazine*.

. . . The streets of the town were horrible; the buildings were poor; the sidewalks were sunken, swaying, and full of holes, and the crossings were sharp-edged stones set like rocks in a river bed. Everywhere the yellow mud of the street lay kneaded into a sticky mass, through which groups of pale, lean men slouched in faded garments, grimy with the soot and grease of the mills.

The town was as squalid [dirty] and unlovely as could well be imagined, and the people were mainly of the discouraged and sullen type to be found everywhere where labor passes into the brutalizing stage of severity. It had the disorganized and incoherent effect of a town which has feeble public spirit. Big industries at differing eras have produced squads [groups] of squalid tenement-houses far from the central portion of the town, each plant bringing its gangs of foreign laborers in raw masses to camp down like an army around its shops.

Such towns are sown thickly over the hill-lands of Pennsylvania, but this was my first descent into one of them. They are American only in the sense in which they represent the American idea of business. . . .

Source: Hamlin Garland, "Homestead and Its Perilous Trades—Impressions of a Visit,"  
*McClure's Magazine*, June 1894

- 5 Based on Hamlin Garland's observations, what is **one** impact of industrialization on Homestead, Pennsylvania? [1]

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Score

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**GO ON TO THE NEXT PAGE ⇨**

## Document 6a

Clara Lemlich, a labor union leader, sparked the 1909 walkout of shirtwaist [blouse] makers with her call for a strike.

First let me tell you something about the way we work and what we are paid. There are two kinds of work—regular, that is salary work, and piecework. The regular work pays about \$6 a week and the girls have to be at their machines at 7 o'clock in the morning and they stay at them until 8 o'clock at night, with just one-half hour for lunch in that time.

The shops. Well, there is just one row of machines that the daylight ever gets to—that is the front row, nearest the window. The girls at all the other rows of machines back in the shops have to work by gaslight, by day as well as by night. Oh, yes, the shops keep the work going at night, too. . . .

Source: Clara Lemlich, "Life in the Shop," *New York Evening Journal*, November 28, 1909

## Document 6b



Source: *Bain News Service*, New York, February 1910,  
Library of Congress

6 Based on these documents, state **two** ways industrialization affected workers. [2]

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

\_\_\_\_\_  
Score

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

\_\_\_\_\_  
Score

**Document 7a**

**THE TRUST GIANT'S POINT OF VIEW,  
"What a Funny Little Government"**



Source: Horace Taylor, *The Verdict*, January 22, 1900 (adapted)

7a What is the cartoonist's point of view concerning the relationship between government and industrialists such as John D. Rockefeller? [1]

Score



Document 7b



Source: Clifford K. Berryman, *Washington Evening Star*, October 11, 1907  
(adapted)

7b According to the cartoonist, what was President Theodore Roosevelt's policy toward trusts? [1]

Score

## Document 8

Although they sometimes used controversial methods to accumulate wealth, many industrialists, such as Andrew Carnegie, John D. Rockefeller, and J. P. Morgan, also gave away millions of dollars. This excerpt describes some of the charitable work of Andrew Carnegie.

. . . But despite his wealth-getting, his wage-cutting, and his responsibility for a bloody labor dispute at his Homestead plant in 1892, Carnegie had not forgotten his heritage of concern for social justice. In his 1889 article "Wealth," he gloried in the cheap steel his leadership had given the American consumer but also proclaimed the moral duty of all possessors of great wealth to plow back their money into philanthropy [charity] with the same judgment, zeal, and leadership they had devoted to getting rich. And he lived up to that precept [principle], paying for thousands of library buildings, setting up trusts and foundations, endowing universities, building Carnegie Hall in New York and the Peace Palace at The Hague, and much more. He once wrote that the man who dies rich dies disgraced. He had some sins to answer for, and it took him a while, but in 1919 at eighty-three Andrew Carnegie died in a state of grace by his own agnostic [non-religious] definition. . . .

Source: Foner and Garraty, eds., "Andrew Carnegie," *The Reader's Companion to American History*, Houghton Mifflin, 1991

8 According to this document, how did Andrew Carnegie show his concern for social justice? [1]

Score

## Document 9

... The significance of the American entry into the conflict [World War I] was not at all a military one, at least for twelve to fifteen months after April 1917, since its army was even less prepared for modern campaigning than any of the European forces had been in 1914. But its productive strength, boosted by the billions of dollars of Allied war orders, was unequaled. Its total industrial potential and its share of world manufacturing output was two and a half times that of Germany's now overstrained economy. It could launch merchant ships in their hundreds, a vital requirement in a year when the U-boats were sinking over 500,000 tons a month of British and Allied vessels. It could build destroyers in the astonishing time of three months. It produced half of the world's food exports, which could now be sent to France and Italy as well as to its traditional British market.

In terms of economic power, therefore, the entry of the United States into the war quite transformed the balances, and more than compensated for the collapse of Russia at this same time. . . . the productive resources now arranged against the Central Powers were enormous. . . .

Source: Paul Kennedy, *The Rise and Fall of the Great Powers*, Random House, 1987

9 According to Paul Kennedy, what was **one** effect of United States industrialization on World War I? [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 the Civil War and the end of World War I, industrialization played an ever-increasing role in the economic, social, and political development of the United States.

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

- Discuss the economic, social, *and/or* political effects of industrialization on the United States between the Civil War (1861–1865) and the end of World War I (1918)

#### 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 conclusion that are beyond a restatement of the theme





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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY  
AND GOVERNMENT

Tuesday, June 16, 2009 — 1:15 to 4:15 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

# REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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# FOR TEACHERS ONLY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

### UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 16, 2009 — 1:15 to 4:15 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

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THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

VOLUME  
**1 OF 2**  
MC & THEMATIC

United States History  
and Government

June 16, 2009

#### Part I

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

Cut Here

Cut Here

## 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**  
**June 2009**

**Theme: Constitutional Principles—Individual Rights**

Throughout United States history, many different groups have faced discrimination. The federal and state governments have taken actions that have either protected or limited the rights of these groups in American society.

**Task:** Select *two* different groups in American society who have faced discrimination and for *each*

- Describe *one* specific example of discrimination faced by the group
- Describe *one* action taken by the federal or state governments related to this example of discrimination
- Discuss how the action taken by the federal or state governments either protected *or* limited the rights of the group

You may use any example from your study of United States history. Some groups you might wish to consider include Native American Indians, African Americans, Asian Americans, Hispanic Americans, women, the elderly, and the disabled.

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

***Scoring Notes:***

1. This thematic essay has a minimum of *six* components (for *two* different groups, describing *one* specific example of discrimination faced by *each* group, describing *one* action taken by the federal or by state governments related to that specific example of discrimination, and discussing how that action either protected *or* limited the rights of *each* group).
2. The examples of discrimination faced by the *two* different groups in American society can be from any time period in United States history.
3. An action taken by government can be used as an example of discrimination as long as it is followed by a different action by government related to this example of discrimination, e.g., passage of Jim Crow laws can be used as the example of discrimination followed by the federal government action taken in *Brown v. Board of Education*.
4. Additional examples of discrimination and/or government action related to the primary example of discrimination and/or government action can be used to support the description, e.g., *Plessy v. Ferguson* may be an additional example of discrimination and/or government action in relation to a discussion of Jim Crow laws.
5. A specific action taken by the federal or state governments can be an executive action, a legislative action, or a judicial decision as long as it applies to the specific example of discrimination being discussed.
6. Whether a specific action taken by the federal or state governments either protected *or* limited the rights of a group may depend on the point of view of the student. The response may discuss the topic 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 for two different groups, describing one specific example of discrimination faced by each group, describing one action taken by the federal or state governments related to that specific example of discrimination, and discussing how that action taken by the federal or state governments either protected or limited the rights of each group
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *African Americans*: connects a description of how the Supreme Court decision in *Brown v. Board of Education* addressed discrimination against African Americans by ending the practice of “separate but equal” in public schools to a discussion of how the decision advanced African American rights by enforcing the equal protection clause and how it prompted further action to desegregate all public facilities; *women*: connects a description of the denial of suffrage to women to a discussion of how the 19th amendment, which granted all women in all states the right to vote, protected women’s rights by increasing their political participation, encouraging the passage of laws favorable to their interests, and allowing them to hold even the highest government positions
- Richly supports the theme with relevant facts, examples, and details, e.g., *African Americans*: white supremacy; Reconstruction; black codes; Jim Crow laws; *Plessy v. Ferguson*; NAACP; Thurgood Marshall; Earl Warren; “with all deliberate speed”; reversal of *Plessy*; Little Rock; Eisenhower; 1964 Civil Rights Act; de facto segregation today; *women*: Abigail Adams; “remember the ladies”; Seneca Falls Convention; Elizabeth Cady Stanton; Progressives; World War I; 1964 Civil Rights Act; Betty Friedan; NOW; Equal Pay Act; Title IX; *Roe v. Wade*; Hillary Clinton; Nancy Pelosi; Sarah Palin
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one group more thoroughly than for the second group *or* discussing one aspect of the task less thoroughly than the other aspects of the task for both groups
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *African Americans*: discusses the segregation of public facilities and unequal treatment faced by newly freed slaves after Reconstruction, how the Supreme Court decision in *Brown v. Board of Education* ended the policy of separate public schools, and how the *Brown* decision led to integration of all public facilities thereby protecting African American rights; *women*: discusses how the denial of suffrage kept women from having direct influence on government policy and how the passage of the 19th amendment increased women’s political participation and increased their involvement in government
- 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 Level 5 and 4, all six components of the task should be developed.

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

**Score of 3:**

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

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

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

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

In the United States, discrimination has occurred in various instances over aspects of life such as religion, race and gender. One would often wonder why such a democratic free nation would be overcome by a powerfully negative perspective; prejudice. When viewing history with a positive point of view, one can clearly see how groups such as women & African Americans have risen from the fangs of discrimination to become strong in organization, dedication and responsibility.

Women in 19th century America were quite restricted in regards to the freedoms they had. One of the major examples of this restriction was the lack of a woman's right to vote. 19th century America viewed women as inferior and unequal to men. Due to this view and gender discrimination, women were forced to deny the "cult of domesticity" role that society had given them and rebel, while fighting for their deserved rights. The American government, in response to the cries of the women's suffrage movement and its leaders, Susan B. Anthony and Elizabeth Cady Stanton, eventually passed the 19th amendment to the constitution which granted American women the right to vote. The passage of the amendment, after much controversy and disagreement from male groups, allowed women to finally have their voices heard so they could vote, campaign and run for office and be viewed as equals to men in society. Today more and more women hold high public offices in all three branches of government.

Recently women have been candidates for President and Vice President for the major parties, challenging the final glass ceiling. Politicians now have to pay attention to women's votes.

It has become evident over time that the group in American history to be most denied and disrespected by society was none other than the African Americans. These people, who were brought to America, enslaved by the fangs of slavery, were repeatedly discriminated against. They had no rights and were considered property making them the lowest level of society. In response to the emancipation of slaves after the Civil War, many African Americans were still treated as the outcast group especially in southern societies. White supremacists wanted to be sure that freed slaves would never gain equality. Southern legislatures responded to the freedom of many of these ex-slaves with the Jim Crow laws, which were only created to emphasize segregationist principles in the South. These laws kept the races separate in trains, bathrooms, and schools and African Americans suffered with inferior treatment. Even the Supreme Court upheld Jim Crow in *Plessy v. Ferguson*. These laws only furthered the imbalance of equality in the South causing more hatred and anger to arise between different ethnic groups. It would take decades for these social prejudices to be overcome. Even today, many city schools are segregated because of the ethnic neighborhoods that their students come from.

Discrimination among many groups in American history have fostered positive and negative reactions. Women + African Americans both eventually gained freedoms, but at different rates. The individual prejudices that arose from these conflicts have helped to shape American societal relationships today.

**Anchor Level 5-A**

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth for discrimination faced by women and African Americans
- Is more analytical than descriptive (*women*: women were forced to deny the “cult of domesticity” role that society had given them and rebel; passage of the 19th amendment allowed women to have their voices heard so they could vote, campaign, run for office and be viewed as equals to men in society; politicians now have to pay attention to the women’s vote; *African Americans*: had no rights and were considered property, making them the lowest level of society; Jim Crow laws kept the races separate in trains, bathrooms, and schools, and African Americans suffered with inferior treatment; these laws only furthered the imbalance of equality in the South causing more hatred and anger to arise between different ethnic groups)
- Richly supports the theme with relevant facts, examples, and details (*women*: Susan B. Anthony; Elizabeth Cady Stanton; suffrage movement; challenging the glass ceiling; *African Americans*: slavery; emancipation; Civil War; white supremacists; Southern legislatures; *Plessy v. Ferguson*)
- Demonstrates a logical and clear plan of organization; includes an introduction that questions how a democratic free nation could be overcome by prejudice and a conclusion that comments on the role of past prejudices in shaping societal relationships today

**Conclusion:** Overall, the response fits the criteria for Level 5. The response demonstrates clear and logical connections between all aspects of the task for each group. Additionally, the response demonstrates an understanding of the link between past discrimination and contemporary society.



Throughout United States history, both Native Americans and Japanese Americans have faced discrimination through people's treatment of them in their everyday life and through government policies that restricted their rights and freedoms. Japanese Americans, who were incorrectly suspected of treason during World War II, had their rights limited when the United States government forced them into internment camps. Native Americans, who were seen as a hindrance to the completion of the settlement of the West, were made to live in specially designated areas and were forced to move frequently to accommodate westward expansion. Both the Japanese Americans and the Native Americans have been repeatedly denied basic individual rights and treated as "inferior" simply because they are not white.

Native Americans faced discrimination most severely in the 1800s, when government policies and westward expansion limited their individual rights. During westward expansion, many Native Americans lived in some lands that pioneers wanted to settle. So, it was easy for whites to ignore Native American claims to land they had held for centuries. Realizing this problem, the government under Andrew Jackson passed legislation forcing the Native Americans to live in specially designated areas. This movement of many Native Americans to arid, infertile lands in the West was known as the Trail of Tears. The government legislation that moved the Native Americans west severely limited their individual rights because it forced them to live in a certain place and behave a certain way. The federal government set up a reservation system and later banned them from practicing their tribal traditions under the Dawes Act. Because the Native Americans were forced to relocate to arid, infertile

land and caught diseases from the whites, the Native American population sharply declined along with the land they controlled. Today, even though Native Americans now have individual rights, such as citizenship and suffrage, the small Native American population is a reminder of the injustices and hard times faced by Native Americans.

Another racial group that has dealt with discrimination and unjust government policies has been Japanese Americans. During World War II, as America fought Japan, Japanese Americans began to be suspected of sending information to Japan. As a result, President Roosevelt issued an executive order that allowed the military to move West Coast Japanese Americans into internment camps. These camps were often overcrowded and unsanitary. More importantly, many of these Japanese Americans were American citizens and felt betrayed by their country. These Japanese Americans lost many belongings as they were limited in what they could carry into the internment camps. The legislation forcing Japanese Americans into internment camps limited their rights because this action violated the part of the Constitution that says that all people are equal under the law. This discrimination of the 1940s could be seen as a continuation of the "yellow peril," a discrimination against all Asians that denied them land, jobs, and other economic opportunities, which started in the early 1900s. Japanese Americans during the 1940s were mistreated, not as a result of well-thought-out equitable laws, but of ignorance and inequality.

Native Americans and Japanese Americans have both faced discrimination because of misunderstandings and both groups have been the victims of unjust

government legislation. Native Americans, seen as a hindrance to westward settlement, were made to live in unfamiliar places and, consequently, suffered greatly. Japanese Americans, considered to be spies for Japan during World War II, were forced to live in internment camps and thereby suffered unjust treatment. It is only when ignorance and prejudice disappear that we can learn to accept one another and live as a peaceful global community.

**Anchor Level 5-B**

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth for discrimination faced by Native American Indians and Japanese Americans
- Is more analytical than descriptive (*Native American Indians*: many Native Americans lived in the same lands that pioneers wanted to settle so it was easy for whites to ignore Native American claims to lands they had held for centuries; movement of many Native Americans to arid, infertile lands in the West was known as the Trail of Tears; the small Native American population is a reminder of the injustices and hard times faced by Native Americans; *Japanese Americans*: President Roosevelt issued an executive order that allowed the military to move West Coast Japanese Americans into internment camps; this action violated the part of the Constitution that says that all people are equal under the law; the discrimination of the 1940s could be seen as a continuation of the “yellow peril,” a discrimination against all Asians that denied them land, jobs, and other economic opportunities)
- Richly supports the theme with relevant facts, examples, and details (*Native American Indians*: westward expansion; Andrew Jackson; reservation system; Dawes Act; diseases; *Japanese Americans*: treason; World War II; overcrowded, unsanitary camps; loss of belongings)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that establish the common elements of mistreatment

**Conclusion:** Overall, the response fits the criteria for Level 5. The strength of the response lies in the parallels drawn between two nonwhite groups who suffered the injustice of discrimination and forced relocation.

Over the course of history, many groups of people have faced the wrath of anti-American fear. This sort of treatment of certain groups of people can be attributed to social turmoil, strengthened by political as well as economic chaos. The Native American and African American have endured enormous amounts of abuse resulting from un-American views about them and fears residing within people about these groups effect on their society.

The Native Americans have been victimized by the American people for their own selfish needs. As America went on the road to industrialization, more lands were needed to accommodate the growing needs of the people. Railroads, a major result of this boom, took up land on the American continent. Even farmers, America's backbone needed land to support the growing masses. The Native Americans however, ended up suffering through all this change. The growing demand for excess land came from Native American lands. The government did not care enough for those people and the ancestral lands in comparison to the needs of the American population and put Native Americans into reservations to save land for American use. The discontent Native Americans were even more harassed when the American

government imposed the Dawes Act which forced Native Americans to assimilate into American culture and to sell their land to whites. The American people viewed these ancestral group of people as savages and wanted them to go get jobs and live like a true American. But as the government began to repent of their ways, the Indian Reorganization Act was passed which allowed Native Americans to go back into their formal tribes and practice their culture as they saw best. But only half of them did so. Even so they have never been able to get back the lands or their pride that was taken from them by the Dawes Act.

African Americans are another group of people in American history who have suffered enormously due to constant discrimination based on their race. During the colonial era, slaves became prominent as they were ~~considered~~ used to work on the plantations. They were considered to be property and had no rights. The Civil War was fought to help the moral cause of Union and eliminate slavery. The government gave no protection for slaves as it recognized the need of Americans to use them to work on their farms. Even after Reconstruction, African Americans were still considered inferior to the rest of

the Americans, the ruling of "separate but equal" in *Plessy v. Ferguson* established the principle that African Americans are not technically being discriminated in public places if they are offered the same services as their counterparts. Of course, the facilities were always inferior to the whites! Even though the 14<sup>th</sup> amendment had made African Americans citizens, for years they were treated as second class citizens. They did not gain equal treatment until the Supreme Court ruled that "separate but equal" is unconstitutional.

In conclusion, two groups of people who faced discrimination are Native Americans and African Americans. The American need to achieve financial and social stability abused their brethren for their selfish motives.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing discrimination faced by Native American Indians more thoroughly than discrimination faced by African Americans
- Is both descriptive and analytical (*Native American Indians*: as America went on the road to industrialization, more lands were needed to accommodate the growing needs of the people; discontented Native Americans were even more harassed when the American government imposed the Dawes Act; they could never get back all the land or the pride; *African Americans*: were considered to be property and had no rights; the ruling of “separate but equal” in *Plessy v. Ferguson* established the principle that African Americans were not technically being discriminated against in public places if they are offered the same services as their counterparts; for years they were treated as second-class citizens; gained equal treatment when Supreme Court ruled that “separate but equal” is unconstitutional)
- Supports the theme with relevant facts, examples, and details (*Native American Indians*: railroads; ancestral lands; reservations; assimilate; sold their land; Indian Reorganization Act; *African Americans*: plantations; Civil War; moral cause of the Union; Reconstruction; 14th amendment)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that associate discrimination with selfish motives

**Conclusion:** Overall, the response fits the criteria for Level 4. The response includes a good discussion about the abusive nature of discrimination and shows a perceptive knowledge of history. However, it lacks the in-depth analysis and the number of details usually found in a Level 5 paper.

The United States is a land of many different peoples. All nationalities, cultures, and religions are present in the U.S. Despite America's claim to be the land of the free and equality for all, some groups have blatantly been discriminated against. Two groups that have been specifically targeted over the course of our nation are blacks and Japanese.

Since the founding of our nation blacks have been discriminated against in many different ways. At first they were taken from their homelands and forced to perform manual labor on U.S. farms and plantations. The slave trade flourished in the U.S. for generations especially in the south. The issue on how to eventually bring slavery to an end was often avoided and no clear plan was ever formulated. One example shown by the Supreme Court on just how strong slavery was in America was the ~~dred~~ ~~so~~ Scott decision. In this case a runaway slave known as Dred Scott sued for his freedom on the grounds that he had lived for many years in a northern territory where slavery was outlawed. He decided to sue after his master died. In this case the Supreme Court ruled that because Dred Scott was not a citizen of the United States and was considered property he had no right to sue for his freedom. This decision appalled many anti-slavery advocates.



and reaffirmed to the nation that slavery was here to stay. Slaves were established as property, not as active citizens of the U.S. This meant that the Constitution and freedoms guaranteed to all people in the U.S. did not pertain to blacks.

Another race of people that were discriminated against during some point in U.S. History was the Japanese. With the bombing of Pearl Harbor by Japan many people in the U.S. became skeptical of the loyalty of Japanese Americans during WWII. After the U.S. entered WWII the government began to share the same fears as the people. Japanese Americans were perceived as spies that would sabotage the U.S. at any chance they got. President Roosevelt issued an order that all Americans of Japanese background living on the west coast be put into detainment camps. Japanese people were forced out of their homes and they lost many of their possessions. They were required to remain in these camps for the duration of the war. The government's actions were based solely on fear and blind accusations that had no evidence. These citizens were severely limited in their civil rights during WWII as a result of

the governments actions. Later in the century, the government realized how unfair it was and gave money and an apology to them.

Although the U.S. claims to be a land where anyone can live freely there have been obvious actions of discrimination taken against some groups. America's history is not perfect the government has made mistakes that have resulted in limited rights for its people.

**Anchor Level 4-B**

**The response:**

- Develops all aspects of the task by discussing discrimination faced by African Americans and Japanese Americans
- Is both descriptive and analytical (*African Americans*: the issue on how to eventually bring slavery to an end was often avoided and no clear plan was ever formulated; this decision appalled many anti-slavery advocates and reaffirmed to the nation that slavery was here to stay; this meant that the Constitution and freedoms guaranteed to all people in the United States did not pertain to blacks; *Japanese Americans*: with the bombing of Pearl Harbor by Japan, many people in the United States became skeptical of the loyalty of Japanese Americans during World War II; President Roosevelt issued an order that all Americans of Japanese background living on the West Coast be put into detainment camps; the government's actions were based solely on fear and blind accusations that had no evidence)
- Supports the theme with relevant facts, examples, and details (*African Americans*: manual labor; plantations; slave trade; Dred Scott decision; property; *Japanese Americans*: sabotage; loss of property; apology)
- Demonstrates a satisfactory plan of organization; includes an introduction that describes United States diversity and a conclusion that notes that government errors have limited the rights of its people

**Conclusion:** Overall, the response fits the criteria for Level 4. The response clearly shows the importance and the impact of the Dred Scott decision on the issue of slavery. Including the federal government's recognition of the discrimination at a later date strengthens the section on the Japanese Americans.

When Thomas Jefferson wrote the Declaration of Independence, he clearly stated that "all men are created equal" and born with "inalienable rights." However, throughout history this statement didn't seem to apply to some minority groups according to the white males of society. African Americans and women struggled to achieve civil rights in this country and received much discrimination. It finally took federal action from the President, Congress, and the Supreme Court to have African American and women's right protected.

African Americans may have been freed from slavery and granted American citizenship by the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, but certainly did not feel like citizens. First of all, African Americans were discriminated against for trying to vote. After slaves were freed the South established the Jim Crow laws which separated the whites and the blacks. Then there were also extremely difficult literacy tests and expensive poll taxes to make sure African Americans couldn't vote since they were mostly uneducated and couldn't afford to pay the poll tax. For years this discrimination continued and blacks were even killed by the KKK if they resisted. Later, the Jim Crow laws were ignited again in the Plessy v. Ferguson Supreme Court case which created the doctrine "separate but equal." American became extremely segregated following this case. Facilities such as restrooms and lunch

Counters were made separate for whites and blacks, as well as schools. It wasn't until the "Brown v. Board of Education" Supreme Court case that blacks were finally able to attend an all white school and the policy of separate schools for blacks and whites was ended. This initiated the booming civil rights movement, led by influential leaders such as Martin Luther King Jr. <sup>who</sup> ~~also~~ practiced nonviolent protests in order to integrate the community. Malcolm X used violence to separate blacks from the community. Eventually, African Americans were beginning to see the light when the Civil Rights Act of 1964 was established, stopping segregation as well as the voting rights act of 1965 allowing A.A.s to vote. President John F. Kennedy and Lyndon B. Johnson were major advocates of the civil rights movement and helped A.A.s receive their rights as citizens.

Like African Americans, women struggled for their voting rights as well. Since the second Great Awakening, women began to seek their rights as well as protest against things such as temperance and abortion. It took influential leaders such as Susan B. Anthony and Elizabeth Cady Stanton to bring women together at the Seneca Fall Convention to ask for rights like education, jobs, property and the vote so they could be heard. Finally in 1919, the government passed the 19<sup>th</sup> Amendment granting women the right to

vote. The right to vote was only one achievement, they still fought like African Americans to stop discrimination.

Gaining the right to vote gave women the power that they needed during the women's rights movement of the 1960s and 1970s. Then in 1964 under the Civil Rights Act, discrimination was banned on the basis of sex or race. The <sup>equal</sup> Employment act was also established and stated that women or African Americans would not be denied a job based on their race or sex. Later in the 1970s, women used their growing political power to fight for more rights.

Overall, African Americans and women suffered similar struggles throughout history. For example, the right to vote and discrimination. The federal government then took action to help protect the rights of these two minority groups.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing discrimination faced by women more effectively and with greater focus than discrimination faced by African Americans
- Is both descriptive and analytical (*African Americans*: after slaves were freed, the South established the Jim Crow laws, which separated the whites and the blacks; blacks were finally able to attend an all white school and the policy of separate schools for blacks and whites was ended; this initiated the booming civil rights movement; Martin Luther King Jr. practiced nonviolent protests to integrate the community; Malcolm X used violence to separate blacks from the community; *women*: brought women together at the Seneca Falls Convention to ask for rights like education, jobs, property and the vote so they could be heard; the government passed the 19th amendment granting women the right to vote; gaining the right to vote gave women the power that they needed during the women's rights movement of the 1960s)
- Supports the theme with relevant facts, examples, and details (*African Americans*: 13th, 14th, 15th amendments; literacy tests; poll taxes; Ku Klux Klan; *Plessy v. Ferguson*; "separate but equal"; Martin Luther King Jr.; Civil Rights Act of 1964; Voting Rights Act of 1965; John F. Kennedy; Lyndon B. Johnson; *women*: Second Great Awakening; temperance and abolition; Elizabeth Cady Stanton; Civil Rights Act of 1964; Equal Employment Act); includes a minor inaccuracy (*women*: Susan B. Anthony at the Seneca Falls Convention)
- Demonstrates a logical and clear plan of organization; includes an introduction noting the failure of the United States to live up to the ideals of the Declaration of Independence and a conclusion that is a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response contains historical detail about each group. However, the inclusion of multiple examples of discrimination against African Americans causes that discussion to lose its focus.

Throughout the 20<sup>th</sup> century may be found instances in which discrimination against a certain group of individuals, sparks the attention of the government and prompts it to take decisive action. At the beginning<sup>s</sup> of the 1900s, American women yearned for an end to gender based racism, calling for ~~struggle~~ the expansion of suffrage and equality under the law. ~~that~~ when their cries reached the government, it responded with the passage of the 19<sup>th</sup> Amendment granting women the right to ~~be~~ vote. Later on, yet another issue of discrimination arose against Japanese-Americans, after the events on December 7, 1941 in Pearl Harbor. Rather than act to expand Japanese people's rights, however, the federal government collected all citizens of Japanese descent and placed them in internment camps. The actions of the federal government to deter gender based discrimination as well as its ~~first~~ attempt to ~~is~~ isolate individuals based on ethnicity, both aided in and greatly deterred efforts to uphold the Constitution.

For centuries, women of the world remained nearly silent about the injustices

they faced. While a few individuals rebelled inwardly, the majority of women complacently accepted their role in the household and not in public life. With the arrival of the Seneca Falls Convention led by Elizabeth Cady Stanton, as well as as a result of the motivation to attain equality, women rapidly began to call for equal rights. Individuals such as Mary Wollstonecraft wrote critical essays on female status and pushed the general population to support suffrage. As picketing increased, the national government became more and more progressive in their ideas. Soon enough, ~~in 1920~~ in 1920, the 19<sup>th</sup> Amendment was passed granting women the right to vote. Clearly the government acted, in this instance, to uphold the constitution and promote equal rights.

Governmental interference in times of discrimination is not always beneficial to the oppressed though. An exemplary example of this lay in the treatment of Japanese Americans following the attack on Pearl Harbor. As time went on, racism for this particular



rest of society only increased as fear and suspicion became more prevalent. Japanese Americans faced defamation of name and property as well as many other negative side effects.

~~In an attempt to~~ what the government referred to as an attempt to protect Japanese American citizens, it took the thousands in the U.S. away from their homes and forced them to reside in internment camps. It is now understood that the motive behind this act was the fear of yet another potential terrorist attack on the U.S. While the federal government in this case acted to protect the best interests of its citizens, it failed to protect the rights as U.S. citizens as well.

~~This~~ Discrimination based on gender and ethnicity is an issue that has plagued American society since the inception of the country. Whether it be ~~the~~ the racism faced and fought against of women in the early 20th century or the ethnically based ~~disparities~~ isolation of Japanese Americans during World War II, it is this unfair practice is an undeniable aspect of U.S. ~~history~~ culture. The government ~~has~~ took action in both issues and in the case of women, proved to the activity

of the federal government proved quite beneficial while in that of Japanese Americans they did not fare so well. If history repeats itself, however, the U.S. should be given a plethora of opportunities to atone for the mistakes of the past and work to abolish discrimination in the present and future.

Anchor Level 3-A

**The response:**

- Develops most aspects of the task in some depth for discrimination faced by women and Japanese Americans
- Is both descriptive and analytical (*women*: at the beginning of the 1900s, American women yearned for an end to gender-based racism calling for the expansion of suffrage and equality under the law; as picketing increased, the national government became more and more progressive in their ideas; *Japanese Americans*: faced defamation of name and property as well as many other negative side effects; as an attempt to protect Japanese American citizens, it took thousands in the United States away from their homes and forced them to reside in internment camps)
- Includes some relevant facts, examples, and details (*women*: 19th amendment; Seneca Falls Convention; Elizabeth Cady Stanton; Mary Wollstonecraft; *Japanese Americans*: December 7, 1941; Pearl Harbor; fear and suspicion; ethnically based isolation; World War II)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are informative and beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the response exhibits some knowledge of the women's suffrage movement and the motives for Japanese American internment, it lacks a solid description of government actions. Additionally, it fails to discuss how the actions protected or limited the rights of the groups.

Throughout the history of America multiple groups have been discriminated against for various reasons. In order to mediate these discrepancies the government more often than not takes action. Sometimes they pass laws or Acts and sometimes they add a new amendment to the Constitution. Two examples of discrimination in the United States would be women and ~~Native Americans~~ African Americans.

Women have always been held inferior to men. They weren't allowed to work most jobs and were looked down upon if they didn't follow the norm. Which for the most part was being a homemaker; caring for the children, cooking, catering to her husband. One of the ~~biggest~~ things women weren't granted was the right to vote. Women unlike slaves were always counted in the population. But they were not given the right to vote. Women fought for women suffrage all over the states.

One of the biggest events was the Seneca Falls Convention. After years of fighting for their rights, women finally obtained the right to vote after the passing of the 19th amendment. The 19th amendment stated that all white women had the right to vote.

~~From~~ African Americans were more brutally and openly discriminated against. People like Harriet Tubman, Rosa Parks, and Martin Luther King Jr. fought for the rights of the black community. ~~Community.~~ African Americans faced slavery, racism, segregation, hate crimes, and hate groups. Despite the abolishment of slavery, African Americans were still looked down upon. They were thought to be inferior merely because of the color of their skin. African Americans were not allowed to attend white schools or use white facilities. Groups like the KKK (Ku Klux Klan) targeted African Americans and killed them. And for the most part very rarely did a white man defend them.

But the African Americans held strong and fought the discrimination. People like Rosa Parks and Martin Luther King took public stands ~~refusing~~ refusing to give in to the ~~segregation~~ discrimination around them. "Separate but equal" is what the Constitution says. ~~Books~~ African Americans and Whites were separate but in no way were their facilities equal. After many rallies and court cases the Supreme Court finally labeled "separate but equal" as unconstitutional. It was evident that certain places did not have equal facilities. Therefore the President called for an integration of schools. Children were now pushed to integrate. In some states ~~which~~ African American children had to be escorted into the school building for their own safety. But we have come along way since such hate crimes are now punished by law. The laws are also strictly enforced.

Many more groups in the United States

have been discriminated against. Some Subtler, like Women's Suffrage and some more drastic, and dangerous, and hateful like the ~~acts~~ acts of discrimination against the African Americans. Discrimination, however, can only go so far before the government intervenes. Today such actions are strictly forbidden under the Constitution and the laws against them strictly enforced. The United States of America have come a long way since the days of the Civil rights movement. Now with the assistance and guidance of the government African Americans and women have the rights they deserve promised to them in the United States Constitution.

## Anchor Level 3-B

### **The response:**

- Develops most aspects of the task in some depth by describing an example of discrimination faced by women and African Americans, stating an action taken by the federal government and mentioning how the government action protected the rights of African Americans and women
- Is more descriptive than analytical (*women*: they were not allowed to work most jobs and were looked down upon if they did not follow the norm; after years of fighting for their rights, women finally obtained the right to vote after the passing of the 19th amendment; *African Americans*: African Americans were not allowed to attend white schools or use white facilities; the Supreme Court finally labeled “separate but equal” as unconstitutional; in some states, African American children had to be escorted into the school building for their own safety)
- Includes some relevant facts, examples, and details (*women*: homemaker; counted in the population; suffrage; Seneca Falls Convention; *African Americans*: Harriet Tubman; Rosa Parks; Martin Luther King Jr.; slavery; racism; segregation; hate crimes; Ku Klux Klan); includes some inaccuracies (*women*: the 19th amendment stated that all white women had the right to vote; *African Americans*: “separate but equal” is what the Constitution says; the President called for an integration of schools)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response includes broad, unsubstantiated generalizations. Many examples of discrimination are cited, but the response lacks an adequate discussion of how the actions taken by the federal government protected each group.

THROUGHOUT AMERICAN HISTORY PEOPLE OF ALL DIFFERENT BACKGROUNDS, NATIONALITIES, AND RELIGIOUS GROUPS HAVE FACED SOME FORM OF DISCRIMINATION. ~~EVEN~~ EVEN IN A DEMOCRATIC NATION IN WHICH "ALL PEOPLE ARE CREATED EQUAL", DISCRIMINATION, ~~EVEN~~ IN A DEMOCRATIC NATION IS STILL PRESENT. IN MANY CASES THE GOVERNMENT HAS TRIED TO REDUCE DISCRIMINATION BY HELPING THOSE WHO ARE DISCRIMINATED AGAINST BUT THERE HAVE BEEN TIMES WHEN THE GOVERNMENT'S ACTIONS HAVE FURTHER DEBILITATED THE DISCRIMINATED GROUP.

DURING TIMES OF WAR FEAR OF ESPIONAGE AND NATIONALISM HAVE AT MANY TIMES COMBINED TO CREATE A HOSTILE NATION AGAINST ITS OWN RESIDENTS. THE BEST EXAMPLE OF THIS IS DURING WORLD WAR II. AFTER THE ATTACK ON PEARL HARBOR BY JAPAN, MANY JAPANESE IN THE U.S. WERE DISCRIMINATED AGAINST. AMERICANS WANTED THEM REMOVED FROM THE WEST COAST, ALSO MANY OTHER ASIANS FACED DISCRIMINATION BECAUSE OF THE FAILURE OF MANY TO DISCERN THE DIFFERENCE BETWEEN THE DIFFERENT ETHNICITIES. THE GOVERNMENT DIDN'T HELP THE SITUATION BECAUSE THEY CONTINUED TO ENFORCE THE STRICT IMMIGRATION LAWS SUCH AS THE EMERGENCY QUOTA ACT. THEN THE GOVERNMENT ALSO CREATED INTERNMENT CAMPS AWAY FROM THE WEST COAST IN WHICH MANY JAPANESE-AMERICANS WERE PUT IN. THEREFORE MAKING THE



SITUATION WORSE FOR JAPANESE AMERICANS AND JAPANESE IMMIGRANTS.

DISCRIMINATION IS NOT JUST CONFINED TO A CERTAIN RACE OR RELIGION. GENDER ROLES HAVE ALSO FACED CHALLENGES. WOMEN IN AMERICAN HISTORY HAVE FACED A LOT OF DISCRIMINATION. THEY WERE NOT GRANTED MANY OF THE SAME RIGHTS AS MEN FROM THE COLONIAL TIMES. THE RIGHT TO VOTE, HOLD OFFICE, OWN PROPERTY, AND WORK OUTSIDE THE HOME WERE ALL RIGHTS THAT WOMEN HAD TO WORK FOR.

THEIR SIGNIFICANT RISE IN POWER AND INCREASE IN RIGHTS NOT ONLY RESULTED FROM WOMEN'S RIGHTS ACTIVISTS SUCH AS SUSAN B. ANTHONY BUT ALSO BY THE ACTIONS OF THE GOVERNMENT. UNIVERSITIES WERE CREATED JUST FOR WOMEN AND MANY INSTITUTIONS WERE MADE CO-ED. WOMEN WERE GIVEN THE RIGHT TO VOTE SHORTLY AFTER WWI WITH THE PASSING OF THE 19<sup>TH</sup> AMENDMENT. NOW WOMEN HAVE MANY RIGHTS AND A LOT MORE POWER INSIDE AND OUTSIDE THE HOME. TODAY MANY WOMEN HOLD GOVERNMENT OFFICES.

THE ACTIONS OF THE GOVERNMENT TO AID OR DEBILITATE DISCRIMINATED GROUP DEPENDED ON THE TIME PERIOD, THE DISCRIMINATED, AND THE ONES IN POWER. THEREFORE ACTIONS TOWARDS THESE GROUPS DIFFERED. THE JAPANESE WERE

NOT TREATED LIKE AMERICANS AND STRIPPED OF ALL  
THEIR RIGHTS. HOWEVER, WOMEN WERE GRANTED MORE  
RIGHTS WITH TIME.

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**Anchor Level 3-C**

**The response:**

- Develops all aspects of the task with little depth for discrimination faced by Japanese Americans and women
- Is both descriptive and analytical (*Japanese Americans*: during times of war, fear of espionage and nationalism have combined to create a hostile nation against its own residents; the government created internment camps away from the West Coast, making the situation worse for Japanese Americans and Japanese immigrants; *women*: the right to vote, hold office, own property, and work outside the home were all rights that women had to work for; today many women hold government offices); includes isolated analysis (*Japanese Americans*: many other Asians faced discrimination because of the failure of many to discern the difference between different ethnicities; *women*: universities were created just for women)
- Includes some relevant facts, examples, and details (*Japanese Americans*: World War II; Pearl Harbor; Emergency Quota Act; *women*: Susan B. Anthony); includes a minor inaccuracy (*women*: women were given the right to vote shortly after World War II with the passing of the 19th amendment)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although all aspects of the task are addressed, they lack development and supporting detail. Isolated analysis and inaccuracies further diminish the response.

In history different groups of people are discriminated. The government has made things better for these people African-americans and asian people have been discriminated during times of crisis by the national government.

During WWII Asian people living in the U.S. faced discrimination. After Pearl Harbor was attacked by the Japanese, Japanese americans were put into camps where they had to live until they were let go. After awhile, the government gave money to the relatives of the Japanese americans who were put into the camps.

African-americans have always been discriminated in american history. In the south, whites had Jim Crow laws who seperated blacks from whites. The government really couldn't do anything about it unless the Jim Crow laws weren't equal. After awhile when white people started going overboard with the KKK and everything, the courts started making laws against segregation. They gave black people more rights and freedom.

The actions of the federal government protected the African-americans but the Japanese-americans really didn't get harm or benefited by the federal government.

All they got was money. The african-americans got more rights and were protected by law to never have those rights violated. The japanese-americans got money for their problems and that was really about it for all the troubles they went through.

In times of crisis the government and the people have discriminated against groups of people. African-americans and japanese-americans have faced discrimination but made it through with positive outlooks on their freedoms. People still do it today but the government tries to protect them but sometimes it never works out.

**Anchor Level 2-A**

**The response:**

- Minimally develops all aspects of the task for discrimination faced by Japanese Americans and African Americans
- Is primarily descriptive (*Japanese Americans*: after Pearl Harbor was attacked by the Japanese, Japanese Americans were put into camps where they had to live until they were let go; the Japanese Americans got money for their problems and that was really about it for all the troubles they went through; *African Americans*: in the South, whites had Jim Crow laws that separated blacks from whites; the courts started making laws against segregation; the African Americans got more rights and were protected by law)
- Includes few relevant facts, examples, and details (*African Americans*: Ku Klux Klan; *Japanese Americans*: after a while, the government gave money to the relatives of the Japanese Americans who were put into the camps)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that over generalize the role of crises in causing discrimination

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates some understanding of discrimination faced by each group but lacks the relevant detail and depth to support it.

In United States history, different groups and races have faced discrimination. These groups have spent many years trying to overcome and stop this discrimination. However, the government has protected and limited these people's rights in American society.

A perfect example of discrimination and racism that has been present in American society is toward the African Americans. African Americans were brought to America to be slaves for the American people. These slaves would work long hours, mostly in farming fields, completing all of the Americans hard work. They would be given food and that is about it. They have been treated poorly and <sup>were</sup> often beaten or punished. This group ~~has~~ spent years being discriminated and abused for no reason.

After <sup>many years</sup> ~~some time~~ and a lot of protesting, the government finally stepped in. They passed the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments, granting these African Americans freedom, equality, and the right to vote. African Americans were now free and had the right to live their own lives. Many of these freedmen moved to the North to start their new lives. However, they were still ~~discriminated~~ by many whites and <sup>they</sup> didn't receive the same quality as the native-born Americans.

With the newly granted rights to the African Americans, they were allowed on paper to do what they want. However, discrimination

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## Anchor Paper – Thematic Essay—Level 2 – B

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continued and racism still existed. These African Americans lived many of their things "separate but equal." After many years of protesting and the rising of Martin Luther King Jr., African Americans fought for their rights. With the support of the government and the determination to make equality the African Americans fought against discrimination and war.

All in all, African Americans went through many events. They were discriminated and used for many years in United States History. With the passage of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments, African Americans were granted freedom and equality. However, they still faced discrimination until they fought for true equality.

### Anchor Level 2-B

#### The response:

- Develops all aspects of the task in some depth for discrimination faced by African Americans
- Is primarily descriptive (*African Americans*: these slaves would work long hours, mostly in farming fields; they passed the 13th, 14th, and 15th amendments, granting these African Americans freedom, equality, and the right to vote; with the newly granted rights to the African Americans, they were allowed on paper to do what they want; they still faced discrimination until they fought for true equality)
- Includes few relevant facts, examples, and details (*African Americans*: "separate but equal"; Martin Luther King Jr.); includes an inaccuracy (*African Americans*: many of these freedmen moved to the North to start their new lives)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that repeats information already discussed

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion of African Americans indicates knowledge of slavery and its aftermath. However, the failure of the response to include a second group makes this a Level 2 response.

In the United States, there has been a long and hard road to freedom. Throughout history many groups have faced discrimination and other major setbacks on that road. The federal and state governments have taken actions that have both protected and limited the rights of different groups in American history. Two major examples of groups which have been ~~greatly~~ greatly discriminated against are Native Americans and African Americans.

Native Americans have been persecuted ever since the first settlers arrived at Plymouth rock from England. The United States has taken their land, and killed their people for their own benefit. The Native armies were in no shape to defeat English and Spanish modern guns and artillery, so they were forced to assimilate into society, stripped of their heritages. Things did not get much better until the 20<sup>th</sup> century, <sup>during which</sup> ~~when~~ the Native Americans have been granted back limited amounts of land and freedom back.

African Americans are another minority group greatly discriminated against throughout history. They were forced into slavery by the European peoples who came to their native Africa to capture them. Brought over to America, the slaves were further exploited by being forced to grow cash crops for rich plantation owners. The situation did not even begin to get better until the constitution was amended in 1865 to outlaw slavery in America. However, the battle was far from over. The African American ~~are~~ society faced discrimination in Jobs, Public Businesses, and even Schools. Equality, for the most part, was finally won by the

end of the Civil Rights movement in 1968.

Throughout American history, minority groups have had to work very hard for equality. African Americans and Native Americans are only two of many groups who have had to struggle for their rights. Even today, there remains tension between the whites and minorities. Although laws now, for the most part, stand in the legal way of discrimination, in no way <sup>has</sup> ~~will~~ discrimination ~~ceased~~.

#### Anchor Level 2-C

##### The response:

- Minimally develops all aspects of the task for discrimination faced by Native American Indians and African Americans, but does so more thoroughly for African Americans than for Native American Indians
- Is primarily descriptive (*Native American Indians*: the United States has taken their land and killed their people for their own benefit; they were forced to assimilate into society, stripped of their heritage; things did not get much better until the 20th century, during which the Native Americans have been granted back limited amounts of land and freedom; *African Americans*: the slaves were further exploited by being forced to grow cash crops for rich plantation owners; the Constitution was amended in 1865 to outlaw slavery in America; the African American society faced discrimination in jobs, public businesses, and even schools)
- Includes few relevant facts, examples, and details (*Native American Indians*: Plymouth Rock; England; modern guns and artillery; *African Americans*: native Africa; Civil Rights movement); includes a minor inaccuracy (*African Americans*: end of the civil rights movement in 1968)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that comments about the ongoing nature of discrimination

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion of discrimination against African Americans demonstrates knowledge about slavery and ensuing racism. A lack of similar development for Native American Indians detracts from the quality of the response.



<sup>American</sup>  
In ~~Society~~ there have been many different groups who have faced discrimination. African Americans and women were two of the many groups discriminated. The federal and state government have taken actions that have both protected and limited the rights of these groups.

After African Americans were freed from slavery they were ~~barely~~ not given equal rights. Everything was segregated from schools to even a simple water fountain. When JFK became president one of the things he accomplished was desegregating everything by making segregation illegal. Whites and blacks had to use the same thing and both had the same civil rights. This action taken by the government helped protect the rights of African Americans because it gave the equal rights with white people.

Women faced discrimination when they were not allowed to have most of the jobs men had. They were thought of only being nurses teachers or a stay at home moms. They were not allowed to join the army, so some woman dressed up as men to be able to join. ~~The government~~  
~~allowed women to~~ During WWII the government

made women take over the mens job to keep the economy stabilized. They made them work in the factories to keep productions high. This action by the government helped ~~protect~~ limit the rights of women because the government chose the jobs they were allowed to take over for the men.

In American society African Americans and women both faced discrimination. The federal and state government took actions that both protected and limited the rights of African Americans and women. In the outcome they both were given equal rights.

**Anchor Level 1-A**

**The response:**

- Minimally develops some aspects of the task by describing an example of discrimination faced by African Americans and women
- Is descriptive (*African Americans*: everything was segregated from schools to even a simple water fountain; *women*: they were thought of as only being nurses, teachers, or stay-at-home moms); lacks understanding (*African Americans*: when John F. Kennedy became President, one of the things he accomplished was desegregating everything by making segregation illegal; whites and blacks had to use the same things and both had the same civil rights; *women*: they made them work in the factories to keep productions high; this action by the government helped limit the rights of women because the government chose the jobs they were allowed to take over for the men)
- Includes few relevant facts, examples, and details (*African Americans*: slavery; *women*: World War II)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that overstates the outcome of government action

**Conclusion:** Overall, the response fits the criteria for Level 1. The response recognizes examples of discrimination faced by each group but demonstrates a very poor understanding of government's actions and their outcomes.

Discrimination, is one that has been associated with a large amount of groups throughout United States history.

Different groups in American society have been both limited and protected by ~~either~~ the federal and state governments. Two main groups that were affiliated with this was, <sup>African</sup> ~~Native~~ Americans, and women.

Around the 1800s African Americans faced not only discrimination, but segregation between schools and facilities ~~separates~~. This eliminated black people from entering a school of mixed races. Later on the Jim Crow laws was issued which protected the African Americans from being segregated in public places, such as schools, public transportation, and facilities.

Women were also another group who faced discrimination. They were always considered inferior to men, and weren't allowed to vote. ~~then~~ Soon a women Suffrage Act was passed which now

protected women's rights to vote  
It is conclusive that Discrimination  
was widely faced throughout United States  
History. Many included race wise, gender,  
or ~~ethnicity~~ <sup>ethnicity</sup> Even though there was  
discrimination laws was implemented to  
protect those who were discriminated

Anchor Level 1-B

**The response:**

- Minimally develops some aspects of the task by describing an example of discrimination faced by African Americans and women
- Is descriptive (*African Americans*: African Americans faced not only discrimination, but segregation between schools and facilities; *women*: they were always considered inferior to men and were not allowed to vote); lacks understanding (*African Americans*: this eliminated blacks from entering a school of mixed races)
- Includes inaccuracies (*African Americans*: later on, the Jim Crow laws were issued which protected the African Americans from being segregated in public places; *women*: Women Suffrage Act)
- 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. A lack of comprehension about segregation policies and failure to address most of the task severely limit this response.

Throughout American History, many different groups have been stereotyped, or discriminated against at one time or another. Beginning in the early part of ~~the~~ American History, ~~to~~ with the Native Americans up until the most recent discrimination against ~~African~~ <sup>African</sup> Americans. American History is plagued with the unfair discrimination & hatred of races that do not conform with the ideal American Society.

The early American settlers from Europe encountered the Native Americans in the New World. Many would like to think that this encounter was a happy one. However the new settlers intruded onto Native American lands and plagued the ~~the~~ Indian way of life. The new settlers brought with them disease and greed, and killed off ~~off~~ many Native Americans. For those that did not die, they were forced to move out west, into foreign lands unknown.

When the newly formed nation of the United States of Americans began to look west onto westward expansion,

they once again intruded on Indian lands. These people were once more discriminated against & thrown around. Through laws passed, they were thrown onto Indian Reservations in unwanted desert lands. The whole process was considered legal, and were never rectified. Unfortunately for the Native Americans, they never regained ~~the~~ rightful ownership ~~of~~ their ~~land~~ land.

Another group that had been constantly hated, discriminated, and segregated were the African Americans. Since the early 1700's they were forced into slavery to work the farms, and serve for wealthier people. Unfortunately, not much was done to stop ~~it~~ this discrimination. The outcome of the civil war gave Blacks freedom and citizenship under the 15<sup>th</sup> Amendment. However, things were still the same. Blacks were now segregated and forced to work ~~for~~ for little money. Under the Jim Crow laws in the South, segregation was made legal, and blacks were forced to use separate bathrooms, water fountains, and even ~~restaurants~~ restaurants. Unfortunately for blacks, not

much changed until after the Civil Rights movement in the latter part of the 20th Century in American history. However, it was then that Blacks did finally get equal rights as Whites in America.

American History is ~~is~~ plagued by discrimination of many races. The unfair treatment of Blacks and Native Americans are a blemish on American History, and can be seen as a great ~~tragedy~~ tragedy in America.

This world we all live in has basically been built on discrimination.

Even before the U.S. was created due to escaping religious discrimination and such. Then people came here and discriminated against the Native American Indians.

Discrimination will never end, there are always going to be people who don't like people because they are different. The Native Americans were greatly discriminated against because they were different.



Throughout American history, many ethnic groups have been subjected to harsh discrimination. The women of the United States and the African Americans slaves, are prime examples of ~~of people~~ the involvement of the federal government in ~~state~~ these groups.

During the 1800's the women of the U.S. were subjected to limited rights. ~~with~~ ~~the~~ ~~limited~~ After the Seneca Falls convention <sup>1848</sup> and many protests, in 1920 women were granted the right to vote. This expanded the rights of women.

The African Americans ~~had~~ had many segregation laws after they were freed - The state government made black codes + literacy test so even though the slaves were freed they had no voting rights + strict laws. Ultimately they ~~glad~~

many times the government actions are beneficial for ethnic groups as ~~people~~ Americans must realize the benefits of living in a democratic nation

amending that they had rights.

In United States history many different groups have had to deal with discrimination. The government has done specific things that have limited and protected these groups.

The group that dealt with the most discrimination in US history, is the African-Americans. For nearly two century the African-American race has had to deal with discrimination. It required the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments just to make them voting citizens. However acts such as the Jim Crow laws, Grandfather clauses, and black codes were all examples of public discrimination.

In the 1950's the Supreme Court made a ruling on the case "Brown v. Board of Education." The Supreme Court ruled that "separate but equal" was unconstitutional. This protected the rights of African-Americans.

Another racial group that faced discrimination were the Asian-Americans. The most notable of these instances

deals with the Japanese-Americans in the 1940's. From a fear of being attacked again after Pearl Harbor ~~to~~ FDR ~~as~~ established an executive order that put all Japanese-Americans from the west coast into internment camps. This was an example of the US government limiting a group's rights.

Throughout history discrimination has been evident. From both of the prior examples we can see that our government has tried to prevent discrimination as well as getting involved in discrimination.

Throughout United States history, many different groups of people have faced discrimination. People in history have been in situations where their rights are limited or completely stripped away. In these situations the federal and state governments have acted to protect or limit these rights. African Americans and women in history have had to struggle to persuade the federal government to protect these individual rights.

African Americans have had to face harsh discrimination for generations. They were first brought to America by force in the sixteen hundreds through the early seventeen hundreds to work as slaves. Many struggled as they were beaten up and/or killed as they tried to escape by the Underground Railroad. Fredrick Douglass, a former slave, may have been the first black man to speak out in the north, where slavery didn't exist. Thus, the abolitionist movement occurred to abolish slavery. After the Civil War ended in 1865, slaves became free with the 13<sup>th</sup> amendment and they were happy, but discrimination had just begun. The Jim Crow laws had segregated public places where the white places would be much better than the black places. Blacks were being lynched in the south and even with the right to vote, white supremacist groups, like the Ku Klux Klan, would prevent blacks from having full access to public facilities that whites had. It wasn't until the

1950s where the federal government stepped in. After the case, *Brown v. Board of Education*, schools in the South were now desegregated and blacks could go to white schools. In Little Rock, Alabama, nine African American students walked into the high school, but they were being yelled at and pushed by the white students. The federal government sent troops to escort them in the school and to the classes. This action protected the rights given to African Americans. Integrating the schools provided the first step toward ending Jim Crow in society. It was a major accomplishment toward ending segregation but racism still creates a barrier for African Americans today.

Discrimination does not only have to be between races, but also gender. Women were another group that was discriminated. Back then the common women would not hold jobs, have an education, or did not vote and therefore they had no direct voice in society. Women were expected to be at home cooking and cleaning while the men enjoyed their freedom. Susan B. Anthony and Elizabeth Cady Stanton did not approve of this. They believed that women should be allowed to work, vote, and own property like men do. At the Seneca Falls Convention, women discussed what needed to be done and how to do it. They went on strikes and starved

themselves until the men gave in. During World War I, women went to work after the men had to leave to fight. After the war, the 19<sup>th</sup> Amendment gave women the right to vote, passed by the federal government. Voting gave women a chance to influence elections and the federal government started to include women in government positions who protected the rights of women. Today women make up over half of all voters and they are able to determine the outcome of elections. However, they are still discriminated today with examples like lower pay.

The federal government has protected rights of groups who were discriminated against.

### Practice Paper A—Score Level 3

**The response:**

- Develops most aspects of the task in some depth by describing an example of discrimination faced by Native American Indians and African Americans, describing an action taken by the federal or state governments, and mentioning how their rights were limited
- Is both descriptive and analytical (*Native American Indians*: the new settlers brought with them disease and greed, and killed off many Native Americans; through laws passed, they were thrown onto Indian reservations in unwanted desert lands; *African Americans*: were forced into slavery to work the farms and serve wealthier people; under the Jim Crow laws in the South, segregation was made legal and blacks were made to use separate bathrooms, water fountains, and even restaurants)
- Includes few relevant facts, examples, and details (*Native American Indians*: westward expansion; *African Americans*: Civil War; civil rights movement in the latter part of the 20th century); includes a minor inaccuracy (*African Americans*: gave blacks freedom and citizenship under the 15th amendment)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state that discrimination has tarnished American ideals

**Conclusion:** Overall, the response fits the criteria for Level 3. The response fails to develop how the government actions limited the rights of each group. Furthermore, for both groups, the link between the example of discrimination and the actions taken to enforce the discrimination is weak.

### Practice Paper B—Score Level 0

**The response:**

Fails to develop the task, referring to the theme only in a general way

**Conclusion:** The response fits the criteria for level 0 because it goes no further than to identify Native American Indians as a group facing discrimination because they were different.

## Practice Paper C—Score Level 1

### The response:

- Minimally develops some aspects of the task by describing an action taken by the federal government to address discrimination faced by women and describing an example of discrimination faced by African Americans
- Is descriptive (*women*: in 1920, women were granted the right to vote; *African Americans*: even though the slaves were freed, they had no voting rights and strict laws); lacks understanding (*African Americans*: ultimately, they had amendments that strengthened their rights)
- Includes few relevant facts, examples, and details (*women*: Seneca Falls Convention; *African Americans*: black codes; literacy tests); includes an inaccuracy (*women*: Seneca Falls Convention in 1863)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes a brief introduction and a conclusion that mentions the federal government can take an active role to benefit its citizens

**Conclusion:** Overall, the response fits the criteria for Level 1. This brief response lacks sufficient development and fails to link ideas in a meaningful way.

## Practice Paper D—Score Level 2

### The response:

- Develops some aspects of the task in little depth by describing an example of discrimination faced by African Americans and Japanese Americans and describing an action taken by the federal government
- Is primarily descriptive (*African Americans*: acts such as the Jim Crow laws, grandfather clauses, and black codes were all examples of public discrimination; in the 1950s, the Supreme Court ruled in *Brown v. Board of Education* that “separate but equal” was unconstitutional; *Japanese Americans*: Franklin D. Roosevelt established an executive order that put all Japanese Americans from the West Coast into internment camps)
- Includes few relevant facts, examples, and details (*African Americans*: 13th, 14th, and 15th amendments; voting citizens; *Japanese Americans*: Pearl Harbor )
- 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. The response makes a brief statement about whether the government actions protected or limited the rights of both groups, but fails to discuss how these rights were protected or limited.



## Practice Paper E—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for discrimination faced by African Americans and women
- Is more analytical than descriptive (*African Americans*: Jim Crow laws had segregated public places where the white places would be much better than the black places; integrating the schools provided the first step toward ending Jim Crow in society; racism still creates a barrier for African Americans today; *women*: back then the women would not hold jobs, have an education, or vote, and therefore they had no direct voice in society; voting gave women a chance to influence elections; today women make up over half of all voters, and they are able to determine the outcome of elections)
- Richly supports the theme with relevant facts, examples, and details (*African Americans*: underground railroad; Frederick Douglass; abolitionist movement; Civil War; 13th amendment; Jim Crow laws; lynched; white supremacist groups; Ku Klux Klan; *Brown v. Board of Education*; nine African American students; *women*: Susan B. Anthony; Elizabeth Cady Stanton; Seneca Falls Convention; World War I; strikes; 19th amendment); includes a minor inaccuracy (*African Americans*: Little Rock, Alabama)
- Demonstrates a logical and clear plan of organization; includes an introduction restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. The response exhibits a good understanding of forces that promoted discrimination and highlights two landmark government actions to alleviate inequality. It provides a reasonable discussion of the contemporary applications of government actions.



# United States History and Government Specifications June 2009

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Constitutional Principles; Individual Rights	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Change: Factors of Production; Government; Immigration and Migration; Reform; Environment; Foreign Policy	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

### ***Notes:***

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

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

**The *Chart for Determining the Final Examination Score for the June 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

Tuesday, June 16, 2009 — 1:15 to 4:15 p.m., only

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

VOLUME  
**2 OF 2**  
DBQ

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

## **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—June 2009**

**Document 1a**

**Selected Statistics Related to Industrialization**

	Value of Manufactured Products	Employed in Manufacturing	
		Number of Males	Number of Females
1860	\$1.9 billion	1.03 million	270,357
1870	\$4.2 billion	1.61 million	323,506
1880	\$5.3 billion	2.01 million	529,983
1890	\$9.3 billion	2.86 million	503,089
1900	\$12.9 billion	4.08 million	1.03 million
1910	\$20.8 billion	8.84 million	1.82 million

Source: Inter-University Consortium for Political and Social Research, Ann Arbor, MI, and U.S. Census Bureau

**Document 1b**

**United States Immigration 1861–1910**

Decade	Total
1861–1870	2,314,824
1871–1880	2,812,191
1881–1890	5,246,613
1891–1900	3,687,564*
1901–1910	8,795,386

\*Decline in numbers of immigrants due in part to the Depression of 1893.

Source: U.S. Immigration and Naturalization Service, *Statistical Yearbook of the Immigration and Naturalization Service*, 1998, U.S. Government Printing Office

**1 Based on these charts, state *two* trends related to industrialization between 1861 and 1910.**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* trend related to industrialization between 1861 and 1910 that is shown in the charts

*Examples:* value of manufactured goods rose from \$1.9 billion to \$20.7 billion/value of manufactured products increased; employment of both men and women in manufacturing generally increased during this period; immigrants continued to come to the United States in large numbers

**Note:** To receive maximum credit, *two different* trends related to industrialization between 1861 and 1910 must be stated. For example, *the value of manufactured goods rose from \$1.9 billion to \$20.7 billion* and *the value of manufactured products increased* are the same trend expressed in different words. In this and similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* value of manufacturing decreased; the value of manufactured products increased as the number of women employed in manufacturing decreased in the time period; there was a depression in 1893
- Vague response  
*Examples:* men were employed in manufacturing jobs; immigrants came to the United States; manufactured products had value; things changed for the better
- No response

## Document 2a

### Urbanization, Railroad Mileage, and Industrialization of the United States, 1860–1900

	1860	1870	1880	1890	1900
Urban Population (millions)	6.2	9.9	14.1	22.1	30.2
% Urban Population	20%	25%	28%	35%	40%
Number of Cities with Population of 10,000+	93	168	223	363	440
Railroad Mileage (thousands)	30.6	52.9	93.3	166.7	206.6
Meat Packing Output (\$ millions)	not available	62.1	303.6	564.7	790.3

Source: Gary Fields, "Communications, Innovations, and Networks: The National Beef Network of G. F. Swift" (adapted)

## Document 2b

### Union Membership, 1870–1920

Year	Number of workers, age 10 and over (excluding agricultural workers)	Average annual union membership	Union membership as a percentage of the total number of workers outside agriculture
1870	6,075,000	300,000*	4.9%
1880	8,807,000	200,000*	2.3%
1890	13,380,000	372,000*	2.7%
1900	18,161,000	868,000	4.8%
1910	25,779,000	2,140,000	8.3%
1920	30,985,000	5,048,000	16.3%

\* Figures for 1870, 1880, and 1890 are estimates.

Source: Irving Bartlett et al., *A New History of the United States*, Holt, Rinehart and Winston, 1975 (adapted)



**2 Based on these charts, state *two* effects of industrialization on the United States after the Civil War.**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of industrialization on the United States after the Civil War as shown in the charts  
*Examples:* railroad mileage increased; America's meat packing output increased; union membership increased in the early 20th century; number of cities with population of 10,000 or more grew; percentage of urban population increased; urban population increased

**Note:** To receive maximum credit, *two different* effects of industrialization on the United States after the Civil War must be stated. For example, *railroad mileage increased by 176,000 miles* and *railroad mileage grew during the time period* 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:* industrialization had no effect on the growth of cities during the time period; more agricultural workers joined unions; union membership increased each decade/every 10 years; percentage of people living in urban areas decreased
- Vague response  
*Examples:* it increased; things got better; membership decreased
- No response

### Document 3

The resolutions below were proposed at the Populist [People's] Party National Convention.

4. *Resolved*, That we condemn the fallacy [myth] of protecting American labor under the present system, which opens our ports to the pauper [poor] and criminal classes of the world, and crowds out our wage-earners; and we denounce the present ineffective laws against contract labor [day laborers], and demand the further restriction of undesirable emigration.

5. *Resolved*, That we cordially sympathize with the efforts of organized workingmen to shorten the hours of labor, and demand a rigid enforcement of the existing eight-hour law on Government work, and ask that a penalty clause be added to the said law.

9. *Resolved*, That we oppose any subsidy or national aid to any private corporation for any purpose.

Source: People's Party National Platform, July 4, 1892

### 3 Based on this document, identify *one* reform proposed at the Populist Party Convention related to industrialization.

#### Score of 1:

- Identifies a reform proposed at the Populist Party Convention related to industrialization as stated in the document

*Examples:* further restriction of undesirable emigration; shortened working hours; rigid enforcement of the existing eight-hour day on government work; adding a penalty clause to the eight-hour law on government work; denying any subsidy/national aid to any private corporations; strengthening of laws against contract labor

#### Score of 0:

- Incorrect response  
*Examples:* increase the numbers of immigrants allowed to enter the United States; providing aid to private corporations; abolishing labor unions
- Vague response  
*Examples:* condemning the myth; opening ports; sympathize with workingmen
- No response

## Document 4

The excerpts below are from an Illinois state law passed in 1893.

### FACTORIES AND WORKSHOPS.

#### — — INSPECTION

§ 1. Manufacture of certain articles of clothing prohibited in apartments, tenement houses and living rooms, except by families living therein. Every such work shop shall be kept clean, free from vermin [rodents], infectious or contagious matter and to that end shall be subject to inspection as provided in this act. Such work shops shall be reported to the board of health.

§ 2. If upon inspection such work shops shall be found unhealthy or infectious such orders shall be given and action taken as the public health shall require.

§ 4. Children under 14 years of age prohibited from being employed in any manufacturing establishment, factory or work shop in the state. Register of children under 16 years shall be kept. The employment of children between ages of 14 and 16 years prohibited unless an affidavit [legal document] by the parent or guardian shall first be filed in which shall be stated the age date and place of birth. Certificates of physical health may be demanded by the inspectors.

§ 5. No Female shall be employed in any factory or workshop more than eight hours in any one day or forty-eight hours in any one week.

Source: "Factories and Workshops," *Laws of the State of Illinois, Passed by the Thirty-Eighth General Assembly, 1893*

## 4 Based on these excerpts, identify *two* ways this 1893 Illinois state law addressed problems caused by industrialization.

### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way this 1893 Illinois state law addressed problems caused by industrialization  
*Examples:* certain articles of clothing could not be manufactured in apartments/tenement houses/living rooms except by the families residing there; workshops would be inspected for cleanliness; children under 14 were not allowed to work in any manufacturing establishment/factory/workshop in Illinois; children between 14 and 16 could only work if a legal document from parents/guardians had been filed; women were not allowed to work more than 8 hours a day/forty-eight hours in any one week in any factory/workshop

**Note:** To receive maximum credit, *two different* ways the 1893 Illinois state law addressed problems caused by industrialization must be stated. For example, *workshops would be inspected for infectious matter* and *inspectors would check workshops for contagious matter* are the same method of addressing a problem expressed in different words. In this and similar cases, award only *one* credit for this question.

### Score of 0:

- Incorrect response  
*Examples:* women could not be employed in factories; families could not manufacture clothing; inspectors had no power to take action to protect public health; children under age 14 could work with permission of their parents in Illinois
- Vague response  
*Examples:* articles were prohibited; public health was required; there were no females working
- No response

## Document 5

Hamlin Garland visited Homestead, Pennsylvania, and the Carnegie steel mills to write this article for *McClure's Magazine*.

. . .The streets of the town were horrible; the buildings were poor; the sidewalks were sunken, swaying, and full of holes, and the crossings were sharp-edged stones set like rocks in a river bed. Everywhere the yellow mud of the street lay kneaded into a sticky mass, through which groups of pale, lean men slouched in faded garments, grimy with the soot and grease of the mills.

This town was as squalid [dirty] and unlovely as could well be imagined, and the people were mainly of the discouraged and sullen type to be found everywhere where labor passes into the brutalizing stage of severity. It had the disorganized and incoherent effects of a town which has feeble public spirit. Big industries at differing eras have produced squads [groups] of squalid tenement-houses far from the central portion of the town, each plant bringing its gangs of foreign laborers in raw masses to camp down like an army around its shops.

Such towns are sown thickly over the hill-lands of Pennsylvania, but this was my first descent into one of them. They are American only in the sense in which they represent the American idea of business. . . .

Source: Hamlin Garland, "Homestead and Its Perilous Trades—Impressions of a Visit," *McClure's Magazine*, June, 1894

### 5 Based on Hamlin Garland's observations, what is *one* impact of industrialization on Homestead, Pennsylvania?

#### Score of 1:

- States an impact of industrialization on Homestead, Pennsylvania based on Hamlin Garland's observations

*Examples:* it turned the mud of the street into a sticky mass; gangs of foreign workers/laborers camped around the shops; some of the people became discouraged/sullen; it produced groups of squalid tenement houses; turned Homestead workers into pale/lean/grimy men; industrialization severely brutalized labor; horrible streets/sidewalks full of holes; it gave the town a feeble public spirit; it turned steel towns into horrible places; it was squalid/dirty

#### Score of 0:

- Incorrect response  
*Examples:* the town was cleaner; public spirit increased; workers were happier
- Vague response  
*Examples:* towns were sown thickly; they represented the American ideal; things were bad
- No response

## Document 6a

Clara Lemlich, a labor union leader, sparked the 1909 walkout of shirtwaist [blouse] makers with her call for a strike.

First let me tell you something about the way we work and what we are paid. There are two kinds of work—regular, that is salary work, and piecework. The regular work pays about \$6 a week and the girls have to be at their machines at 7 o' clock in the morning and they stay at them until 8 o' clock at night, with just one-half hour for lunch in that time.

The shops. Well, there is just one row of machines that the daylight ever gets to—that is the front row, nearest the window. The girls at all the other rows of machines back in the shops have to work by gaslight, by day as well as by night. Oh, yes, the shops keep the work going at night, too. . . .

Source: Clara Lemlich, "Life in the Shop," *New York Evening Journal*, November 28, 1909

## Document 6b



Source: Bain News Service, New York, February, 1910, Library of Congress

**6 Based on these documents, state *two* ways industrialization affected workers.**

### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way industrialization affected workers based on these documents

*Examples:* women worked for low wages; women worked long hours; many women had to work by gaslight by day as well as by night; poor pay/working conditions led women tailors to picket/go on strike

**Note:** To receive maximum credit, *two different* ways industrialization affected workers must be stated. For example, *girls worked for long hours* and *girls started at 7:00 in the morning and stayed until 8:00 at night* 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:* women refused to join unions; piecework paid \$6 a week; working women had more free time; women were not paid
- Vague response  
*Examples:* it was bad; lunch was half an hour long; hats were in style; picket and strike
- No response

**Document 7a**

**THE TRUST GIANT'S POINT OF VIEW,  
"What a Funny Little Government"**



Source: Horace Taylor, *The Verdict*, January 22, 1900 (adapted)

**7a What is the cartoonist's point of view concerning the relationship between government and industrialists such as John D. Rockefeller?**

**Score of 1:**

- States the cartoonist's point of view concerning the relationship between government and industrialists such as John D. Rockefeller  
*Examples:* industrialists/trusts were more powerful than the government; big businessmen thought they had more power than the government; some industrialists/trust giants had little respect/regard for the government; Rockefeller enjoys toying with the government

**Score of 0:**

- Incorrect response  
*Examples:* the government was more powerful than the trust giant; Rockefeller was trying to make the government happy; the government helped Rockefeller set up oil refineries in the capitol; the government was funny
- Vague response  
*Examples:* it was more powerful; there was a verdict
- No response

## Document 7b



Source: Clifford K. Berryman, *Washington Evening Star*, October 11, 1907  
(adapted)

### 7b According to the cartoonist, what was President Theodore Roosevelt's policy toward trusts?

#### Score of 1:

- States President Theodore Roosevelt's policy toward trusts as expressed by the cartoonist  
*Examples:* Roosevelt believed that bad trusts should be regulated by the government; he believed that the President should take an active role in determining which trusts should be allowed to operate/which trusts should be eliminated; good trusts should be restrained/bad trusts should be broken up

#### Score of 0:

- Incorrect response  
*Examples:* Roosevelt believed that all trusts should be broken up; he was known for his interest in hunting wild animals; he believed that the government should not be involved in business issues
- Vague response  
*Examples:* Roosevelt hunted; the White House kept bears; conservation was important
- No response

## Document 8

Although they sometimes used controversial methods to accumulate wealth, many industrialists, such as Andrew Carnegie, John D. Rockefeller, and J. P. Morgan, also gave away millions of dollars. This excerpt describes some of the charitable work of Andrew Carnegie.

. . . But despite his wealth-getting, his wage-cutting, and his responsibility for a bloody labor dispute at his Homestead plant in 1892, Carnegie had not forgotten his heritage of concern for social justice. In his 1889 article "Wealth," he gloried in the cheap steel his leadership had given the American consumer but also proclaimed the moral duty of all possessors of great wealth to plow back their money into philanthropy [charity] with the same judgment, zeal, and leadership they had devoted to getting rich. And he lived up to that precept [principle], paying for thousands of library buildings, setting up trusts and foundations, endowing universities, building Carnegie Hall in New York and the Peace Palace at The Hague, and much more. He once wrote that the man who dies rich dies disgraced. He had some sins to answer for, and it took him a while, but in 1919 at eighty-three Andrew Carnegie died in a state of grace by his own agnostic [non-religious] definition. . . .

Source: Foner and Garraty, eds., "Andrew Carnegie," *The Reader's Companion to American History*, Houghton Mifflin, 1991

### 8 According to this document, how did Andrew Carnegie show his concern for social justice?

#### Score of 1:

- States a way in which Andrew Carnegie showed his concern for social justice according to this document

*Examples:* he gave money to charity; he paid for thousands of libraries; he set up charitable foundations/endowed universities; he built Carnegie Hall in New York City/the Peace Palace at The Hague; he contributed to philanthropic causes

#### Score of 0:

- Incorrect response  
*Examples:* he increased wages at the Homestead plant; he was responsible for a bloody labor dispute; he became one of the richest men in America; he provided cheap steel to American consumers; he was sinful; he was an agnostic
- Vague response  
*Examples:* he died in a state of grace; he wrote an article; he spent his money; he gave
- No response



## Document 9

... The significance of the American entry into the conflict [World War I] was not at all a military one, at least for twelve to fifteen months after April 1917, since its army was even less prepared for modern campaigning than any of the European forces had been in 1914. But its productive strength, boosted by the billions of dollars of Allied war orders, was unequaled. Its total industrial potential and its share of world manufacturing output was two and a half times that of Germany's now overstrained economy. It could launch merchant ships in their hundreds, a vital requirement in a year when the U-boats were sinking over 500,000 tons a month of British and Allied vessels. It could build destroyers in the astonishing time of three months. It produced half of the world's food exports, which could now be sent to France and Italy as well as to its traditional British market.

In terms of economic power, therefore, the entry of the United States into the war quite transformed the balances, and more than compensated for the collapse of Russia at this same time. . . . the productive resources now arranged against the Central Powers were enormous. . . .

Source: Paul Kennedy, *The Rise and Fall of the Great Powers*, Random House, 1987

### 9 According to Paul Kennedy, what was *one* effect of United States industrialization on World War I?

#### Score of 1:

- States an effect of United States industrialization on World War I according to Paul Kennedy  
*Examples:* the United States launched hundreds of merchant ships; the United States built destroyers in three months; the United States produced half of the world's food exports and sent them to the Allies; provided the industrial strength needed to defeat Germany; the United States built ships to make up for the loss of Allied vessels sunk by German U-boats; the United States filled billions of dollars of Allied war orders; United States industrial production more than made up for the collapse of Russia; United States industrial capacity tilted the balance of power toward the Allies/against the Central Powers

#### Score of 0:

- Incorrect response  
*Examples:* the United States army in 1917 was prepared for war; Germany had greater industrial output than the United States; the United States was able to help the Central Powers win the war; the United States aided in the collapse of Russia
- Vague response  
*Examples:* the United States had industrial potential; ships were sunk; Germany's economy was overstrained; it helped the war
- No response

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

**Historical Context:** Between the Civil War and the end of World War I, industrialization played an ever-increasing role in the economic, social, and political development of the United States.

**Task:** Discuss the economic, social, *and/or* political effects of industrialization on the United States between the Civil War (1861–1865) and the end of World War I (1918)

**Scoring Notes:**

1. The response should discuss *at least two* economic, social, *and/or* political effects of industrialization on the United States between the Civil War and the end of World War I. However, to incorporate the minimum number of documents, most responses will discuss more than two effects of industrialization.
2. Any combination of economic, social, or political effects of industrialization may be used to address the task.
3. The classification of effects of industrialization as economic, social, or political does not need to be specifically identified as long as the identification is implied in the discussion.
4. Details about industrialization before the Civil War and after the end of World War I may be used to support the discussion of the effects of industrialization on the United States between 1861 and 1918.
5. Discussion of the effects of industrialization on the United States need not cover the entire period between the Civil War and the end of World War I.
6. In some cases, the same examples may be used to address different types of effects, e.g., Progressive legislation can be used to address both the social and the economic impact of industrialization.
7. The response may discuss effects of industrialization on the United States between the Civil War and the end of World War I from differing perspectives as long as the position taken is supported by accurate historical facts and examples.
8. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 1a, 1b, 2a, 2b, 6a, 6b, 7a, and 7b 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 economic, social, and/or political effects of industrialization on the United States between the Civil War (1861–1865) and the end of World War I (1918)
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., connects migration to cities by southern and eastern European immigrants looking for factory jobs to the problems created by overcrowded and substandard housing to the social activism of Lillian Wald and Jane Addams and the subsequent passage of local and state Progressive legislation improving living conditions; connects government laissez-faire policies that led to the domination of the market by horizontal and vertical integration to the trustbusting work of Theodore Roosevelt in the Northern Securities case, leading to a stricter enforcement of the Sherman Antitrust Act
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the effects of industrialization (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., immigration; sanitation; police and fire protection; tenements; public health; dumbbell apartments; Tenement Act; settlement houses; Progressive reformers; Hull House; Social Darwinism; Andrew Carnegie; John D. Rockefeller; J. P. Morgan; Vanderbilt; “good” trusts; Standard Oil; Clayton Antitrust Act; President Theodore Roosevelt
- 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 economic, social, and/or political effects of industrialization 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., discusses migration to cities by immigrants looking for jobs and the shortage of housing and poor living conditions that led to Progressive demands and resulted in the passage of reform legislation; discusses the government’s laissez-faire policies that led to the formation of business combinations and the need for government regulation and the passage of the Sherman Antitrust and Clayton Antitrust Acts
- 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 industrialization on the United States between the Civil War and the end of World War I
- 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 industrialization on the United States between the Civil War and the end of World War I
- 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 some effects of industrialization on the United States between the Civil War and the end of World War I
- 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.

## Economic Effects of Industrialization

Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive.)
<p><b>Doc 1</b>—Increase in number of males and females employed in manufacturing Increase in value of manufactured products Steady supply of immigrant labor</p> <p><b>Doc 2</b>—Increase in railroad mileage Increase in meatpacking output General increase in average annual union membership Increase in employment of workers, age 10 and over</p> <p><b>Doc 3</b>—Increased restriction of undesirable emigration Rigid enforcement of eight-hour law on government work Opposition to subsidies or national aid to corporations</p> <p><b>Doc 4</b>—Prohibition of employment of children between the ages of 14 and 16 years without an affidavit Employment of females for no more than eight hours in any one day or forty-eight hours in any week</p> <p><b>Doc 5</b>—Importation of foreign laborers</p> <p><b>Doc 6</b>—Long hours of work and low wages for women</p> <p><b>Doc 7</b>—Elimination of bad trusts and restraint of good trusts by President Theodore Roosevelt</p> <p><b>Doc 8</b>—Labor disputes (Homestead Plant) because of wage-cutting Benefits for society as a result of Carnegie’s leadership (cheap steel, philanthropy)</p> <p><b>Doc 9</b>—United States contribution of productive resources to the Allies during World War I (ships, food exports)</p>	<p>Job opportunities with assembly-line production, new technology, expansion of businesses, and investments in new businesses Workers less self-sufficient and more dependent on wages Strikes as a result of high rents and prices in company towns (Homestead, Pullman) Railroad development as a result of government subsidies and land grants New markets and easier movement of raw materials as a result of railroads Stimulation of mining, agriculture, and growth of the West as a result of railroads Organization of workers as a result of poor working conditions (Knights of Labor, American Federation of Labor) Use of Social Darwinism to justify monopolistic practices and accumulation of wealth Support of graduated income tax by Populists and Progressives Development of large-scale business combinations (vertical integration, horizontal integration) Increased demand for raw materials and new markets leading to growth of imperialism in the 1890s Overall higher standard of living as result of job opportunities and more consumer goods Different interpretations of industrial leadership (“robber barons” versus “captains of industry”) Role of muckrakers (Ida Tarbell, Upton Sinclair)</p>

## Social Effects of Industrialization

Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive.)
<p><b>Doc 1</b>—Influx of millions of immigrants Increase in number of females employed in manufacturing</p> <p><b>Doc 2</b>—Increase of urban population Increase in percentage of population living in urban areas</p> <p><b>Doc 3</b>—Demand for further restriction of undesirable emigration Demand of organized workers for shorter work hours Demand for enforcement of eight-hour day on government work</p> <p><b>Doc 4</b>—Passage of public health regulations, child labor laws, maximum work hours for women by Illinois legislature</p> <p><b>Doc 5</b>—Poor conditions in towns Discouraged, sullen people Squalid tenement housing</p> <p><b>Doc 6</b>—Protests by women of poor working conditions (strikes, pickets)</p> <p><b>Doc 8</b>— Philanthropic activities of Carnegie (building libraries, endowing universities, setting up trusts and foundations, building Carnegie Hall and the Peace Palace) Philanthropic activities of Rockefeller and Morgan</p>	<p>Decline of rural population as farmers migrated to cities for jobs</p> <p>Assimilation difficult for “new immigrants” settling in cities (southern and eastern Europeans)</p> <p>Development of problems because of urban growth (sanitation, crime, pollution)</p> <p>Social reform activism as a result of poor living and working conditions (Progressivism, Jane Addams, Lillian Wald, Florence Kelley, Jacob Riis)</p> <p>Passage of legislation restricting immigration as a result of nativist concerns (economic conditions, cultural differences, high birth rates)</p> <p>Urban issues addressed by Progressive reformers (slumlords, child labor, sweatshops, juvenile delinquency)</p> <p>Increased participation of women in labor union activism as result of the Triangle Shirtwaist Factory fire</p> <p>Benefits to society from philanthropic activities of businessmen (hospitals, medical research, museums)</p> <p>Higher standard of living as a result of more job opportunities and more consumer goods</p>

## Political Effects of Industrialization

Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive.)
<p><b>Doc 2</b>—Increase in number of cities with more than 10,000 people Increase of urban population</p> <p><b>Doc 3</b>—Organization of Populist Party Demand for rigid enforcement of eight-hour law on government work Demand for addition of penalty clause to eight-hour law</p> <p><b>Doc 5</b>—Disorganization of towns with little public spirit</p> <p><b>Doc 4</b>—Passage of state laws limiting child labor, limiting hours of female employees, promoting public health, improving tenement workshop conditions (Illinois)</p> <p><b>Doc 7</b>—Influence of trusts on government (Rockefeller) Involvement of President Theodore Roosevelt in trust regulation</p> <p><b>Doc 9</b>—Change in balance of power during World War I with productive resources of the United States</p>	<p>Organization of groups to protest railroad and trust abuses (Grange, Farmer's Alliances)</p> <p>Regulation of railroads by state and federal governments (Granger laws, Interstate Commerce Act)</p> <p>Organization of a third party to address farmer complaints (tariffs, railroad rates, graduated income tax, monetary policy, high interest rates, concentrated wealth)</p> <p>Benefits to industrialists from selection of United States senators by state legislators (Millionaires Club)</p> <p>Progressive goals to return control of the government to the people (initiative, referendum, direct election of senators, direct primaries)</p> <p>Challenges for city governments from urban growth (sanitation, crime, pollution, fire protection)</p> <p>Exploitation of immigrant voters by urban political leaders (Boss Tweed)</p> <p>Government support for imperialism in the 1890s as a result of increased demand for raw materials and new markets</p> <p>Enforcement of Sherman Antitrust and Clayton Antitrust Acts by Progressive presidents (Roosevelt, Taft, Wilson)</p> <p>Judicial support for regulation of trusts by the federal government in the public interest (Northern Securities, tobacco and beef trusts, Standard Oil, United States Steel)</p> <p>Laying of groundwork for America's status as a 20th-century world power</p>

Between the Civil War and World War I, the United States of America experienced a prosperous period of economic and political growth caused by the industrialization of the U.S. Starting during the War of 1812, the U.S. began to develop their manufacturing industry, which skyrocketed after the Civil War due to available labor, resources, and markets for products. Additionally, technology was at its prime, and factories were booming thanks to Eli Whitney's ingenious idea of interchangeable parts.

From 1861-1910 alone, over 20,000,000 immigrants flocked to the United States. (Doc 1B) With their arrival, they provided an incredible labor force to fill the factories and produce goods. Urban populations skyrocketed, along with the percentage of people living in cities. (Doc 2a) This influx of immigrants also led to the increased density of urban centers. However, not all cities were meant to accommodate such a vast number of people, and the standard of living for some rapidly decreased. As can be seen in Hamlin Garland's visit to Homestead, Pennsylvania, home to Andrew Carnegie's steel mills, "The streets of the town were horrible; the buildings were poor; the sidewalks were sunken, swaying and full of holes..." (Doc 5) Buildings became dilapidated and breeding grounds for disease. Tenements began to spring up in cities where the goal was not to provide safe and clean housing but obtain the greatest profit by sandwiching an astonishing



number of urbanites into a small place like the Lower East side of New York City. Tenements' horrifying conditions were exposed by photographers such as Jacob Riis who wrote and took photographs of the horrors he encountered in "How the Other Half Lives." Not long after these exposures, cities and states began to pass health codes, standards for housing, and inspection laws hoping to stop the decline of cities. (Doc 4) Additionally, Child Labor Laws were enacted with hopes to end factory abuse of children and allow for more access to education which was often ignored so the children could earn money for their family.

Appalling factory conditions paved the way for the development of union memberships. From 1870-1920, Union memberships increased from about 300,000 to 5,048,000. (Doc 2B) These people demanded better conditions, shorter hours, and were sometimes at the forefront of the Progressive and Populist parties. The Populist Party demanded enforcement of the eight-hour work day law, opposed national aid to private corporations, and proposed further immigration restrictions to appeal to nativistic workers. (Doc 3) Strong resistance to immigration developed when immigrants vied for jobs usually occupied by U.S. citizens. Immigrants would willingly work for lower pay. Often when workers went on strike to protest terrible conditions and long hours (Doc 6A and B) immigrants were often called in as strike breakers. Broken strikes, lock-outs, and

blacklists limited workers success in improving their conditions.

As industry and avenues for products grew, trusts and "big businesses" began to rise. Monopolies such as J. P. Morgan's railroads, John D. Rockefeller's oil, and Andrew Carnegie's steel mills dominated the U.S. economy and government. Often it seemed as though it were the trusts, not the Congress and President who were in control of the country. (Doc 7a) During the Depression in 1893, President Cleveland actually needed to ask J. P. Morgan for a loan to help stabilize the economy.

As a response to the public's concern over trusts and monopolies, Congress passed the Sherman Antitrust Act, which was a beginning of government ~~reg~~ regulation of business. Several presidents also took personal responsibility for the matter and set out on a campaign of trust-busting. Theodore Roosevelt took the approach that there were both good and bad trusts. The bad trusts, such as the Northern Securities Company were broken apart, but the good trusts, which he thought kept the interests of the people at hand, merely received some governmental restraints. (Doc 7b) His successor, William H. Taft, was known as "Taft the Trust-buster" for destroying more monopolies and trusts than Roosevelt. Another Progressive, President Woodrow Wilson supported Congressional passage of the Clayton Antitrust Act, which closed the loopholes in the Sherman Antitrust Act. Although the growth of industry allowed different areas of the economy

to flourish, problems developed. The railroad industry allowed for the U.S. to be truly connected and encouraged western settlement. (Doc 2A) However, its abuse of farmers was one of the reasons for the passage of the Interstate Commerce Act and government regulation of railroads. The meat packing industry grew from nothing into a multimillion dollar investment. However, it too needed reform, and received it after slaughterhouse and packing house horrors were exposed in Upton Sinclair's The Jungle. President Teddy Roosevelt responded with the passage of the Meat Inspection Act and the Pure Food and Drug Act. Charities, such as Jane Addams's Hull House, and the action of wealthy philanthropists giving back to the communities showed that there was some concern for the people. (Doc 8) This "social gospel" also encouraged churches to work for the betterment of society for the underprivileged in cities.

Without the U.S. stronghold in industry and manufacturing the Allied victory in WWI would have been near impossible. The U.S. was a prime supplier of weapons, machinery, ships, and food that armed the allies. (Doc 9) It was the U.S. supplies not its man power that allowed an allied victory in the "war to end all wars". Being able to provide goods for the global community for the remainder of the 20<sup>th</sup> century helped make the U.S. an economically powerful nation.

## Anchor Level 5-A

### The response:

- Thoroughly develops the task evenly and in depth by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is more analytical than descriptive (not all cities were meant to accommodate such a vast number of people and the standard of living for some rapidly decreased; tenements began to spring up in cities where the goal was not to provide safe and clean housing but to obtain the greatest profit by sandwiching an astonishing number of urbanites into a small place; often it seemed as if the trusts, not the Congress and the President, were in control of the country; meatpacking industry grew from nothing into a multimillion dollar investment)
- Incorporates relevant information from all documents
- Incorporates substantial relevant outside information (technology was at its prime and factories were booming, thanks to Eli Whitney's ingenious idea of interchangeable parts; horrifying conditions of tenements were exposed by photographers such as Jacob Riis; child labor laws were often ignored so children could earn money for their family; Populist Party tried to appeal to nativistic workers; immigrants were often called in as strikebreakers; broken strikes, lockouts and blacklists limited workers' success in improving their conditions; as a response to the public's concern over the power of trusts and monopolies, Congress passed the Sherman Antitrust Act, which was a beginning of government regulation of business; the bad trusts such as the Northern Securities Company were broken apart, but the good trusts merely received some government restraints; Clayton Antitrust Act closed the loopholes in the Sherman Antitrust Act; meatpacking industry needed reform and President Theodore Roosevelt responded to the horrors exposed in *The Jungle* with the passage of the Meat Inspection Act and the Pure Food and Drug Act; "social gospel" also encouraged churches to work for the betterment of society for the underprivileged in cities)
- Richly supports the theme with many relevant facts, examples, and details (union memberships increased; Populist Party demanded enforcement of the eight-hour workday law, opposed national aid to private corporations, and proposed further immigration restrictions; workers went on strike to protest terrible conditions and long hours; monopolies such as J.P. Morgan's railroads, John D. Rockefeller's oil, and Andrew Carnegie's steel mills dominated the United States economy and government; Theodore Roosevelt took the approach that there were both good and bad trusts)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions the contribution of available labor, resources, markets, and technology to the growth of industrialization and a conclusion that explains how United States industry and manufacturing contributed to the Allied victory in World War I and to United States economic power for the remainder of the 20th century

**Conclusion:** Overall, the response fits the criteria for Level 5. Insightful document analysis throughout the discussion coupled with the integration of much relevant outside information demonstrates a good understanding of the changes and problems caused by industrialization. A comprehensive knowledge of the efforts made by the government and individuals to solve those problems indicates a strong understanding of the task.

As physicists often say, an action will always have an equal and opposite reaction. With the major innovations and changes brought by industrialization, its effects would have repercussions throughout the United States. From its economy, to its social well-being, to its very government, the United States was shifted to a new path of development. As industrialization brought new jobs and wealth, it also brought poverty and wealth gaps. Where it brought cities and immigrants, it also brought discrimination and pollution. While the government became powerful because of national prosperity, big business wreaked havoc as it became more influential in government. Industrialization certainly changed post civil war America in more ways than one.

One of the key components in a nation's economy is its manufacturing capabilities. The ultimate pinnacle of manufacturing is a factory system run by automated machines, efficiency and speed. New innovations, such as the Bessemer process, allowed steel production to go up and created more jobs for unskilled workers (Doc 1). With such a plethora of jobs and opportunity, immigrants by the millions came to America to share in the wealth (Doc 1). Industrialization made social Darwinist leaders of industry rich, such as Carnegie, and led to their sharing their wealth with others and pursuing philanthropic goals (Doc 8). Industrialization made the country rich, generating an increasing amount of the world's exports in 1900 and helped make the United States a world power. ~~As~~

As much as it changed America's economy, so to did industrialization change its society and America became more culturally diverse. Many<sup>people</sup> moved to cities to be closer to their jobs in the factories (Doc 2). However, as Americans and immigrants lived next to each other and competed for jobs, resentment arose. Nativism serouted in the Populist Party and reached across America with their plea to limit immigration, in an attempt to gain support of workers and unions (Doc 3). Living in cities also meant horrid living conditions for many. As industrialization is the precursor to pollution, toxins would plague residents and workers (Doc 5). As Jacob Riis showed in his book How The other Half Lives, the dreaded living conditions of immigrants were an embarassing outcome of industrialization. It also encouraged greed and corruption, as industrialists, eager for more profit, forced people to work over 12-hour days in dark, dirty conditions (Doc 6). Bad working conditions and a lack of quality in the meat packing industry, were illustrated in Upton Sinclair's book The Jungle. The "golden age" that seemed to be possible by industrialization was but a "gilded" one over the rotting of society.

As economy and society affect government, whatever affects the former is bound to affect the latter. Industrialization changed the very fabric of American politics. In one way, it encouraged

reform efforts like the Illinois factories and workshops law (Doc 4) and the trust-busting of Teddy Roosevelt (Doc 2) But it also led to corruption, such as the bribing of state legislatures to vote for Senators who favored the interests of big business. Political machines work hand-in-hand with rich industries, and powerful captains of industry and found themselves captains of government. Fortunately, though, the abuses of industrialization also led to progressive political reform, such as the 17<sup>th</sup> Amendment for the direct election of Senators and the use of initiatives and referendums. <sup>though</sup> ~~through~~ it provided a powerful arm for the US and its allies over the Central powers in the Great War (Doc 9). Industrialization also threatened our democratic system of government by taking power away from the people.

As powerful an influence as industrialization is, it was impossible for it not to affect every aspect of American life. A bitter-sweet, double-edged sword, it provided great benefits while also jeopardizing traditional American values. It created a powerful economy at the expense of poverty. While it built cities, it added to pollution and sorrow. And even when it built a better government by encouraging reform of its wrongs, much damage was done by its faults. In all, it can never be doubted that industrialization changed America and has forever influenced its development to present day.



## Anchor Level 5-B

### The response:

- Thoroughly develops the task evenly and in depth by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is more analytical than descriptive (where industrialization brought cities and immigrants it also brought discrimination and pollution; industrialization made Social Darwinist leaders of industry rich, such as Carnegie, and led to their sharing wealth with others and pursuing philanthropic goals; nativism sprouted in the Populist Party and reached across America with their plea to limit immigration in an attempt to gain the support of workers and unions; industrialization also encouraged greed and corruption as industrialists eager for more profit forced people to work over 12-hour days in dark, dirty conditions; the “golden age” that seemed to be possible by industrialization was but a “gilded” one over the rotting of society; though industrialization provided a powerful arm for the United States over the Central Powers in the Great War, it also threatened our democratic system of government by taking power away from the people; a bitter-sweet double-edged sword, industrialization provided great benefits while also jeopardizing traditional American values)
- Incorporates relevant information from all documents
- Incorporates substantial relevant outside information (new innovations such as the Bessemer process allowed steel production to go up and created more jobs for unskilled workers; industrialization made the country rich and helped make the United States a world power; as Jacob Riis showed in his book *How the Other Half Lives*, the dreaded living conditions of immigrants were an embarrassing outcome of industrialization; bad working conditions and a lack of quality in the meatpacking industry were illustrated in Upton Sinclair’s book *The Jungle*; industrialization also led to corruption such as the bribing of state legislatures to vote for Senators who favored the interests of big business; political machines worked hand-in-hand with rich industries, and powerful Captains of Industry found themselves Captains of Government; abuses of industrialization also led to Progressive political reforms such as the 17th amendment for the direct election of senators and the use of initiatives and referendums)
- Richly supports the theme with many relevant facts, examples, and details (with a plethora of jobs and opportunity, immigrants by the millions came to America to share in the wealth; many people moved to cities to be closer to their jobs in the factories; living in cities also meant horrid living conditions for many; industrialization encouraged reform efforts like the Illinois Factories and Workshop Law and the trustbusting of Theodore Roosevelt)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss how positive and negative effects changed post-Civil War America in many ways

**Conclusion:** Overall, the response fits the criteria for Level 5. Analytical statements are used throughout the discussion as documents are interpreted and outside information is integrated. Information used to support the premise of change and its effects is presented in a conceptual, yet orderly, way that leads to well-developed conclusions.



Between the Civil War and the end of World War I America underwent a monumental growth of industrialization which reshaped the social, political, and economic climate of America. Also marked by phases of social reform, new legislation, and trust-dominated economics, the United States emerged from this era of industrialization as an even stronger first-world nation.

Beginning during the 1860's amidst the Civil War, American prospects in industry grew as factories made wartime goods. After the war, America experienced an influx in immigration. These new immigrants from Europe and Asia provided a growing labor force in the industrialized cities of the North and in the West building railroads. Naturally, the increase in men and women in industry correlated with a substantial increase in the value of manufactured products as demonstrated in Document 1. Furthermore growth of industrial profits accumulated large sums for the heads of industry. Unfortunately most industrial leaders believed they deserved to be rich because they were the "fittest" but their huge profits led to an uneven distribution of wealth. As quantity of goods and profits grew, the quality of worklife steadily decreased and the gap between the rich and the poor grew.

The living and work conditions for urban laborers were ~~unhappy~~ revolting. Many were forced to live in cheap

tenement houses that were overcrowded, unsanitary, and dirty. As Hamlin Garland described in Document 5, "[an industrial] town was as squalid [dirty] and unlovely as one could imagine." The work place was no better. Men, women, and children worked 13 hour days for a pathetic \$6 dollar a week as noted by Clara Hemlich in Document 6. The standard of living was very low for laborers and thus the number of urban poor unfortunately grew, causing problems for cities.

While the poor were getting poorer, the rich got richer. Leaders of industry bought out smaller companies to reduce competition. Thus monopolistic trusts emerged, dominating important industries like oil, steel, and other forms of manufacturing, therefore reshaping the American economy. These so-called robber barons of industry not only consolidated and eliminated competition, but also exerted dangerous control over governmental decisions at the federal level as depicted in the cartoon in Document 7a.

The degraded status of workers and the destructive influences of robber barons and trusts led to numerous reforms, reworking the social and political status of Americans. Many workers united together to form unions, as seen in Document 2b, through which they could organize themselves and petition for better working standards, shorter days, and better wages, just as pictured in Document 6b. The reform movement was particularly captured

by the rise of third parties from 1860-1920. The Populist/People's Party and the Progressive Party devoted their platforms to the improvement of working conditions and the passage of labor laws like the ones in Document 4 and the enforcement of them as read in Document 3. Their efforts combined with those of muckrakers who publicly exposed injustices brought about legislation like the 8-hr workday, the Meat Inspection Act, the Tenement Act, and set Public Health standards, creating a higher standard of living for urban workers. As for the trusts and monopolies that unhealthily dominated industry, Progressive President Teddy Roosevelt took the initiative to regulate trusts and promote a fairer capitalistic system as shown in Document 7b. These reform efforts greatly benefitted America by returning competition to the economy and by protecting people.

Industrialization has had numerous other beneficial effects on America. Firstly, the growth of railroads, shown in Document 2a, improved transcontinental communication, opened new markets, and helped in the distribution of goods. This in turn spread the benefits of manufacturing from coast to coast. Furthermore, the growth of industry and economic wealth produced a nation with viable resources, that were attractive at a global level. In fact, U.S. supremacy in industry propelled American involvement in World War I, and even shifted the outcome of the war in favor of the Allied Forces (Source 9). It would do

the same during World War II. Additionally, one must also note the philanthropic contributions to society made by benevolent industrial forces like Andrew Carnegie (source 8) which has aided the nation's cultural development in all of the years since.

Industrialization has had an irrevocable effect on America. The growth of industry led to urban grievances, corrected by social and political reforms, a fruitful economy, and a position as powerful global force. Clearly, the age of industrialization has led to remarkable progress in our nation's social, political, and economic development.

## Anchor Level 4-A

### The response:

- Develops the task by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is both descriptive and analytical (increase in men and women in industry correlated with a substantial increase in the value of manufactured products; industry exerted dangerous control over governmental decisions at the federal level; degraded status of workers and the destructive influences of robber barons and trusts led to numerous reforms; many workers united to form unions through which they could organize themselves and petition for better working standards; third parties devoted many of their platforms to the improvement of working conditions and the passage of labor laws; growth of industry and economic wealth produced a nation with viable resources that were attractive at a global level; United States supremacy in industry propelled American involvement in World War I and shifted the outcome of the war in favor of the Allied forces; philanthropic contributions made by benevolent industrial forces, such as Andrew Carnegie, has aided the nation's cultural development)
- Incorporates relevant information from all documents
- Incorporates relevant outside information (new immigrants from Europe and Asia provided a growing labor force in the industrial cities of the North and in the West building railroads; most industrial leaders believed they deserved to be rich because they were the "fittest," but their huge profits led to an uneven distribution of wealth; as quantity of goods and profits grew, the quality of work life steadily decreased; standard of living was very low for laborers, and the number of urban poor grew causing problems for cities; leaders of industry bought out smaller companies to reduce competition; these so-called robber barons of industry consolidated and eliminated competition; efforts of third parties combined with those of muckrakers who publicly exposed injustices brought about legislation such as the eight-hour workday, Meat Inspection Act, Tenement Act, and set public health standards creating a higher standard of living for urban workers; Progressive President Theodore Roosevelt took the initiative to regulate trusts and promote a fairer capitalistic system; growth of railroads improved transcontinental communication, opened new markets, and helped in the distribution of goods)
- Supports the theme with relevant facts, examples, and details (after the Civil War, America experienced an influx in immigration; growth of industrial profits accumulated large sums for the heads of industry; many urban laborers were forced to live in cheap tenement houses that were overcrowded, unsanitary, and dirty; men, women, and children worked long hours for six dollars a week)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that explain how industrialization reshaped the social, political, and economic climate of America and led to the emergence of the United States as a global force

**Conclusion:** Overall, the response fits the criteria for Level 4. Although the discussion of the difficult living and working conditions is brief and document-driven, it provides a backdrop for a good historical discussion about the rich becoming richer and about the reform efforts that led to specific societal benefits. Analytical statements and outside information effectively connect relevant facts and examples directly to the task.

The American Industrial Revolution began during the Reconstruction Era & ended w/ the closure of World War I. Within those fifty years, America economically, socially & politically went through a change as well.

The United States grew into an economic world power and many immigrants began to flock to America in search of the "American Dream." By the turn of the 20<sup>th</sup> century immigration rates had risen by several million people as oppose to just fifty years prior. (Doc 1) With that increased foreign population arriving in America, factory jobs increased as well (Doc 2) to supply the ever increasing demand for goods. Big business was making America prosper, so naturally the United States government wanted to help those that were making the economy grow. Some became wary though. By the end of the 1880s, J. D. Rockefeller's company, Standard Oil had grown into such a large monopoly that it had ~~owned~~<sup>owned</sup> nearly 90% of the oil refining business w/ the use of horizontal integration and became a trust. Many began to believe that corporations controlled the govt. not the elected officials. (Doc 3) As time continued however it became apparent that monopolies injured the economy by controlling so much wealth and limiting competition so some were broken up. Teddy Roosevelt was the first to be called a "Trust Buster" due to his belief in good & bad trust<sup>(Doc 4)</sup> and the Sherman Antitrust Act. As the

years continued, legislation finally began to work (Clayton Antitrust Act) + the power of big business lessened. But w/c of America's practice of how to produce + ~~manage~~<sup>manage</sup> efficiently, the US was able to just produce the Central Powers + help to win the war for the allies (Doc 9). After the war, production led to overproduction and helped lead to the Great Depression.

The Industrial Revolution also brought about many social changes. Besides immigrants contributing to the growth of cities + people moving from the countryside, women began to become a more important economic force as they entered the labor force in greater numbers. Legislation was passed to protect the ever growing female work force from the harshness of big business' sweat shops (Doc 4). Working outside the home also gave women the confidence to demand change as well, which had hardly ever been seen before in society. The demand for the states + federal govt to pass labor laws + better pay laws for women was high (Doc 6).

Those foreign urban poor were also causing a problem through increased immigration, resulted in competition for jobs and nativism (Doc 3). Complaints of American workers + farmer support for free silver + inflation led to third party organizations like the Populist Party. Due to industrialization, ideas and concerns began to form that were not considered ~~that~~ important by main parties + political unrest began. The Populist Party however was only largely

popular w/ farmers b/c they were <sup>the</sup> most negatively affected by the deflation of the economy.

America changed during these fifty years. Some complained about big business like Populist leaders, William Jennings Bryan + others. However some big businessmen used their fortunes to increase social justice. Andrew Carnegie's novel "The Gospel of Wealth" gave an inside view to the rich + why their practices of philanthropy were so important for the betterment of the nation (Da. P.) Although industrialization created problems, it benefited the United States.



## Anchor Level 4-B

### The response:

- Develops the task by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is both descriptive and analytical (big business was making America prosper so naturally the United States government wanted to help those that were making the economy grow; many began to believe that corporations controlled the government, not the elected officials; as time continued, it became apparent that monopolies injured the economy by controlling so much wealth and limiting competition, so some were broken up; because of America's practice of how to produce and manage efficiently, the United States was able to outproduce the Central Powers and help win the war for the Allies; working outside the home also gave women the confidence to demand change; due to industrialization, ideas and concerns began to form that were not considered important by main parties and political unrest began)
- Incorporates relevant information from documents 1, 2, 3, 4, 6, 7, 8, and 9
- Incorporates relevant outside information (the United States grew into an economic world power and many immigrants began to flock to America in search of the American Dream; by the end of the 1880s, John D. Rockefeller's company Standard Oil had grown into such a large monopoly that it owned nearly 90% of the oil refining business with the use of horizontal integration and became a trust; Teddy Roosevelt was the first to be called a trustbuster due to his belief in good and bad trusts and the Sherman Antitrust Act; Clayton Antitrust Act; besides immigrants contributing to the growth of cities and people moving from the countryside, women began to become a more important economic force as they entered the labor force in greater numbers; increased immigration resulted in competition for jobs and nativism; complaints of American workers and farmers and farmer support for free silver and inflation led to third-party organizations like the Populist Party; the Populist Party was largely popular with farmers because they were the most negatively effected by the deflation of the economy)
- Supports the theme with relevant facts, examples, and details (by the turn of the 20th century, immigration rates had risen by several million people as to opposed to just fifty years prior; legislation was passed to protect the ever-growing female work force from the harshness of big business sweatshops; demand for states and the federal government to pass labor laws and better pay laws for women was high); includes a minor inaccuracy (Andrew Carnegie's novel)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that mentions Williams Jennings Bryan's complaints and Andrew Carnegie's philanthropy

**Conclusion:** Overall, the response fits the criteria for Level 4. Although good outside historical information and analysis are employed in the interpretation of document 7, much of the response depends on the reiteration of document information. An overview of how specific groups within American society were affected by industrialization is combined with thoughtful conclusions.

Between 1865 and 1918, the United States had become an industrial power on the world stage. The U.S. had built up its industry to increase economic growth, but experienced social and political effects as well. From government intervention to philanthropy, industrialization played a large role in American society.

After the Civil War, American manufacturers began to build up industry and prospered economically. Inventions and technology such as Eli Whitney's interchangeable parts, the Bessemer process, and the assembly line increased the production of goods, which in turn, increased trade, as well as wealth (Doc 1a). Many American industrialists set up monopolies and trusts in businesses so that they would be the primary beneficiaries of profit. Rockefeller and Carnegie, for example, were involved in the oil and steel industries and became enormously wealthy as a result of the business organizations they set up. In many cases, what came to be known as "big business" had more control over the country than the government. In fact, big businesses and their <sup>political</sup> allies often ran the government as well (Doc 7a). Industry was causing ~~corruption~~ economic growth, however, it was causing corruption and scandal within the government as well.

City, state, and federal legislators, as well as cabinet members, took bribes to pass laws that favored big business. New York's Boss Tweed's political machine also took bribes from businesses.

But when Theodore Roosevelt became president, things began to change. Roosevelt was starting the fight for the common man. He sought to control trusts, break up the bad ones, but keep the "good" trusts around. Roosevelt was criticized by big business for his Square Deal, but much of the reform he brought about contributed not only to the spread of wealth, but to labor reform as well. (Doc 7b)

Labor union membership began to increase in the early 1870's in an attempt to push for better wages and working conditions. Although labor unions weren't respected when they first started, by the early 1900's, membership was increasing by the thousands per year and the government had begun to consider workers' rights (Doc 2b). Laws, like those passed in Illinois, cleaned up working spaces in factories, protected children against harsh labor, and protected women from work days over eight hours (Doc 4). Even so, many businesses ignored laws and workers stay late at night, working in rooms where lighting and ventilation was poor. (Doc 6a)

the belching factories of urban areas and tenement housing turned cities into dirty centers of disease and poverty. Some of the big businessmen began to donate parts of their earnings to the public, perhaps because they felt guilty or because they really wanted to help people help themselves. Regardless, these philanthropists, such as Carnegie, built libraries, set up foundations, endowed universities, and as a result, could feel better about their activities. (Doc 8)

By the end of World War I, America was a center for commerce, producing war materials for its allies as well as consumer goods. (Doc 9) The progression of industry from producing the necessities in the North during the Civil War and World War I to producing consumer "gadgets" during the 1920's is amazing. The advancements in technology and ~~many~~ increasing quantity of production had large effects, reaching into the 21st Century.

#### Anchor Level 4-C

**The response:**

- Develops the task by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is both descriptive and analytical (in many cases, big business had more control over the country than the government; President Roosevelt started to fight for the common man; by the early 1900s, the government had begun to consider workers' rights; many businessmen ignored laws and made workers stay late at night, working in rooms where lighting and ventilation was poor; belching factories of urban areas and tenement housing turned cities into dirty centers of disease and poverty; some big businessmen began to donate part of their earnings to the public, perhaps because they felt guilty or because they really wanted to help people)
- Incorporates relevant information from documents 1, 2, 4, 6, 7, 8, and 9
- Incorporates relevant outside information (inventions and technology such as Eli Whitney's interchangeable parts, the Bessemer process, and the assembly line increased the production of goods, which in turn increased trade as well as wealth; many American industrialists set up monopolies and trusts in businesses so that they would be the primary beneficiaries of profit; city, state, and federal legislators as well as cabinet members took bribes that favored big business; New York's Boss Tweed's political machine also took bribes; President Roosevelt was criticized by big business for his Square Deal; progression of industry from producing necessities during the Civil War and World War I to producing consumer gadgets during the 1920s is amazing)
- Supports the theme with relevant facts, examples, and details (industry was causing economic growth as well as corruption and scandal within the government; President Roosevelt sought to control trusts by breaking up the bad ones but keeping the "good" trusts; labor union membership began to increase in the 1870s in an attempt to push for better wages and working conditions; by the early 1900s, union membership was increasing by thousands per year; laws, like those passed in Illinois, cleaned up working spaces in factories, protected children against harsh labor, and protected women from work days over eight hours; philanthropists such as Carnegie built libraries, set up foundations, endowed universities; by the end of World War I, America was a center for commerce, producing war materials for its allies as well as consumer goods)
- Demonstrates a logical and clear plan of organization; includes an introduction that states industrialization played a large role in American society from government intervention to philanthropy and a conclusion that states advancements in technology and increasing quantity of production had large effects reaching into the 21st century

**Conclusion:** Overall, the response fits the criteria for Level 4. Although the explanation of ideas is generally thorough, connections between those ideas weaken as the discussion moves into the "fight for the common man." A good historical context is established through the use of factual references and this strengthens the response.

Industrialization had many effects both positive and negative, on the United States between the Civil War and World War I. Economically there was a shift in power during this time. Socially, conditions became pitiful and overall, many aspects of life were negatively effected during the period of industrialization. Politically, the emergence of new political parties served to encourage reform. As a result of industrialization, this period of time was tumultuous for average working-class citizens.

The rise of big business created a new class of people in America: the wage earner. During this time, there was a significant rise in the number of women working in factory settings (Doc 1A). There was also a rise in immigration from foreign unskilled workers seeking factory jobs (Doc 1b). As a result, of the poor working conditions faced by these people, there was a rise in Union membership (Doc 2b). Unions aimed to improve working conditions, but sometimes led to even more negative business practices among monopolists. Unions used a policy of collective bargaining to achieve improvements that were generally not successful until the 1930's. Industrialization had a polarizing effect on the economy; many of the rich in this country became extremely rich and many of the poor became destitute, living in slums and tenements.

Negative aspects of industrialization were often publicized through the media. Writers called ~~muckrakers~~ <sup>muckrakers</sup> wrote stories depicting the

negative conditions emerging from industrialization. One such muck-raker was Hamlin Garland who wrote for McClure's of the poor conditions in Homestead, Pennsylvania. Another such muckraker was Upton Sinclair who wrote The Jungle about the meat industry. This method allowed the public to see what industrial life was like (Doc 5). This style of writing brought to ~~life~~<sup>light</sup> the problems that resulted from an increase in urbanization from industrialization (Doc 2A). Female workers suffered at the hands of industrialization. Women worked obscenely long days without much access to sunlight and with only a one-half-hour break (Doc 6A). Unsafe conditions in factories were also a problem. The mostly female workforce of the Triangle Shirtwaist Company suffered when a fire trapped and killed many workers. Lower class immigrant and female workers suffered greatly as a result of industrialization.

Within the government, new political parties and policies emerged to combat the poor conditions faced by industrial workers. The populist party was organized in part to fight trusts and end the laissez-faire policy of the time (Doc 3). Many felt that business tycoons like John D. Rockefeller had control over the government, which led to invasion of basic rights (Doc 7A). President Roosevelt began targeting trusts that infringed on the public's rights, and was allowing those that did not to continue with regulation (Doc 7B). Third parties, such as the Populists and Progressives emerged in

order to spark reform among government-business relations. Their ideas caught on as more people began to understand that workers were being left behind.

During the time of industrialization, quality of life was altered for the average worker. Conditions were bad around factory areas. Political reform became necessary to combat the situation. Muckrakers and the Progressive Party worked to fight laissez-faire business/government relations. Eventually, business tycoons practiced philanthropy by donating much of their money back to the people they had essentially ignored. This time is basically characterized by massive industrialization followed by reparative reform that helped correct the abuses of industrialization.



### Anchor Level 3-A

**The response:**

- Develops the task with little depth by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is both descriptive and analytical (industrialization had a polarizing effect on the economy; many of the rich in this country became extremely rich and many of the poor became destitute, living in slums and tenements; negative aspects of industrialization were often publicized through the media; muckraking brought to light problems that resulted from an increase in urbanization; new political parties and policies emerged to combat the poor conditions faced by industrial workers; many felt that business tycoons such as John D. Rockefeller had control over the government, which led to the invasion of basic rights; President Roosevelt began targeting trusts that infringed on the public's rights and was allowing those that did not to continue with regulation; business tycoons practiced philanthropy by donating much of their money back to the people they had essentially ignored; massive industrialization was followed by reparative reform that helped correct the abuses of industrialization)
- Incorporates some relevant information from documents 1, 2, 3, 5, 6, 7, and 8
- Incorporates relevant outside information (union actions sometimes led to even more negative business practices among monopolists; unions used a policy of collective bargaining to achieve improvements but generally were not successful until the 1930s; writers called muckrakers wrote stories depicting the negative conditions emerging from industrialization; Upton Sinclair was a muckraker who wrote about the meat industry; the mostly female workforce of the Triangle Shirtwaist Company suffered when a fire trapped and killed many workers; Populist Party organized to fight trusts and end the laissez-faire policy of the time; third parties such as the Progressive Party emerged; their ideas caught on as more people began to understand that workers were being left behind)
- Includes some relevant facts, examples, and details (the rise in big business created a new class of people in America, the wage earner; the number of women working in factory settings increased; union membership increased as a result of poor working conditions; female workers suffered at the hands of industrialization)
- Demonstrates a satisfactory plan of organization; includes an introduction that summarizes the economic, social, and political effects of industrialization and a conclusion that discusses how quality of life was changed for the average worker

**Conclusion:** Overall, the response fits the criteria for Level 3. Outside historical information is inserted throughout the discussion; however, some good ideas are not adequately explained or effectively integrated. The strength of the response is from the emphasis placed on the economic polarization that resulted from industrialization and the attempts of unions, muckrakers, and political parties to deal with its negative effects.

Throughout the history of the United States, the economic, political, and social situations of the nation have fluctuated greatly. There have been many factors that played a role in changing aspects of our country. One of the largest causes of change was the industrialization of America. From the time of the Civil War to the end of World War I, industry and manufacturing had large impacts on economics, politics, and social attitudes. The period of 1861 to 1918 was a time of great change and influence in the history of the nation.

The area in which the most obvious change can be seen is the social life of the American people during the time. From industrialization greatly changed the way the public lived. For example, document 2a shows a huge increase in urban population from 1860-1900. As the number of cities with a population of 10,000 people or more increased from 93 in 1860 to 440 in 1900, so did the poor living conditions in those areas, as shown in document 5. The rise of slums, unsanitary tenement ~~houses~~ houses, and dumb-bell apartments led to a need for social reform.

Upon seeing the poor standards of living in Chicago, Jane Adams established the Hull House to help those newly arrived immigrants who need assistance. Jane was one of the first of many women who would aid in social reform. Along with poor living conditions, Americans ~~Americans~~ also suffered with horrible working conditions caused by industrialization. Document 6a tells of the long hours workers were forced to endure: working from 7:00 AM until 8:00 PM, with only one half hour break during that time. Most workers were only ~~paid~~ paid around \$6 per week, which led to the need for children to contribute an income to the family. Child labor was extremely dangerous, but luckily laws were eventually passed to restrict child labor, like the Illinois law passed in 1893 that is shown in Document 4.

These social changes also led to a need for political change. The United States government needed to adapt in order to accommodate the changes within the country. One of these changes was the formation of additional political parties. For example, the Populist Party was established to support the people of the nation

through the changes of industrialization. Document 3 shows that the party aimed for many reforms, that would help workers. Their resolutions also included ideas for government ownership of railroads to help farmers.

In many cases, political and economic changes went hand in hand. During industrialization, big business and trusts came to power. Industrialists such as Rockefeller and Carnegie had much influence on the government, and often succeeded in having more power and money as shown in document 7. These types of men became very rich extremely quickly, by using questionable tactics to force other businesses out of business. The government did little to stop them. This widened the gap between the rich and the poor of the country, destroyed business competition and provided the need for certain government interventions. President Theodore Roosevelt was a main ~~component~~ component in trust regulations when he chose to enforce antitrust laws. Document 7b shows that he had a unique approach, that allowed only minimal government interference. Roosevelt decided which trusts were a threat and subsequently

broke them up, while only limiting the actions of the trusts that he deemed to be less of a threat. Although some critics felt that his policies resembled socialism too closely, Roosevelt did the best that he could to bring about political and economic changes; changes that he believed would help give everyone a "square deal".

The industrialism of our nation also greatly aided in the Allied victory of World War I. Document 9 shows that due to aid from America, the Allies were able to exceed Germany's manufacturing by more than two and a half times. America was also able to loan money to the Allies. This proves that the United States' industrialization played a role in the changes of the social, economic, and political situations of the world, not just one nation.

Industrialization was extremely significant in bringing change to the U.S. as well as the world. Manufacturing and industry impacted virtually every aspect of life for the American public, and those changes have proved to be lasting. The economic, political, and social changes of the country caused by industrialization simply cannot be overlooked; the impact was too large and significant.

### Anchor Level 3-B

#### **The response:**

- Develops the task with little depth by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is more descriptive than analytical (child labor was extremely dangerous, but laws were eventually passed to restrict child labor; social changes also led to a need for political change; the United States government needed to adapt to accommodate to the changes within the country; Populist Party was established to support the people of the nation through the changes of industrialization; industrialists such as Rockefeller and Carnegie had much influence on the government and often succeeded in having more power and money; the government did little to stop the questionable tactics of big business; President Roosevelt decided which trusts were a threat and subsequently broke them up, while he only limited the actions of the trusts that he deemed less of a threat; industrialization played a role in the changes of the social, economic, and political situations of the world, not just one nation)
- Incorporates some relevant information from documents 2, 3, 4, 5, 6, 7, and 9
- Incorporates relevant outside information (rise of slums, unsanitary tenement houses, and dumbbell apartments led to a need for social reform; Jane Addams established Hull House to help newly arrived immigrants who needed assistance; low pay led to the need for children to contribute an income to the family; resolutions of the Populist Party included ideas for government ownership of railroads to help farmers; industrialists became very rich extremely quickly by using questionable tactics to force other businesses out of business; business competition was destroyed, which provided the need for certain government interventions; President Roosevelt believed that his changes would help give everyone a Square Deal; America was able to loan money to the Allies)
- Includes some relevant facts, examples, and details (huge increase in urban population from 1860 to 1900; workers were forced to endure long hours, working from 7:00 am to 8:00 pm with only one half hour break during that time; most workers were only paid six dollars per week; Illinois passed a law in 1893; Populist Party aimed for reforms that would help workers; big business and trusts came to power during industrialization; President Theodore Roosevelt was a main component in trust regulation when he choose to enforce antitrust laws; industrialization greatly aided in the Allied victory of World War I)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that mentions the significance of industrialization on the United States

**Conclusion:** Overall, the response fits the criteria for Level 3. Document information is utilized to make a case for the negative social effects of industrialization requiring political change. Although some outside historical references are not effectively integrated into the discussion, the inclusion of some good analysis establishes a linkage between political and economic change.

Industrialization irreversibly changed the United State's history. Between the civil war and the end of World War I many people moved in to U.S. cities for the opportunity to work in the many new factories. The American dream was never ending as hundreds of thousands of immigrants came to America in the hopes of starting a new better and better life. Industrialists gained power by forming trusts and influencing the decisions of Congress. Industrialization affected the United States economically, socially, and politically.

An increase in the U.S.'s ability to manufacture goods lead us to become one of the most powerful and influential countries of our time. As shown in document 1A the value of our products from 1860 to 1910 increased by almost 19 billion dollars. Through industrialization we were able to produce more products in a shorter amount of time and create surpluses in agriculture. The power and influence of the U.S. wasn't fully recognized until entering World War I. Document 9 talks of the impact we had on the outcome of the war. Although we were not as strong militarily our ability to produce war goods was huge. We were able to build destroyers in only 3 months and were exporting half of the world's food.

The social aspect of industrialization lead our culture to become one big mixing pot. People were flocking to our cities in search of new jobs. Document 2A shows how in a matter of 40 years urban population had increased <sup>by</sup> 20%. Immigrants from different nations came together with differing ways of living, sometimes creating conflict between old and new ~~ways~~ immigrants. An attempt to resolve some of these conflicts a third political party was created to protect

the views of "the American people." Called the Populist Party, in document 3, they proposed a restriction on immigration to prevent immigrants from continuing to take over jobs for less pay.

Industrialization also affected politics. Not only was a new political party created but also new legislation was created under the influence of the wealthy. Industrialists included J. P. Morgan, John D. Rockefeller, and Andrew Carnegie. They created trusts to eliminate competition between companies and also pressured and bribed politicians into voting in their favor. The cartoonist in document 7A expressed the fear people had about Rockefeller's influence on Congress. He was able to sway votes in his favor to protect Standard Oil. Nevertheless, industrialists also helped the nation by building new schools and libraries. By expanding their businesses, they created new jobs and a higher standard of living.

Without industrialization the United States would not be where they are today. It affected all aspects of people's lives and still affects us today.



**The response:**

- Develops the task with little depth by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is more descriptive than analytical (the American Dream was never ending as hundreds of thousands of immigrants came to America in the hope of starting a new and better life; industrialists gained power by forming trusts and influencing the decisions of Congress; power and influence of the United States was not fully recognized until entering World War I; in an attempt to resolve conflicts, a third political party was created to protect the views of the American people; new legislation was created under the influence of the wealthy industrialists such as J. P. Morgan, John D. Rockefeller, and Andrew Carnegie; by expanding their businesses, industrialists created new jobs and a higher standard of living)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (through industrialization, we were able to produce more products in a shorter amount of time and create surpluses in agriculture; industrialization led our culture to become one big mixing pot; immigrants from different nations came together with clashing ways of living, sometimes creating conflict between old and new immigrants; trusts were created to eliminate competition; wealthy industrialists pressured and bribed politicians into voting in their favor; Rockefeller was able to sway votes in Congress to protect Standard Oil)
- Includes relevant facts, examples, and details (millions of people moved to cities for the opportunity to work in the many new factories; value of manufactured products increased between 1860 and 1910 by almost 19 billion dollars; although we were not as strong militarily, our ability to produce war goods was huge; we were able to build destroyers in only three months and were exporting half of the world's food; people were flocking to cities in search for new jobs; in a matter of 40 years, urban population had increased by 20%; the Populist Party proposed a restriction on immigration to prevent immigrants from taking over jobs for less pay; industrialists helped the nation by building new schools and libraries)
- Demonstrates a satisfactory plan of organization; includes an introduction that explains why industrialization irreversibly changed the United States and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Although only brief statements are made in the development of ideas, good connections are made about the impact of industrialization as it related to immigrants and their impact on American culture and politics. The inclusion of some outside information interwoven with document-based information and some good conclusions demonstrate a satisfactory understanding of the task.

In the United States, industrialization affected the political, economic, and social development. In many ways, industrialization was very good for the American society. But it also had many negative aspects to it.

Industrialization greatly boosted the American economy. Document one shows that many jobs were created ~~and during the~~ during the time period. Millions of people became employed in manufacturing. Also, millions of people immigrated to the U.S. ~~because of~~ ~~economic~~ in search of jobs. Another way industrialization boosted the economy is shown in Doc 2. Thousands of miles of railroads were laid. This ~~also~~ created many jobs, ~~and~~ allowed people and goods to be transported easily throughout the country. Industrialization greatly ~~helped out~~ helped out the American economy and created many jobs.

Industrialization also impacted social aspects of American society. In many ways social development was impacted negatively. Many people moved to cities to find jobs, and in turn, crowded them. Doc 5 tells about how Homestead, Pa was overrun and filthy. The buildings were poor, the sidewalks were sunken, and everywhere men ~~stang~~ slouched around all covered with grease from the mills. The unsanitary conditions of the towns also lead to sickness and disease. Another

Social problem was poor working conditions. Doc 6 tells of how girls ~~the~~ had to work at their machines for endless hours and only were paid 6 dollars a week. The document also says that some girls rarely saw the light of day as sunlight ~~that~~ ~~the~~ only <sup>reached</sup> the first row of machines. ~~the~~ The rest worked by gas light. Working at machines could also be very dangerous as people were often caught in one of the many ~~moving~~ moving parts. Industrialization caused many social problems.

Industrialization also affected the government and had a big impact on politics. Document 7 shows that big industrialists could control the government and persuade the government to do things that would benefit the industrialists. For a while industries were able to avoid government regulations. Also shown in Doc 7, the government eventually went after industrialists and ~~broke~~ Teddy Roosevelt broke up ~~trusts~~ trusts and other unfair business practices. It would take a while but the government would eventually regulated working conditions and put restrictions on big businesses.

Between the ~~end of the~~ civil war and the end of WWI, Industrialization affected many

aspects of American society. It influenced politics, the economy, and social development in the U.S. Industrialization had many positive and negative aspects and entirely changed the U.S. forever.

**Anchor Level 2-A**

**The response:**

- Minimally develops the task by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is primarily descriptive (industrialization greatly boosted the American economy; many people moved to cities to find jobs and in turn crowded them; big industrialists could control the government and persuade the government to do things that would benefit them; Theodore Roosevelt broke up trusts and ended other unfair business practices; government would eventually regulate working conditions and put restrictions on big business)
- Incorporates limited relevant information from documents 1, 2, 5, 6, and 7
- Presents little relevant outside information (railroads created many jobs and allowed people and goods to be transported easily throughout the country; unsanitary conditions of towns lead to sickness and disease; working at machines could be very dangerous as people were often caught in one of the many moving parts)
- Includes few relevant facts, examples, and details (industrialization created many jobs; millions of people immigrated to the United States in search of jobs; industrialization led to thousands of miles of railroad being laid; Homestead, Pennsylvania, was overrun and filthy; some girls rarely saw the light of day)
- 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. Although generally reliant on document information, a relevant outside historical reference about the role of the railroad is used to interpret document 2. An accurate interpretation of the Rockefeller political cartoon and its connection to President Theodore Roosevelt's actions is weakened by a lack of specific facts and details.

Industrialization played a key role in the economic, social and political development of the United States. While the ~~old~~ United States has become very advanced because of industrialization there has been some major side-effects.

The economy of the US has increased greatly due to ~~the~~ industrialization. Industrialization has helped form ~~our~~ the US economy so that it could eventually emerge as ~~the~~ a world superpower. According to Document #1, because of industrialization many immigrant came to the US seeking jobs and the got them. This dramatic increase in the workforce greatly increased our nations wealth. This also ~~could~~ angered many people because the immigrants were taking job away from so Americans.

Industrialization also brought about many changes in ~~the~~ American politics. One of the most ~~important~~ changes was the formation of the Populist Party. As stated in Document #3 the Populist Party's

Platform was to greatly improve working conditions for the workers. Also, industrialization made many people very wealthy. According to Document # 7, some of these people ~~were~~ had so much influence because of their wealth that it seem that they controlled the country.

There were also many significant changes in American society due to industrialization. Many people became very wealthy among ~~these~~ these people being Andrew Carnegie. As stated in Document # 8 Carnegie was very wealth but he did not forget about others. Carnegie gave much of his money to charity. While there were good social change there were also some bad ones. Among these is stated in Document # 5. The town of Homestead, Pennsylvania become so dirty due to pollution from factories and it almost became a place were it was completely unsafe to live in.



Industrialization has had major effects on America and the lives of its citizens. While it has changed America it is a change for the better.

**Anchor Level 2-B**

**The response:**

- Minimally develops the task by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is primarily descriptive (dramatic increase in the workforce greatly increased our nation's wealth; industrialization led to the formation of the Populist Party; the Populist Party platform was to improve working conditions for the workers; some wealthy people had so much influence that it seemed that they controlled the country); includes faulty and weak application (Homestead, Pennsylvania, became a place where it was completely unsafe to live in)
- Incorporates limited relevant information from documents 1, 3, 5, 7, and 8
- Presents little relevant outside information (industrialization has helped form the United States economy so that it could eventually emerge as a world superpower; Homestead, Pennsylvania, became dirty due to pollution from factories)
- Includes few relevant facts, examples, and details (many immigrants came to the United States seeking jobs and got them; industrialization made many people wealthy; Carnegie gave much of his money to charity)
- 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. Statements regarding American anger over immigrants taking jobs and the influence of wealth on the country demonstrate some understanding of the effects of industrialization. However, the response lacks the supporting facts and details to explain those good ideas.

Between the Civil War and the end of World War I, industrialization played an ever-increasing role in economic, social development of the United States.

Because of the industrialization, the value of manufactured products grew from 1.9 billion dollars to 20.7 billion dollars during 1860-1910, at the same time, immigrants poured in because of the ~~the~~ increasing jobs that industrialization generated.

Industrialization also urbanized the United States. From 1860 to 1900, Urban Population grew from 6.2 millions to 30.2 millions, more and more big cities emerged. As more and more people came to the cities, number of workers also increased significantly, in the 1920s number of workers was almost ~~four~~ four times more than the number of workers in the 1870s. Although many people got jobs, ~~but~~ from the industrialization, it also worsened their living conditions, people had to live in overcrowded tenements, they had to work excessively long hours <sup>under</sup> the horrible working conditions. It was especially unfair to women and children since they got paid even less with the same amount of work men ~~had~~ had.

As time passed by, some side effects of industrialization were corrected or improved, such as the child labor issue and the long working hours issue. However, new issues ~~at~~ confronted, such as the monopolies. Government was too weak over the issue of monopolies until President Theodore Roosevelt came along. He was so called the trust-buster and



his policy was to have strong control over the good trusts and break up the bad ones.

Despite all side effects of the industrialization and the conflicts it brought upon, United State became a super economic power. it became so powerful on economy that once it entered the World War I. It changed the balance immediately.

Anchor Level 2-C

**The response:**

- Minimally develops the task by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is primarily descriptive (immigrants poured in because of the increasing jobs that industrialization generated; industrialization also urbanized the United States; number of workers increased significantly as more and more people came to the cities; industrialization worsened living conditions as people had to live in overcrowded tenements; people had to work excessively long hours; some side effects of industrialization were corrected or improved such as issues of child labor and long working hours; government was weak over the issue of monopolies until President Theodore Roosevelt came along)
- Incorporates limited relevant information from documents 1, 2, 4, 6, 7, and 9
- Presents little relevant outside information (treatment of women and children was especially unfair since they got paid even less than men for the same amount of work; President Theodore Roosevelt was called the trustbuster)
- Includes few relevant facts, examples, and details (value of manufactured products increased because of industrialization; President Theodore Roosevelt's policy was to have strong control over the good trusts and break up the bad trusts)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that employs document 9 to prove that industrialization allowed the United States to become a super economic power

**Conclusion:** Overall, the response fits the criteria for Level 2. Document information is used to show a connection between industrialization and its effects. Citing the improvement of some of the negative effects of industrialization and the emergence of issues such as the government's role regarding monopolies may be somewhat analytical; however, both ideas are only minimally addressed.

The Industrial revolution was one of the most important events in American History. Taking place between the Civil War and the first World War, ~~it~~ it caused the shift of American people and the economy to the factories in the cities (Doc 2). It also greatly strengthened the economy in the cost of goods and the number of people who were employed (Doc 1). The increased focus on Industry brought about two groups that played a large part in politics at the time. The disenfranchised workers and the ever powerful robber barons.

With all the jobs in the factories, the workers realized the troubles with their conditions. They had to suffer through long work days in dark dangerous rooms (Doc 6). With that in mind they began to organize and force labor laws to be passed (Doc 4).

The other important part of the industrial era were the business owners. As the cartoons in document 7a shows, Robber Barons like Rockefeller and Carnegie could amass monopolies and practically control the government. This brought about such changes the Sherman Antitrust Act.

## Anchor Level 1-A

### **The response:**

- Minimally develops the task by mentioning effects of industrialization on the United States between the Civil War and the end of World War I
- Is descriptive (workers had to suffer through long work days in dark dangerous rooms; robber barons could practically control the government); lacks understanding and application (with all the jobs in factories, the workers realized the troubles with their conditions)
- Includes limited references to documents 1, 2, 4, 6, and 7
- Presents relevant outside information (increased focus on industry brought about two groups, the disenfranchised workers and the ever powerful robber barons, who played a large part in politics at the time; Rockefeller and Carnegie were robber barons who could amass monopolies; robber baron control of the government brought about changes such as the Sherman Antitrust Act)
- Includes few relevant facts, examples, and details (workers began to organize and force labor laws to be passed)
- Demonstrates a general plan of organization; includes an introductory statement and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Document-driven information is used to mention an effect on workers and the actions of business owners. The response shows a limited understanding of the task.

At the end of the Civil War, the United States began an industrial growth. This also helped the economy of the US greatly. For some people the Industrial growth was great. They became rich and had great lives. For most though, they were over-worked and under-paid.

During the Industrial Age, cities grew like crazy. In 1860 there were only 93 cities with a population of 10,000 or more. In 1900, only 40 years later, there were 440 cities with a population of 10,000 or greater. This was not always a good thing though. Many cities were in horrible conditions. According to Hamlin Garland, "This town was as squalid and unlovely as could be imagined, and the people were mainly of the discouraged and sullen type to be found everywhere where labor passes into the brutalizing stage of severity."

Many workers were way too over-worked. They would start at 7 AM and end at 8 PM with only a 30 minute break for lunch.

They were only paid \$6 a week for that amount of work. These are the people that ~~were~~ treated horribly during the Industrial Age.

Then there were people like John D. Rockefeller and Andrew Carnegie. They became very rich during the Industrial Age. John Rockefeller was so rich that he could basically control the government and do whatever he wanted to. Andrew Carnegie was also rich but gave a lot of his money to charity.

~~So~~ So obviously the Industrial Age did many things to America. It helped many people and hurt many people. In the long run, it really helped America.

## Anchor Level 1-B

### **The response:**

- Minimally develops the task by mentioning effects of industrialization on the United States between the Civil War and the end of World War I
- Is descriptive (industrial growth helped some people become rich and have great lives; most people were overworked and underpaid; many cities were in horrible condition; Rockefeller was so rich that he could basically control the government and do whatever he wanted to)
- Includes limited relevant information from documents 2, 6, 7, and 8; copies information from document 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (cities grew; many workers started at 7:00 a.m. and ended at 8:00 p.m. with only a 30-minute break for lunch and only paid six dollars a week; John D. Rockefeller and Andrew Carnegie became very rich; Carnegie was rich but gave much of his money to charity)
- 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 1. A very basic understanding of the task is demonstrated in the limited discussion of conditions in the cities and workplace and the control industrialists had over the government.

There were many economic, political and social effects that industrialization had on the United States. Industrialization obviously made the United States richer. Also it was a giant new source of jobs, employing as many as 30 million people by 1920 (document 2). Also industrialization increased immigration (document 1b) and produced billions of dollars worth of merchandise (document 1a).

Of course Industrialization had negative effects too, specifically social. In industrialized Pennsylvania, many people lived harsh lives that were worsened by poor living conditions in the tenement housing provided (document 5). Working conditions were also very poor, often workers worked in gaslight or without safety mechanisms on machines (document 4). During this time period many people were hurt due to unsafe machines and bad working conditions and among these people were little children who died or grew up deformed.

Reforms were eventually passed (document 4) to protect laborers whether male, female or children. Industrialization was able to change the United States politically by causing the passing of

numerous laws to protect the public. Among these laws were ones that restricted trusts (document 7b). Of course there were some positive effects of industrialization. Obviously more jobs were distributed among Americans, citizens or immigrants. Others such as Carnegie gave back to society by building thousands of libraries across America.

Even though industrialization took its tolls on human lives and happiness, America wouldn't be like how it is today if industrialization didn't occur or wasn't as successful. In my opinion industrialization was very necessary and did good for our country, but it could've happened slower and more safely so it didn't have to take lives in the process.



The time period of the 1860s up until 1920 marked a key era in the development of industrialization in the United States. The social, economic, and political effects of this age of growth had an impressive impact on American society. The effects of industry not only shaped America as a world power but also influenced the standard of living for its citizens. However, both positive and negative effects of industrialization contributed to this national development.

As new technologies made their way into American industry, the need for people to man machines and increase the output of goods was necessary. As a result, employment rates rose to over twenty billion workers by 1920, a number supported by both men and women (Doc. 1). As news of new jobs in the U.S. made its way across seas, foreigners began to emigrate and took advantage of the new opportunities for employment and prosperity. Within a sixty-year time period, the number of immigrants rose by millions (Doc. 1).

Unfortunately, as industry and employment blossomed, unreasonable aspects and conditions resulted. Unhealthy and potentially life-threatening conditions plagued factories and other working places. In response, states such as Illinois began to propose the regulation of working hours and conditions that would require health inspections and limit labor times (Doc. 4).

Other state governments were forced to recognize these conditions as workers went on strike and protested these unfair labor circumstances (Doc. 6). Not only working hours but also the legal working age in Illinois was regulated to further limit child labor (Doc. 4). In addition, this rise of industry and the flocking of citizens to areas in the vicinity of their workplace contributed to the presence of slums and poorly kept neighborhoods. Within towns such as Homestead many of the streets were filled with waste and equally depressing, citizens were forced to reside in these conditions (Doc. 5).

On the contrary, this development in United States industry had countless positive and helpful effects. This growth enabled the nation to provide a surplus of goods to its citizens and the world market. This factor was especially beneficial to the Allied Powers during wartime, as this nation was able to mass produce ships and machinery vital for warfare (Doc. 9). Profits from industrial developments also led to philanthropy, benefiting society and educational resources. However, the power of monopolies was recognized as not always being good and had to be handled by anti-trust policies.

Industrialization had a tremendous effect on the society and economy of the 20<sup>th</sup> century, as it continues to affect these aspects today. Although there were several difficult issues

that arose in response to this boom, there were also some positive achievements created by these advancements, benefiting America and other nations. The contributions of Americans and foreign immigrant workers allowed for this expansion and the reinforcement of citizens' rights as they struggled to battle inhumane conditions through demonstrations and strikes. This time period contributed to the strengthening of America as an influential world power that continued through the 20<sup>th</sup> century.

Between the Civil ~~war~~<sup>war</sup> and World War I Industrialization had a massive effect on social, ~~economic~~ and political life in the United States. Thousands of immigrants flocked to the ~~suburbs~~<sup>cities</sup> and urban areas. Government started to ~~become~~ become friends of big business and big business benefitted greatly from it. The industrial boom between 1861-1910 pocketed the United States into becoming one of the world's biggest places for marketing, industry and business.

People and immigrants during the industrial boom flew to cities and urban areas where jobs were readily available. According to document 1 the Immigration grew almost every decade and the ~~number~~ number people employed in factories rose greatly. As jobs became more and more available people needed them and immigrants filled the needed spots.

As Industry grew so did its corrupt practices. The workplace was messy and unclear and the places ~~not~~ ~~up~~ set to fire very easily. As a result more and more third parties formed to protect the rights of workers.

These third parties started to protest for the cleanliness of the workplace and shorter workdays. As Industry grows so does its corruptions and problems, but as with most problems eventually it is resolved.

In order to protect the rights of workers government passed legislation. In Doc. 4 it shows that no apartment or tenement could be used as a workplace except for if you owned it. No children under 14 could work and No Female could work more than forty-eight hours a week. As with most problems the situations are resolved.

The time period of the Industrial boom also brought many corrupt practices to government. big business became good friends with head government leaders. In document 7 the political cartoon shows how many big business owners such as Rockefeller controlled government and in order to prevent this from getting worse, the other cartoon shows how Theodore Roosevelt would break up bad trusts and keep a close control on govt. leaders.

As more and more people moved to the cities they needed to be housed. In order

to create housing tenements and apartments were put up. These housings were poorly constructed set fire easily and spread disease easily. In reading document five it is noted how the lack of sanitation creates terrible smells. ~~The~~ Sidewalks are full of holes and waste is thrown out of windows to the sidewalk. As with other problems this is corrected and fire escapes are made places are required to have a window and sanitation was made.

Industry affected all aspects of life where you live, government and, where you work. Through ~~legislation~~ and this period of time many corrupt practices were put into place. Through legislation and government action these practices were corrected and the U.S. became a very powerful nation.

Industrialization of the United States between 1861 and 1918 was a major turning point in history. More jobs were available increasing the working population which caused an increase of people in city living. The economy prospered, but it was not without corruption.

As manufacturing within the United States rose, so did the number of both male and female workers. Between 1870 and 1910, the number of male manufacturing employees increased by over 7 million workers and the number of female manufacturing employees increased by over one million workers. (Document 1a) This increase in the working class changed employment in the United States forever. More single and immigrant women were slowly becoming a bigger part of the working environment creating a gradual change in the role of women as marriages were delayed and families became smaller. Such beliefs as the Cult of Domesticity were becoming slightly less popular and less followed.

The rise of manufacturing caused the growth of cities and urban development due to the location of factories and jobs. The percent of urban population between 1860 and 1900 doubled (Document 2a) The living style of the United States was shifting from rural to urban. Farmers saw more opportunities and excitement in the cities, and recently arrived immigrants were mainly settling in cities. The growth of urban population also sparked the beginning of wealthier people moving away from

the center of the city. Many more wealthy Americans wanted to separate themselves from the poor, African Americans and poor immigrants. Because of the railroad and inventions such as the electric trolley, people were able to commute from the suburbs to the cities where they worked (Document 2a).

Other undesirable conditions of the cities also created the want of wealthy Americans to move to suburbs. The living and working conditions within many cities became worse with squalid streets and buildings and sidewalks that were sunken in and filled with holes (Document 5). Working conditions were not desirable as the buildings were also dirty with bad lighting and working hours were long. Moving away from the laissez-faire government policy, laws were passed to improve conditions. In 1893, Illinois passed laws which set regulations on the cleanliness of factories, restrictions on child labor and maximum working hours for women (Document 4). Business owners were mainly looking to make a high profit and did not care for the needs of the workers so the government had to step in.

Social Darwinism was a belief held by some wealthy industrialists. They believed that the rich were rich because they were the strongest and most able, and the poor were poor because they were not apt enough to survive and prosper.



These industrialists, including John P. Rockefeller, Andrew Carnegie and Vanderbilt believed in a laissez-faire government.

Laissez-faire was the main domestic policy in the beginning of industrialization which allowed some corporations to become too powerful. Trusts and monopolies were formed which ~~greater~~ created a larger gap between the rich and the poor. Wealthy industrialists often violated laws and often found loopholes in government regulations. They viewed the government as something they could control because they had more power and money (Document 7a).

Such acts as the Sherman Anti Trust Act was not enforced and had little impact when it was first created. Railroads were not regulated for many years causing farmers to be unhappy and less prosperous. One reason was due to long haul/short haul as the same rates applied to both short distances and long distances on railroads. This led to the passage of the Interstate Commerce Act.

Even though some industrialists were too powerful, there were some who also engaged in activities which benefited society. Andrew Carnegie, for example, gave much of his personal wealth to philanthropy. He helped create and provide aid to libraries, universities, trusts and foundations, and public buildings. He believed that "the man who dies rich dies disgraced" (Document 8)

Industrialization within the United States caused urbanization, political corruption and a change in society. American life changed due to industrialization.

Between the Civil War and the end of World War I, many people immigrated to the United States (Doc. 1b). Immigrants came to America looking for political and social freedom, and also to find work. As a result of industrialization, many jobs were available in cities in factories and other workshops. The increase in immigration and availability of jobs led to rapid settling of cities, or urbanization. Industrialization had many economic, social, and political effects on American society.

After 1860, more workers began to make the transition from farms and agricultural life to urban life in the cities. Many people chose to work in cities over farms because there were many jobs opening provided by industrialization that did not require much skill, as machines did much of the work. As the urban population grew, the number of cities also increased. Industrialization caused a rapid growth of railroads as well (Doc. 2a). More miles of railroad were needed to ship and transport the machine-made goods around the country.

Although industrialization was good for the American economy, it had negative social effects on the people. As a result of the rapid growth of cities, the housing there was built quickly and poorly. Overcrowding in cities was a major problem, resulting in both unsanitary living and working environments. Some states tried to

address the problems in factories and workplaces by passing inspection laws. A 1893 Illinois law, for example, required inspections to provide workers with clean, healthy work environments (Doc 4). However, most workers continued to work for long hours in bad conditions and with very little pay. These conditions led to the formation of strikes, in which workers would protest unfair working conditions (Doc 6). Eventually they succeeded in improving their wages and shortening their workday.

A major effect of industrialization was the formation of trusts and monopolies. Some business leaders would try to gain control of the production of an entire product in order to be able to have complete control of prices. One major industrialist was John D. Rockefeller, a trust giant who owned most of the oil refineries in a horizontal combination. Trusts like these were dangerous, however, because Rockefeller could basically control the market and the government with the large amount of power that he had especially in the Senate (Doc 7a). The government often favored big businesses, such as the oil industry, because of the economic growth they brought to the United States. For many years, the government also sided against strikes and labor unions, as they threatened the prosperity of big businesses.

In conclusion, industrialization brought about many changes to American society. Cities grew and the American economy

prospered. The standard of living increased however in some areas it decreased, due to overcrowding and unsanitary conditions in cities. Whether positive or negative industrialization greatly effected American history and shaped the industrial economy.

## Practice Paper A—Score Level 2

### **The response:**

- Minimally develops the task by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is primarily descriptive (reforms were eventually passed to protect laborers whether male, female, or children; numerous laws were passed to protect the public)
- Incorporates limited relevant information from documents 1, 2, 4, 5, 7, and 8
- Presents little relevant outside information (machines did not have safety mechanisms and many people were hurt; some little children died or grew up deformed as a result of poor working conditions; laws restricted trusts)
- Includes few relevant facts, examples, and details (industrialization was a giant new source of jobs; it increased immigration and produced billions of dollars worth of merchandise; in industrialized Pennsylvania, many people lived harsh lives that were worsened by poor living conditions in tenement housing; working conditions were also very poor because workers often worked in gaslight; Carnegie gave back to society by building thousands of libraries across America)
- Demonstrates a general plan of organization; includes an introduction that mentions the positive effects of industrialization and a conclusion that mentions how the successes of industrialization helped America

**Conclusion:** Overall, the response fits the criteria for Level 2. Brief, basic statements are presented in a logical progression and demonstrate an understanding of the positive and negative effects of industrialization. Although accurate statements are made about workplace dangers and laws passed as a result of political change, few supporting facts and examples are provided in the development of the task.

**The response:**

- Develops the task with little depth by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is both descriptive and analytical (as new technologies made their way into American industry, the need for people to man machines and increase the output of goods was necessary; as news of new jobs in the United States made its way across the seas, foreigners began to emigrate to take advantage of the new opportunities for employment and prosperity; unhealthy and potentially life-threatening conditions plagued factories and other working places; other governments were forced to recognize these conditions as workers went on strike and protested unfair labor circumstances; the rise of industry and the flocking of citizens to areas in the vicinity of their workplace contributed to the presence of slums and poorly kept neighborhoods; industrial growth enabled the nation to provide a surplus of goods for its citizens and world market; this nation was able to mass produce ships and machinery vital for the Allies; profits from industrial developments also led to philanthropy, benefiting society and educational resources; the power of monopolies was recognized as not always being good and had to be handled by antitrust policies)
- Incorporates some relevant information from documents 1, 4, 5, 6, 7, 8, and 9
- Incorporates no relevant outside information
- Includes some relevant facts, examples, and details (within a 60-year time period, the number of immigrants rose by millions; states such as Illinois began to propose the regulation of working hours and conditions that would require health inspections and limit labor time; not only working hours but also the legal working age in Illinois were regulated to further limit child labor; in towns such as Homestead, the streets were filled with waste); includes a minor inaccuracy (employment rates rose to over twenty billion workers by 1920)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the effects of industry not only shaped America as a world power but also influenced the standard of living for its citizens and a conclusion that mentions the difficulties of industrialization but focuses on the positive achievements that benefited America and other nations

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the response lacks outside information, the references to the power of monopolies and the reinforcement of citizens' rights adds analysis to a primarily document-driven discussion. Extensive interpretation of document information balances limited discussion of factual references.

## Practice Paper C—Score Level 2

### **The response:**

- Minimally develops the task by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is primarily descriptive (government started to become friends of big business and big business benefited greatly from it; industrialization rocketed the United States into becoming one of the world's biggest places for marketing, industry, and business; with the growth of industry came corruption and problems; big business became good friends with government leaders; to prevent government corruption from getting worse, Theodore Roosevelt would break up bad trusts and keep close control on good ones); includes weak application (tenements and apartments were put up as more and more people moved to the cities)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 7
- Presents little relevant outside information (workplace was unclean and fires could start easily; housing was poorly constructed and caught fire easily; disease spread easily in tenements; lack of sanitation created terrible smells; fire escapes and a window were required)
- Includes few relevant facts, examples, and details (thousands of immigrants flocked to the cities where jobs were readily available; number of people employed in factories rose greatly; third parties formed to protect the rights of workers such as cleanliness of the workplace and a shorter workday; no apartment or tenement could be used as a workplace unless the person owned it; big business owners such as Rockefeller controlled government)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are overviews of some specific document ideas

**Conclusion:** Overall, the response fits the criteria for Level 2. Repetitive themes regarding immigrants moving to cities for jobs and corrupt practices form the basis of the response. Limited discussion of document information demonstrates only a basic understanding of the task.



**The response:**

- Develops the task by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is both descriptive and analytical (increase in the working class changed employment in the United States forever; rise of manufacturing caused the growth of cities and urban development due to the location of factories and jobs; even though some industrialists were too powerful, there were some such as Andrew Carnegie who engaged in activities which benefited society)
- Incorporates relevant information from documents 1, 2, 4, 5, 7, and 8
- Incorporates relevant outside information (women were slowly becoming a bigger part of the working environment creating a gradual change in the role of women as marriages were delayed and families became smaller; beliefs such as the cult of domesticity were becoming slightly less popular and less followed; farmers saw more opportunities and excitement in the cities; because of the railroad and inventions such as the electric trolley, people were able to commute from the suburbs to the cities where they worked; business owners were mainly looking to make a high profit and did not care for the needs of the workers so the government had to step in; Social Darwinism was a belief held by some wealthy industrialists; industrialists such as John D. Rockefeller, Andrew Carnegie, and Vanderbilt believed in a laissez-faire policy which allowed some corporations to become too powerful; trusts and monopolies created a larger gap between the rich and the poor; wealthy industrialists often violated laws and often found loopholes in government regulations; some wealthy industrialists viewed government as something they could control because they had more power and money; Sherman Antitrust Act was not enforced and had little impact when it was first created)
- Supports the theme with relevant facts, examples, and details (number of male and female workers increased with the rise in manufacturing; percent of urban population between 1860 and 1900 doubled; living and working conditions within many cities became worse with squalid streets and buildings and sidewalks that were sunken in and filled with holes; working conditions were not desirable as the buildings were also dirty with bad lighting and working hours were long; Illinois passed laws setting regulations on the cleanliness of factories, restrictions on child labor, and maximum working hours for women; Andrew Carnegie gave much of his personal wealth to philanthropy by providing aid to libraries, universities, trusts, foundations, and public buildings)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses why industrialization was a major turning point in history and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Although important historical concepts such as the cult of domesticity, the development of suburbs, and Social Darwinism are included in the discussion, they are only tenuously connected to the task. However, relating the problems of nonregulation of business to the loopholes in eventual regulatory measures demonstrates a good understanding of the influence of laissez-faire thought during the period of industrialization.

**The response:**

- Develops the task with little depth by discussing effects of industrialization on the United States between the Civil War and the end of World War I
- Is more descriptive than analytical (more workers began to make the transition from farms and agricultural life to urban life in the cities; as a result of the rapid growth of cities, housing was built quickly and poorly; overcrowding in cities resulted in unsanitary living and working environments; despite laws, most workers continued to work for long hours in bad conditions with little pay; eventually, workers succeeded in improving their wages and shortening their workday; government often favored big business, such as the oil industry, because of the economic growth they brought to the United States)
- Incorporates some relevant information from documents 1, 2, 4, 6, and 7
- Incorporates relevant outside information (more miles of railroads were needed to ship and transport the machine-made goods around the country; a major effect of industrialization was the formation of trusts and monopolies; some business leaders would try to gain control of production of an entire product to have complete control of prices; John D. Rockefeller owned most of the oil refineries in a horizontal combination; Rockefeller could basically control the market and the government with the large amount of power he had, especially in the Senate; for many years the government also sided against strikes and labor unions as they threatened the prosperity of big business)
- Includes some relevant facts, examples, and details (industrialization provided many job openings that did not require much skill as machines did much of the work; as urban population grew, the number of cities also increased; industrialization caused a rapid growth of railroads; Illinois required inspections to provide workers with clean, healthy work environments; bad conditions led to strikes in which workers would protest unfair working conditions)
- Demonstrates a satisfactory plan of organization; includes an introduction that connects industrialization and immigration and a conclusion that contrasts the positive and negative effects of industrialization on the standard of living

**Conclusion:** Overall, the response fits the criteria for Level 3. Although some analytical statements are included, their development is limited as is the interpretation of documents. However, an understanding of the effects of industrialization is demonstrated through the incorporation of document information and through an attempt to incorporate some relevant outside information.

# United States History and Government Specifications

## June 2009

### Part I Multiple-Choice Questions by Standard

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

### Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Constitutional Principles; Individual Rights	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Change: Factors of Production; Government; Immigration and Migration; Reform; Environment; Foreign Policy	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

### *Notes:*

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

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

**The *Chart for Determining the Final Examination Score for the June 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 – June 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 46 would receive a final examination score of 81.

		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	19	23	27	31	35
	1	1	4	7	10	13	17	21	24	28	32	36
	2	2	5	8	11	14	18	22	26	30	34	38
	3	3	6	9	12	16	19	23	27	31	35	39
	4	4	7	10	13	17	21	24	28	32	36	40
	5	5	8	11	14	18	22	26	30	34	38	42
	6	6	9	12	16	19	23	27	31	35	39	43
	7	7	10	13	17	21	24	28	32	36	40	45
	8	8	11	14	18	22	26	30	34	38	42	46
	9	9	12	16	19	23	27	31	35	39	43	47
	10	10	13	17	21	24	28	32	36	40	45	49
	11	11	14	18	22	26	30	34	38	42	46	50
	12	12	16	19	23	27	31	35	39	43	47	52
	13	13	17	21	24	28	32	36	40	45	49	53
	14	14	18	22	26	30	34	38	42	46	50	54
	15	16	19	23	27	31	35	39	43	47	52	56
	16	17	21	24	28	32	36	40	45	49	53	57
	17	18	22	26	30	34	38	42	46	50	54	58
	18	19	23	27	31	35	39	43	47	52	56	60
	19	21	24	28	32	36	40	45	49	53	57	61
	20	22	26	30	34	38	42	46	50	54	58	63
	21	23	27	31	35	39	43	47	52	56	60	64
	22	24	28	32	36	40	45	49	53	57	61	65
	23	26	30	34	38	42	46	50	54	58	63	67
	24	27	31	35	39	43	47	52	56	60	64	68
	25	28	32	36	40	45	49	53	57	61	65	69
	26	30	34	38	42	46	50	54	58	63	67	71
	27	31	35	39	43	47	52	56	60	64	68	72
	28	32	36	40	45	49	53	57	61	65	69	73
	29	34	38	42	46	50	54	58	63	67	71	74
	30	35	39	43	47	52	56	60	64	68	72	76
	31	36	40	45	49	53	57	61	65	69	73	77
	32	38	42	46	50	54	58	63	67	71	74	78

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	33	39	43	47	52	56	60	64	68	72	76	79
	34	40	45	49	53	57	61	65	69	73	77	81
	35	42	46	50	54	58	63	67	71	74	78	82
	36	43	47	52	56	60	64	68	72	76	79	83
	37	45	49	53	57	61	65	69	73	77	81	84
	38	46	50	54	58	63	67	71	74	78	82	85
	39	47	52	56	60	64	68	72	76	79	83	86
	40	49	53	57	61	65	69	73	77	81	84	87
	41	50	54	58	63	67	71	74	78	82	85	89
	42	52	56	60	64	68	72	76	79	83	86	90
	43	53	57	61	65	69	73	77	81	84	87	91
	44	54	58	63	67	71	74	78	82	85	89	92
	45	56	60	64	68	72	76	79	83	86	90	93
	46	57	61	65	69	73	77	81	84	87	91	94
	47	58	63	67	71	74	78	82	85	89	92	95
	48	60	64	68	72	76	79	83	86	90	93	96
	49	61	65	69	73	77	81	84	87	91	94	96
	50	63	67	71	74	78	82	85	89	92	95	97
	51	64	68	72	76	79	83	86	90	93	96	97
	52	65	69	73	77	81	84	87	91	94	96	97
	53	67	71	74	78	82	85	89	92	95	97	98
	54	68	72	76	79	83	86	90	93	96	97	98
	55	69	73	77	81	84	87	91	94	96	97	98
	56	71	74	78	82	85	89	92	95	97	98	98
	57	72	76	79	83	86	90	93	96	97	98	98
	58	73	77	81	84	87	91	94	96	97	98	98
	59	74	78	82	85	89	92	95	97	98	98	99
	60	76	79	83	86	90	93	96	97	98	98	99
	61	77	81	84	87	91	94	96	97	98	98	99
	62	78	82	85	89	92	95	97	98	98	99	99
	63	79	83	86	90	93	96	97	98	98	99	99
	64	81	84	87	91	94	96	97	98	98	99	100