

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, January 28, 2010 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

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

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

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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

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

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

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

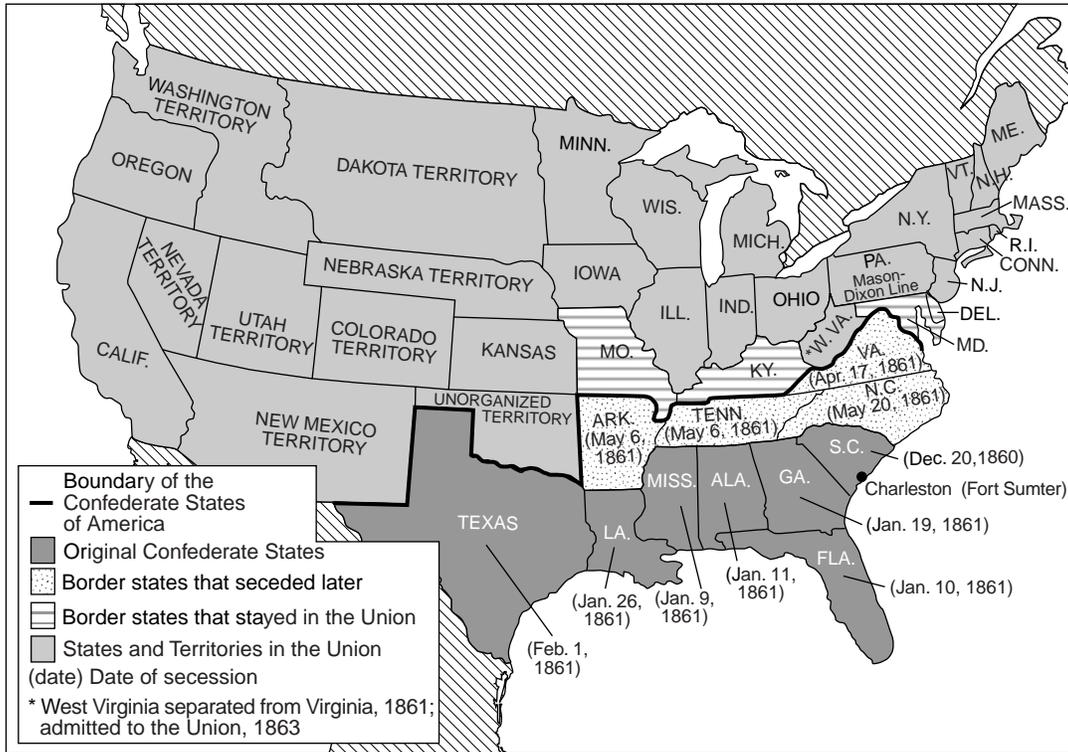
Part I

Answer all questions in this part.

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

- 1 In which area did good harbors, abundant forests, rocky soil, and a short growing season most influence the colonial economy?
 - (1) Southern colonies
 - (2) Middle Atlantic region
 - (3) Northwest Territory
 - (4) New England colonies
- 2 The Mayflower Compact and the Virginia House of Burgesses are most closely associated with
 - (1) abuses by absolute monarchs
 - (2) establishment of religious toleration
 - (3) steps toward colonial self-government
 - (4) adoption of universal suffrage
- 3 The authors of the Declaration of Independence used the phrase “Life, Liberty and the pursuit of Happiness” to identify
 - (1) natural rights
 - (2) legal rights
 - (3) States rights
 - (4) economic rights
- 4 In order to win ratification of the United States Constitution, supporters agreed to
 - (1) add a bill of rights
 - (2) admit new states to the Union
 - (3) establish an electoral college
 - (4) give the Senate the power to ratify treaties
- 5 Which action did Alexander Hamilton support during the 1790s?
 - (1) restrictions on trade with England
 - (2) distribution of free land
 - (3) creation of the national bank
 - (4) elimination of the whiskey tax
- 6 Which power did the United States Supreme Court gain through the Court’s decision in *Marbury v. Madison*?
 - (1) judicial review
 - (2) hearing appeals from lower federal courts
 - (3) deciding cases involving two or more states
 - (4) judicial independence through lifetime appointments
- 7 One way in which the Kentucky and Virginia Resolutions (1798) and the South Carolina Ordinance of Nullification (1832) are similar is that each
 - (1) claimed that individual states have the right to interpret federal laws
 - (2) formed part of the unwritten constitution
 - (3) supported the federal government’s power to declare war
 - (4) provided a way for new states to enter the Union
- 8 During the early 1800s, which factor contributed the most to the start of the Industrial Revolution in the United States?
 - (1) a restriction on European immigration
 - (2) the end of the slave labor system
 - (3) an abundance of natural resources
 - (4) the availability of electricity
- 9 A primary goal of the Monroe Doctrine (1823) was to
 - (1) prevent European intervention in Latin America
 - (2) create an opportunity for the annexation of Canada
 - (3) protect the site of a canal across Central America
 - (4) help European nations establish new Western Hemisphere colonies
- 10 What was an immediate effect of the completion of the Erie Canal in 1825?
 - (1) Prices increased for food products along the Atlantic Coast.
 - (2) Farmers could more easily ship grain to eastern markets.
 - (3) A territorial conflict began with Canada over the Great Lakes.
 - (4) Railroads were forced to reduce their shipping rates.

Base your answer to question 11 on the map below and on your knowledge of social studies.



Source: John M. Blum et al., *The National Experience: A History of the United States*, Harcourt Brace Jovanovich, 1981 (adapted)

11 What is the most accurate title for this map?

- (1) Closing the Frontier
- (2) Results of Reconstruction
- (3) A Nation Divided
- (4) Compromise of 1850

12 The Supreme Court ruling in *Dred Scott v. Sanford* (1857) helped to increase sectional conflict because the decision

- (1) denied Congress the power to regulate slavery in the territories
- (2) allowed for the importation of enslaved persons for ten years
- (3) prohibited slavery in lands west of the Mississippi River
- (4) gave full citizenship to all enslaved persons

13 In 1862, the Homestead Act and the Pacific Railway Act were passed primarily to

- (1) achieve Northern victory in the Civil War
- (2) develop the Midwest and western parts of the country
- (3) improve the lives of freed slaves
- (4) expand overseas markets to Asia and Europe

14 Following the Civil War, fewer immigrants settled in the South because

- (1) most of the new arrivals chose to settle on the Great Plains
- (2) freedmen had been given most of the available farmland in the South
- (3) jobs were more plentiful for immigrants on the West Coast
- (4) more factories that employed unskilled laborers were located in the North

15 The most direct effect of poll taxes and literacy tests on African Americans was to

- (1) prevent them from voting
- (2) limit their access to public facilities
- (3) block their educational opportunities
- (4) deny them economic advancements

- 16 During the late 1800s, what was a major effect of industrialization on workers in the United States?
- (1) Membership in labor unions declined.
 - (2) Workers migrated to rural regions.
 - (3) Most factory jobs became service industry jobs.
 - (4) Skilled craftsmen were replaced by semiskilled machine operators.

Base your answers to questions 17 and 18 on the speakers' statements below and on your knowledge of social studies.

Speaker A: Feeding and clothing the poor is a mistake. Just as nature weeds out unfit members, a capitalist society should be allowed to do the same.

Speaker B: To provide for the common good and protect the people, the government should pass laws to prevent the sale of alcohol.

Speaker C: To promote economic growth, the government should expand United States markets overseas.

Speaker D: Since transportation is a public necessity, the government should own and operate the railroads in the public interest.

- 17 Which speaker would most likely support the theory of Social Darwinism?
- (1) A
 - (2) B
 - (3) C
 - (4) D
- 18 Which third party held beliefs most similar to those expressed by *Speaker D*?
- (1) Know-Nothing
 - (2) Greenback
 - (3) Populist
 - (4) Bull Moose

- 19 During the late 1800s, presidents and governors most often used military force during labor-management conflicts as a way to
- (1) support industrialists and end strikes
 - (2) make employers sign collective bargaining agreements
 - (3) protect workers from the private armies of employers
 - (4) replace striking factory workers with soldiers

- 20 Between 1880 and 1920, the majority of the "new" immigrants to the United States came from
- (1) northern and western Europe
 - (2) southern and eastern Europe
 - (3) Canada and Latin America
 - (4) China and Southeast Asia

- 21 Which factor is most closely associated with the decision of the United States to declare war on Spain in 1898?
- (1) isolationist policy
 - (2) labor union pressure
 - (3) yellow journalism
 - (4) unrestricted submarine warfare

- 22 A major purpose of President Woodrow Wilson's Fourteen Points (1918) was to
- (1) ask Congress to enter World War I
 - (2) set goals for achieving peace after World War I
 - (3) provide an aid program for rebuilding war-torn nations
 - (4) retaliate for the sinking of the *Lusitania*

- 23 The "clear and present danger" doctrine established in *Schenck v. United States* (1919) concerned the issue of
- (1) freedom of speech
 - (2) the right to bear arms
 - (3) the right to an attorney
 - (4) separation of church and state

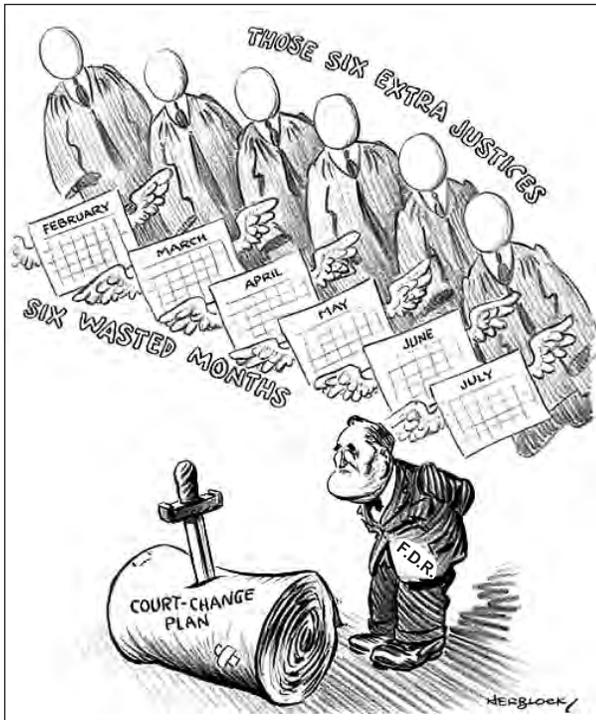
- 24 Why did many United States farmers fail to benefit from the economic prosperity of the 1920s?
- (1) No technological advances were made in agriculture.
 - (2) Levels of farm production declined.
 - (3) Farm exports were heavily taxed.
 - (4) Agricultural goods were overproduced.

- 25 The Scopes trial of the 1920s dealt with a conflict between
- (1) communism and capitalism
 - (2) Protestants and Catholics
 - (3) science and religion
 - (4) labor and management

- 26 Which economic factor contributed most directly to the start of the Great Depression?
- (1) low worker productivity
 - (2) high income taxes
 - (3) decreasing tariff rates
 - (4) buying stocks on margin

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

“O, death! O, change! O, time!”



Source: Herblock, *NEA Service*, 1937 (adapted)

- 27 Which constitutional principle is illustrated in this cartoon?
- (1) federalism
 - (2) checks and balances
 - (3) States rights
 - (4) executive privilege
-
- 28 What was a guiding principle of the New Deal economic policies?
- (1) Pro-business tax breaks would solve the problems associated with urban poverty.
 - (2) Antitrust legislation would destroy the free market economy of the United States.
 - (3) Rugged individualism must be allowed to solve social inequality.
 - (4) Government must assume more responsibility for helping the poor.

- 29 The Neutrality Acts of 1935 and 1937 were intended to
- (1) enforce the policies of the League of Nations
 - (2) stimulate economic growth in the United States
 - (3) avoid the policies that drew the nation into World War I
 - (4) support the use of peacekeeping troops in Europe
- 30 What was a primary goal of Franklin D. Roosevelt, Winston Churchill, and Joseph Stalin when they met at the Yalta Conference in 1945?
- (1) setting up postwar aid for Great Britain
 - (2) sharing the development of atomic weapons
 - (3) protecting the colonial empires of the warring nations
 - (4) settling major wartime issues of the Allied powers
- 31 What effect did the end of World War II have on American women who worked in defense industries during the war?
- (1) They were invited to join labor unions.
 - (2) Their jobs were taken by returning servicemen.
 - (3) Their wages were increased to match those of male workers.
 - (4) Their contributions were rewarded by the government.
- 32 The war crimes trials in Nuremberg and Tokyo following World War II established the concept that
- (1) nations could be made to pay for wartime damages
 - (2) pardons should be granted to all accused war criminals
 - (3) those convicted should be given shorter sentences than ordinary criminals
 - (4) individuals could be held accountable for their actions in a war
- 33 In the 1960s, which issue was the focus of the Supreme Court decisions in *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Miranda v. Arizona*?
- (1) freedom of the press
 - (2) racial segregation
 - (3) rights of the accused
 - (4) interstate commerce

Base your answers to questions 34 and 35 on the passage below and on your knowledge of social studies.

“This Government, as promised, has maintained the closest surveillance of the Soviet Military buildup on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere. . . .”

— President John F. Kennedy, October 22, 1962

34 Which action did President Kennedy take following this statement?

- (1) urging Allied forces to remove Soviet weapons from Cuba
- (2) ordering a naval quarantine of Cuba
- (3) breaking off diplomatic relations with the Soviet Union
- (4) asking the United Nations to stop grain shipments to the Soviet Union

35 The crisis described in this passage was resolved when

- (1) Cuba became a capitalist nation
- (2) the United States seized control of Cuba
- (3) Soviet Premier Nikita Khrushchev met with President Kennedy
- (4) the Soviet Union withdrew its missiles from Cuba

36 President Richard Nixon’s foreign policy of détente was an attempt to

- (1) resolve Middle East conflicts
- (2) improve relations with the Soviet Union
- (3) defend United States interests in Latin America
- (4) increase the power of the United Nations Security Council

37 Which action did President Gerald Ford take in an attempt to end the national controversy over the Watergate affair?

- (1) pardoning Richard Nixon
- (2) declaring a war on poverty
- (3) declining to run for reelection
- (4) asking Congress to impeach Richard Nixon

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



Source: Bill Mauldin, *Chicago Sun-Times*, 1975

38 In the 1970s, many women’s rights advocates reacted to the situation shown in the cartoon by

- (1) rejecting the provisions of Title IX
- (2) opposing affirmative action programs
- (3) demanding the right to vote in all elections
- (4) supporting the Equal Rights Amendment to the Constitution

- 39 President Jimmy Carter's decision to pardon Vietnam War draft evaders who had fled to Canada is an example of the president's role as
- (1) chief diplomat (3) chief executive
 (2) head of party (4) world leader
- 40 The United States Congress can check the executive branch of government by
- (1) appointing ambassadors
 (2) overriding vetoes
 (3) nominating judges
 (4) declaring laws unconstitutional

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

Number of Americans Age 85 and Older

| Year | (in millions) |
|-------|---------------|
| 1900 | 0.1 |
| 1950 | 0.6 |
| 1960 | 0.9 |
| 2000 | 4.2 |
| 2010* | 6.1 |
| 2020* | 7.3 |

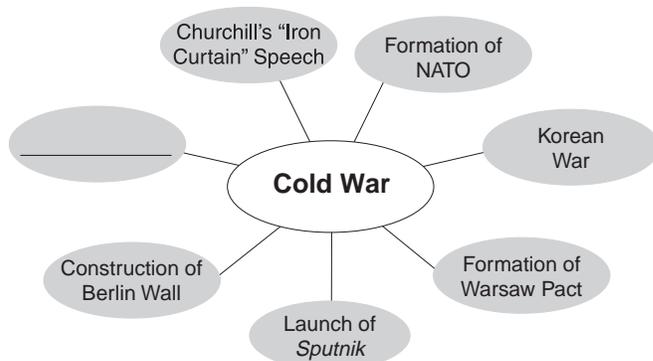
*Projected

Source: Federal Interagency Forum on Aging-Related Statistics

- 41 Which statement is most clearly supported by the information in the chart?
- (1) Elderly men outnumber elderly women.
 (2) In 1960, more than 10 percent of Americans were age 85 or older.
 (3) The number of Americans living past the age of 85 is increasing.
 (4) In 1900, only 1 million Americans were age 85.
-

- 42 What is one reason for the increases in worldwide oil prices since the 1970s?
- (1) construction of the Trans-Alaska oil pipeline
 (2) political unrest in the Middle East
 (3) promotion of conservation efforts by United States oil companies
 (4) doubling of tariffs on oil imports by the United States government
- 43 The United States has had a trade deficit over the past two decades because the nation
- (1) imposed protective tariffs on imports
 (2) placed high taxes on exports
 (3) refused to enter international free trade agreements
 (4) imported more goods than it exported

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



- 44 Which event best completes this graphic organizer?
- (1) Vietnam War (3) Persian Gulf War
 (2) Holocaust (4) D-Day invasion
-

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

SUPREME COURT NOMINEE



Source: Joe Heller, *Green Bay Press-Gazette*, July 20, 2005 (adapted)

45 What is the main idea of this cartoon?

- (1) The president is responsible for helping hurricane victims.
- (2) Members of the Supreme Court can often ignore political issues.
- (3) Nominating a justice to the Supreme Court often creates controversy.
- (4) The Constitution should be amended so that Supreme Court Justices are elected.

46 Radical Republicans' passage of the Civil War amendments, President Theodore Roosevelt's Square Deal, and President Lyndon Johnson's Great Society programs were all attempts to

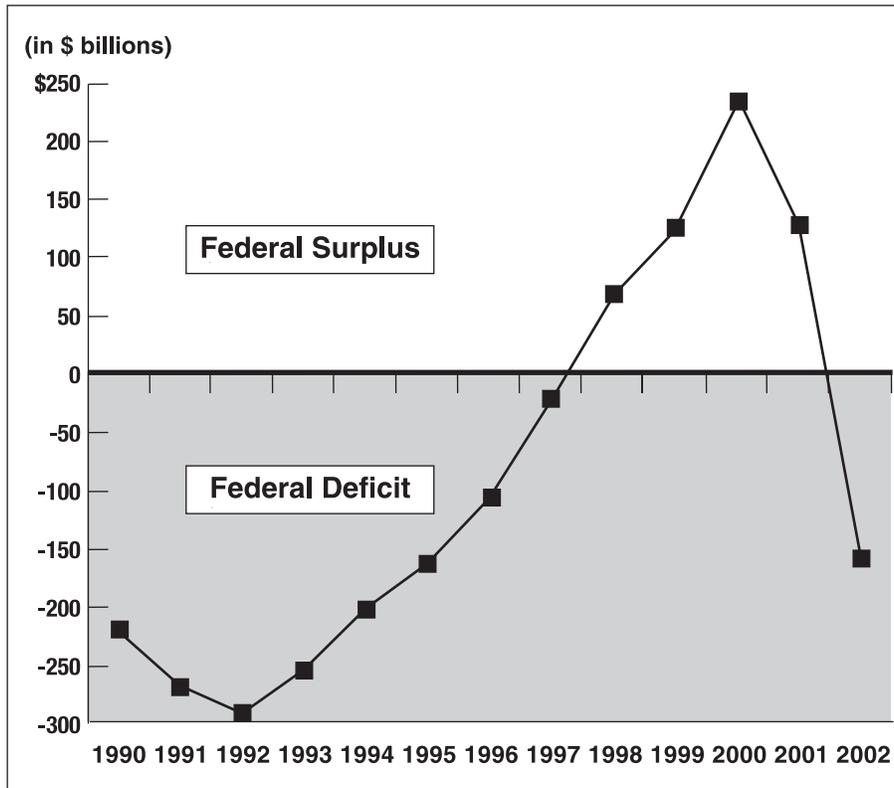
- (1) promote the theory of laissez-faire
- (2) improve society through government action
- (3) reduce the economic role of government
- (4) increase the influence of large corporations

47 One way in which the Pearl Harbor attack of December 7, 1941, and the attacks of September 11, 2001, are similar is that both led to

- (1) increasing isolation
- (2) the creation of a military draft
- (3) the impeachment of the president
- (4) major changes in United States foreign policy

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

**Federal Budget Deficits and Surpluses
(1990–2002)**



Source: CQ Researcher, 2003 (adapted)

48 Which statement about the federal budget is most clearly supported by the information in the graph?

- (1) The budget was balanced throughout most of the 1990s.
- (2) The budget surplus began declining in 1998.
- (3) The budget deficit became smaller between 1992 and 1997.
- (4) The budget deficit remained unchanged between 1992 and 2000.

49 The passage of the Alien and Sedition Acts in 1798, the McCarthy hearings in the 1950s, and the passage of the USA Patriot Act in 2001 created controversy because they

- (1) required large sums of money to enforce
- (2) raised questions about the protection of civil liberties
- (3) created alliances with foreign governments
- (4) limited the power of the executive branch

50 The policy of Dollar Diplomacy, the Good Neighbor policy, and the Alliance for Progress were designed to

- (1) increase United States influence in Latin America
- (2) open trade with Southeast Asia
- (3) maintain peace with European nations
- (4) provide foreign aid to African nations

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: Individuals, Groups, Institutions — Writing and Reform

Throughout United States history, individuals have used writing as a way to focus attention on issues facing the American people. To resolve the issues raised in these writings, actions have been taken by the government, groups, or individuals.

Task:

Select **two** pieces of writing that have focused attention on issues facing American society and for **each**

- Describe the historical circumstances surrounding the issue addressed by the author
- Discuss an action taken by the government *or* a group *or* an individual in response to the issue raised by the author

You may use any piece of writing from your study of United States history that focuses attention on an issue facing American society. Some suggestions you might wish to consider include *Common Sense* by Thomas Paine (1776), *Uncle Tom's Cabin* by Harriet Beecher Stowe (1852), *How the Other Half Lives* by Jacob Riis (1890), *The Jungle* by Upton Sinclair (1906), "I, Too, Sing America" by Langston Hughes (1925), *The Other America* by Michael Harrington (1962), *Silent Spring* by Rachel Carson (1962), *The Feminine Mystique* by Betty Friedan (1963), and "Letter from Birmingham Jail" by Dr. Martin Luther King Jr. (1963).

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, 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"

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:

From colonial times to the present, water has played an important role in the history of the nation. Water resources such as rivers, lakes, oceans, canals, natural harbors, and abundant ground water have influenced the political and economic development of the United States in a number of ways. These ways included exploration and settlement, expansion westward and into the Pacific, agricultural and industrial development, migration patterns, and environmental concerns.

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 influence of water on the development of the United States

Part A

Short-Answer Questions

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

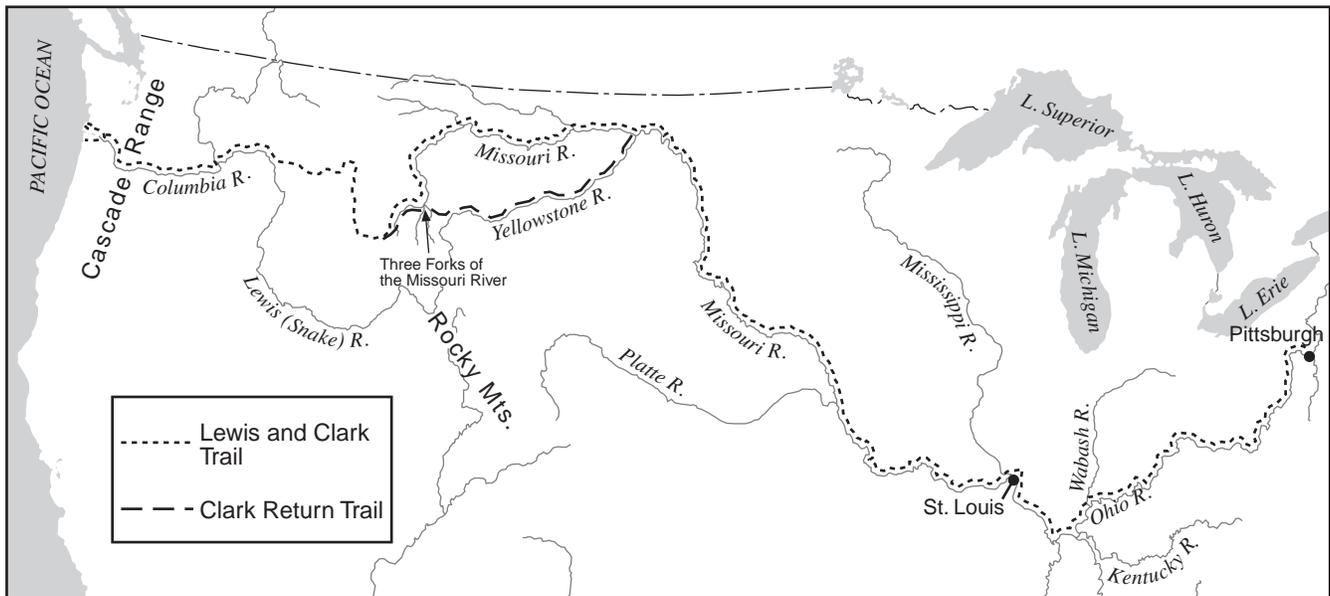
Document 1a

. . . Nearness to the ocean and to navigable streams as well as local factors of site governed the location of the nucleuses [settlements] at and about which the initial footholds on the Atlantic seaboard were made. How well these elements were recognized by the colonizing agencies early determined success or failure. The James, Potomac, Delaware, Hudson, and Connecticut Rivers became the principal lines of penetration. In most of the English colonies settlers crossed the Fall Line shortly before 1700, set up forts and trading posts along this break in navigation, and entered both the Piedmont in the southern and middle colonies and the hill lands of New England and New York. Always the rivers were the spearheads of penetration. Traders and explorers crossed the mountain barriers to the west and learned of the headwaters of the Ohio; the Dutch and later the English followed the Hudson to and above Albany; the New Englanders advanced rapidly into the Connecticut Valley. Boston, New York, Philadelphia, and smaller settlements approaching urban size became centers of growth and commerce. By 1700 the total population in Colonial America was about 275,000. . . .

Source: Herman R. Friis, "A Series of Population Maps of the Colonies and the United States, 1625–1790," *Geographical Review*, July 1940 (adapted)

Document 1b

The Lewis and Clark Expedition, 1803–1806



Source: Stephen E. Ambrose, *Undaunted Courage*, Simon and Schuster, 1996 (adapted)

1 Based on these documents, what is **one** way rivers influenced the settlement and exploration of the United States? [1]

Score

Document 2

According to historian Norman Graebner, expansionists in the 1840s increasingly viewed Oregon and California as “two halves of a single ambition” to stretch the nation’s boundary to the Pacific Coast.

... With the Oregon treaty of 1846 the United States had reached the Pacific. Its frontage along the sea from 42° to Fuca Strait and Puget Sound fulfilled half the expansionist dream. On those shores the onward progress of the American pioneer would stop, but commercial expansionists looked beyond to the impetus [momentum] that the possession of Oregon would give to American trade in the Pacific. “Commercially,” predicted Benton [United States Senator Thomas Hart Benton from Missouri], “the advantages of Oregon will be great—far greater than any equal portion of the Atlantic States.” This Missourian believed that Oriental [Asian] markets and export items would better complement the mercantile [trade] requirements of the United States than would those of Europe. . . .

Source: Norman Graebner, *Empire on the Pacific: A Study in American Continental Expansion*, Ronald Press Co., 1955 (adapted)

2 According to Norman Graebner, what was **one** major reason for the expansion of the United States to the Pacific Coast in the 1840s? [1]

Score

Document 3

. . . Mahan was not in the vanguard [forefront] of those imperialists in 1898 who, like Roosevelt, Lodge, Senator Albert J. Beveridge, of Indiana, and others, saw in a victorious war with Spain for Cuba Libre [independence] an opportunity also to annex the distant Philippines. Mahan had seen since 1896 both the need and the opportunity for American commercial expansion in the Pacific and into the markets of China. But there is no persuasive evidence that he linked the annexation of the entire Philippine archipelago with that particular goal. The acquisition of naval coaling stations at Manila, in Guam, and at the mouth of the Yangtze he deemed entirely adequate to sustain future American commercial ambitions in China.

To be sure, he had long advocated the annexation of Hawaii, his arguments invariably [always] centering on defense of the Pacific coast, control of Oriental immigration, and the strategic implications of Japanese expansion into the Central Pacific. He had again demanded Hawaiian annexation as recently as February 1898 when Senator James H. Kyle, of South Dakota, asked him for a statement on the strategic virtues and values of the islands. He cheered in July 1898 when the United States, almost as a national-defense reflex, blinked twice, gulped, and finally swallowed whole the Hawaiian group. As he wrote in mid-August, "In the opinion of the Board, possession of these islands, which happily we now own, is militarily essential, both to our transit to Asia, and to the defense of our Pacific coast." . . .

Source: Robert Seager II, *Alfred Thayer Mahan: The Man and His Letters*, Naval Institute Press, 1977

- 3 According to the author, what was **one** reason Alfred Thayer Mahan thought control of Pacific islands was important to the development of the United States? [1]

Score

Document 4a

. . . The Ogallala Aquifer* (also known as the High Plains Aquifer) is now [in 2000] facing declining water levels and deteriorating water quality. More than 90% of the water pumped from the Ogallala irrigates at least one fifth of all U.S. cropland. This water accounts for 30% of all groundwater used for irrigation in America. Crops that benefit from the aquifer are cotton, corn, alfalfa, soybeans, and wheat. These crops provide the Midwest cattle operations with enormous amounts of feed and account for 40% of the feedlot beef output here in the U.S. Since the advancement of agricultural irrigation in the earlier part of the 20th century, the Ogallala has made it possible so that states such as Nebraska and Kansas can produce large quantities of grain required to feed livestock. . . .

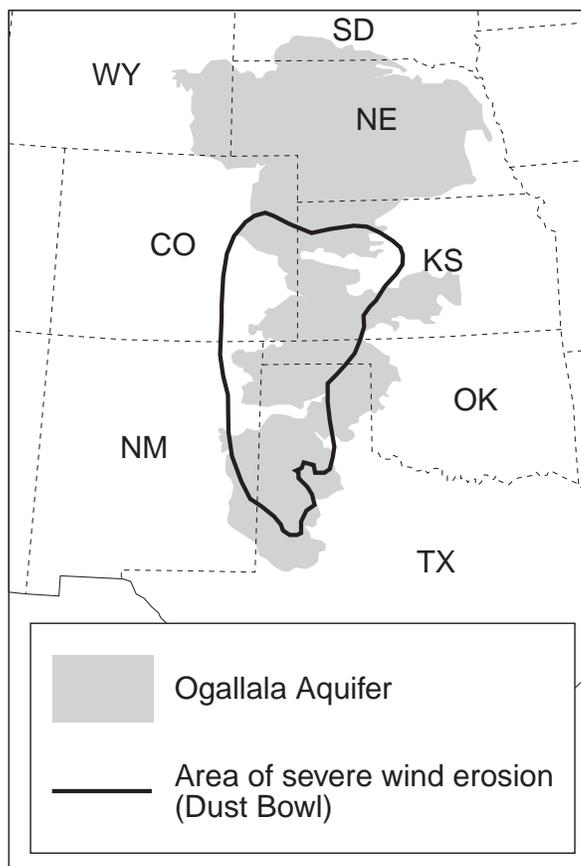
Without irrigation, the High Plains region would have remained a hostile and unproductive frontier environment. Even today dry-land farming remains high-risk farming about which the producers in the region have doubts. But while the Dust Bowl label is appropriate, the High Plains has become one of the most productive farming regions of the world. However, now as groundwater levels decline, workable alternatives for sustainable development have to be further explored. . . .

*An aquifer is an underground source of natural clean water. In the 1930s, farmers lacked the technology to reach the Ogallala Aquifer.

Source: Guru and Horne, *The Ogallala Aquifer*, The Kerr Center for Sustainable Agriculture, 2000 (adapted)

Document 4b

Dust Bowl and Ogallala Aquifer



Source: <http://www.wadsworth.com> and The Kerr Center for Sustainable Agriculture (adapted)

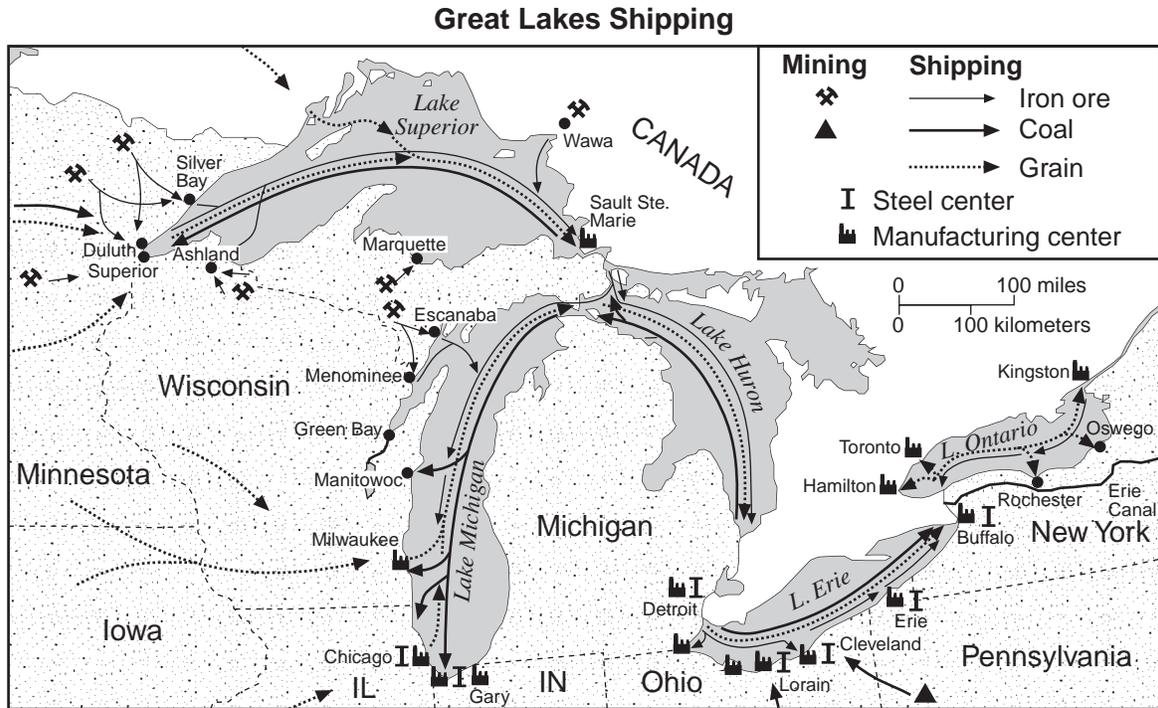
4a Based on these documents, what is **one** reason the Ogallala Aquifer is important to United States farm production in the High Plains region? [1]

Score

b Based on document 4b, how did the lack of water influence parts of the Great Plains in the 1930s? [1]

Score

Document 5a



Source: <http://www.geo.msu.edu> (adapted)

Document 5b

On May 29, 1890, the ship *W. R. Stafford* left Marquette, Michigan, on a routine voyage, carrying a load of iron ore to Ohio and returning with a load of coal.

. . . Thousands of times that year, hundreds of ships plying [sailing] the Great Lakes between the rich ore fields along the southern and western shores of Lake Superior and the industrial centers in Ohio and Michigan repeated her [the *W. R. Stafford*] schedule. The abundance and quality of the ore these ships transported helped fuel unprecedented industrial growth in the United States in the last decades of the 19th century. Great Lakes transportation played a critical role in that growth. Without this link, it is doubtful the growth of American industry could have occurred as rapidly as it did. . . .

Source: http://www.geo.msu.edu/geogmich/iron_ore__taconite.html

5 Based on these documents, what is **one** way the Great Lakes affected industrialization in the United States? [1]

Score

Document 6

This excerpt describes an impact of the Mississippi River flood of 1927.

. . . By early 1928 the exodus of blacks [African Americans] from Washington County [Mississippi], and likely the rest of the Delta, did reach 50 percent. Ever since the end of Reconstruction, blacks had been migrating north and west, out of the South. But it had been only a slow drain, with the South losing about 200,000 blacks between 1900 and 1910. During World War I “the Great Migration” began; the South lost 522,000 blacks between 1910 and 1920, mostly between 1916 and 1919. Now from the floodplain of the Mississippi River, from Arkansas, from Louisiana, from Mississippi, blacks were heading north in even larger numbers. In the 1920s, 872,000 more blacks left the South than returned to it. (In the 1930s the exodus fell off sharply; the number of blacks leaving Arkansas, Louisiana, and Mississippi fell by nearly two-thirds, back to the levels of the early 1900s.)

The favorite destination for Delta blacks was Chicago. They brought the blues to that city, and there the black population exploded, from 44,103 in 1910 to 109,458 in 1920—and 233,903 in 1930. Certainly not all of this exodus came from the floodplain of the Mississippi River. And even within that alluvial empire, the great flood of 1927 was hardly the only reason for blacks to abandon their homes. But for tens of thousands of blacks in the Delta of the Mississippi River, the flood was the final reason. . . .

Source: John M. Barry, *Rising Tide: The Great Mississippi Flood of 1927 and How It Changed America*, Simon & Schuster, 1997

6 According to this document, what impact did the Mississippi River flood of 1927 have on many African Americans? [1]

Score

Document 7

. . . If you begin at the Pacific rim and move inland, you will find large cities, many towns, and prosperous-looking farms until you cross the Sierra Nevada and the Cascades, which block the seasonal weather fronts moving in from the Pacific and wring out their moisture in snows and drenching rains. On the east side of the Sierra-Cascade crest, moisture drops immediately—from as much as 150 inches of precipitation on the western slope to as little as four inches on the eastern—and it doesn't increase much, except at higher elevations, until you have crossed the hundredth meridian, which bisects the Dakotas and Nebraska and Kansas down to Abilene, Texas, and divides the country into its two most significant halves—the one receiving at least twenty inches of precipitation a year, the other generally receiving less. Any place with less than twenty inches of rainfall is hostile terrain to a farmer depending solely on the sky, and a place that receives seven inches or less—as Phoenix, El Paso, and Reno do—is arguably no place to inhabit at all. Everything depends on the manipulation of water—on capturing it behind dams, storing it, and rerouting it in concrete rivers [aqueducts] over distances of hundreds of miles. Were it not for a century and a half of messianic effort [an aggressive crusade] toward that end, the West as we know it would not exist. . . .

Source: Marc Reisner, *Cadillac Desert: The American West and Its Disappearing Water*, Penguin Books, 1993

- 7 According to this document, what impact has water had on settlement in the western part of the United States? [1]

Score

Document 8

A Brief History of the Clean Water Act

| | |
|-------------|---|
| 1968 | According to a survey conducted in 1968, pollution in the Chesapeake Bay caused \$3 million annually in losses to the fishing industry. Meanwhile, the U.S. Bureau of Sport Fisheries measured DDT [an insecticide] in 584 of 590 samples, with levels up to nine times the FDA [Food and Drug Administration] limit. |
| 1969 | In 1969, bacteria levels in the Hudson River were at 170 times the safe limit. Also, record numbers of fish kills were reported in 1969—over 41 million fish. This included the largest recorded fish kill ever—26 million killed in Lake Thonotosassa, Florida, due to discharges from four food processing plants. |
| 1970 | In July 1970, the Department of Health, Education and Welfare's Bureau of Water Hygiene reported that 30 percent of drinking water samples had chemicals exceeding the recommended Public Health Service limits. |
| 1971 | The FDA reported in February 1971 that 87 percent of swordfish samples had mercury at levels that were unfit for human consumption. |
| 1972 | Passed in 1972, the Clean Water Act was a response to the nearly unchecked dumping of pollution into our waterways. At the time, two-thirds of the country's lakes, rivers and coastal waters had become unsafe for fishing or swimming. Untreated sewage was being dumped into open water. The goal of the Clean Water Act was to reduce pollution in all U.S. waters to "restore and maintain the chemical, physical, and biological integrity of our nation's waters." The law called for "zero discharge of pollutants into navigable waters by 1985, and fishable and swimmable waters by 1983." |

Source: "Troubled Waters: A Brief History of the Clean Water Act," www.pbs.org/now/science/cleanwater.html (adapted)

8 Based on this chart, state **two** environmental problems that led to the Clean Water Act. [2]

(1) _____

Score

(2) _____

Score

Document 9

The West is an oven. Much of the Midwest is as dry as tinder.

While much of the rest of the nation is contending with extreme heat and drought, it's time to revisit the issue of Great Lakes water and its diversion.

One of the most important issues that confronts the Central and Southwestern United States is the shortage of water. . . .

It is no secret that residents of many arid states look to Great Lakes water with covetous [jealous] eyes. And it won't be long before some of those envious, arid states start looking for ways to divert Great Lakes water in huge quantities. If they're successful in raiding large amounts of fresh water from the Great Lakes, expect economic and environmental damage to follow. . . .

Source: "Keep Great Lakes water in the Great Lakes," mlive.com (Everything Michigan), July 25, 2005

9 According to this document, what is **one** reason for concern over the water in the Great Lakes? [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

From colonial times to the present, water has played an important role in the history of the nation. Water resources such as rivers, lakes, oceans, canals, natural harbors, and abundant ground water have influenced the political and economic development of the United States in a number of ways. These ways included exploration and settlement, expansion westward and into the Pacific, agricultural and industrial development, migration patterns, and environmental concerns.

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

- | |
|--|
| <ul style="list-style-type: none">• Discuss the influence of water on the development of the United States |
|--|

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

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 28, 2010 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Female

Student

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)

| | |
|---------|---------|
| 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 must be signed when you have completed the examination.

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

Signature _____

Tear Here

Tear Here

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Tear Here

Tear Here

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 28, 2010 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Copyright 2010
The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
1 OF 2
MC & THEMATIC

United States History
and Government

January 28, 2010

Part I

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

Cut Here

Cut Here

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 28, 2010 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Copyright 2010
The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
1 OF 2
MC & THEMATIC

United States History
and Government

January 28, 2010

Part I

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

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
January 2010

Theme: Individuals, Groups, Institutions—Writing and Reform

Throughout United States history, individuals have used writing as a way to focus attention on issues facing the American people. To resolve the issues raised in these writings, actions have been taken by the government, groups, or individuals.

Task: Select *two* pieces of writing that have focused attention on issues facing American society and for *each*

- Describe the historical circumstances surrounding the issue addressed by the author
- Discuss an action taken by the government *or* a group *or* an individual in response to the issue raised by the author

You may use any piece of writing from your study of United States history that focuses attention on an issue facing American society. Some suggestions you might wish to consider include *Common Sense* by Thomas Paine (1776), *Uncle Tom's Cabin* by Harriet Beecher Stowe (1852), *How the Other Half Lives* by Jacob Riis (1890), *The Jungle* by Upton Sinclair (1906), "I, Too, Sing America" by Langston Hughes (1925), *The Other America* by Michael Harrington (1962), *Silent Spring* by Rachel Carson (1962), *The Feminine Mystique* by Betty Friedan (1963), and "Letter from Birmingham Jail" by Dr. Martin Luther King Jr. (1963).

Scoring Notes:

1. This thematic essay has a minimum of *four* components (the historical circumstances surrounding the issue addressed by an author **and** an action taken by the government *or* a group *or* an individual in response to the issue raised in *each* of *two* pieces of writing).
2. The focus of this question is on the issues addressed by various writings. Details about the works themselves may be, but do not have to be, included.
3. The issues facing American society may be from any time period in United States history.
4. The response to the issue may be an action taken immediately following the work's publication or an action taken later, e.g., *Common Sense* had an immediate impact on the writing of the Declaration of Independence whereas "I, Too, Sing America" raised civil rights issues that eventually led to the modern civil rights movement and the passage of the 1964 Civil Rights Act.
5. The response may focus on the specific issue addressed by the author, e.g., *Uncle Tom's Cabin* deals with the treatment of enslaved persons on southern plantations, or the response may focus on a broader issue influenced by the writing such as the contribution of *Uncle Tom's Cabin* to increased sectional tensions.
6. Actions taken by the government may include federal, state, or local government actions.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** pieces of writing by describing the historical circumstances surrounding the issue addressed by the author and by discussing an action taken by the government *or* a group *or* an individual in response to the issue raised by each author
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Uncle Tom's Cabin*: connects a description of how Stowe's graphic descriptions of slavery infuriated readers and escalated sectional tensions between the North and the South leading to the Civil War to a discussion of Abraham Lincoln's issuance of the Emancipation Proclamation, expanding the goals of the Civil War to include abolition and resulting in passage of the 13th amendment; *The Jungle*: connects a description of how unregulated industries, especially meatpacking, led to public outrage and Progressive calls for reform to a discussion of how the Roosevelt Administration immediately responded with passage of the Meat Inspection Act and the Pure Food and Drug Act, beginning a shift in policy from laissez-faire toward consumer protection)
- Richly supports the theme with relevant facts, examples, and details, e.g., *Uncle Tom's Cabin*: abolitionist movement; national best selling novel; Simon Legree's brutality; slave auctions; Frederick Douglass; Compromise of 1850; tougher Fugitive Slave Act; underground railroad; Harriet Tubman; shift in European support; Reconstruction; *The Jungle*: muckraker; socialism; Chicago; immigrant labor; unsafe working conditions; exploited workers; lack of sanitary standards; rotten meat; rats; FDA; federal inspectors; testing and labeling
- 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 piece of writing more thoroughly than for the second piece of writing *or* by discussing one aspect of the task less thoroughly than the other aspect of the task for each piece of writing
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Uncle Tom's Cabin*: describes how sectional tensions between the North and the South over the issue of slavery were heightened by Stowe's story and discusses how the North's victory in the Civil War led to passage of the 13th amendment; *The Jungle*: describes poor sanitation, dangerous working conditions, and the filth in the meatpacking industry and discusses how the public's reaction prompted consumer protection laws such as the Meat Inspection Act
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

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

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

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Any country, at any given time, will face political issues. It is these conflicts that drive that nation's government along and make a governing body necessary. The United States has faced its share of problems starting from its secession from Great Britain to the War in Iraq today. For citizens to get involved in combatting these issues, often it falls in the hands of a few concerned writers. Though great documents intended to promote change have existed throughout United States history, the ones introduced during the Progressive Era of the late 19th to early 20th century like The Jungle and How the Other Half Lives by Upton Sinclair and Jacob Riis, respectively, are keystones in the movement against problems at home.

Upton Sinclair's book The Jungle was intended to expose the terrible conditions under which poor Americans lived. The effect it had, however, was much different. Sinclair exposed in a few brief passages the threats of a government not controlling the meat industry with regulations. At the time, the United States government's laissez-faire, or hands-off, policy on business gave factory owners free reign over policies, health and safety and pay. Sinclair described the meat factories as hazardous and unsafe. Rats ran amok and, when they were killed with rat poison, were swept up and made part of the sausages that ended up on the dinner tables. Besides rats,

men had fallen into the grinder becoming a processed delight for the American people to feast upon. In words that made no effort to conceal the gore, Sinclair described the method by which cows were slaughtered. They would shoot the cow in the head, which did not have a one-hundred percent kill rate. If the cow lived, they would repeat the procedure until it stopped writhing. These heinous images shocked many into action.

President Theodore Roosevelt was one of these many. A notorious meat-eater, "Teddy" stepped up to the plate immediately. He worked with Congress to pass programs such as the Meat Inspection Act and the Pure Food and Drug Act under the clause to regulate interstate commerce. This resulted in such agencies as the FDA, or Food and Drug Administration. The food industry now follows guidelines to protect the health and safety of consumers by inspecting, labeling and testing.

The rat and human smorgasbord on the tables had been brought down, but America faced other socioeconomic problems. The growing number of immigrants as well as low-paying jobs led to a huge poor population. The conditions these unfortunate people faced were unknown to the upper and middle classes until Jacob Riis, armed with his trusty camera, the newly-discovered photo flash technology and a purpose, set out to expose the truth. In a series of shocking photographs compiled in Riis' book How the Other Half Lives, the conditions

endured by the poverty-stricken were brought to light. Shots depicted crowded boarding houses where humans lay as sardines shoulder to shoulder, crowded tenement buildings rotting away, and disgusting loads of garbage strewn across the streets and alleys where these people walked every day. The advent of the flash allowed Riis to photograph the windowless apartments where, due to an inability to afford lighting, total darkness was a permanent fixture. These undeniable photos presented the evidence that sparked the reformist attitudes of Americans.

As if by magic, many new ideas to help the poor were put forth. People like Jane Addams and Lillian Wald had already begun to establish settlement houses like the Hull House, for the poor. In these community gathering places, the poor immigrants were taught English, job skills, and health information, which improved their chances to assimilate into American life. This book inspired more women to become involved in social reforms such as prohibiting child labor and limiting working hours for ~~men~~ women. The government took a more active role in keeping cities clean and creating zoning laws so homes would be habitable. Riis' book also inspired the actions of Theodore Roosevelt when he became police commissioner in New York City. Also, the government began to set standards like minimum wage so workers would not be destitute.

Problems cannot be fixed if no one knows they exist. It is through caring, concerned individuals that problems are brought to the attention of the population. Only then can they be remedied.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding the issue of consumer protection addressed in *The Jungle* and the issue of poor living conditions in cities addressed in *How the Other Half Lives* and discussing an action taken in response to the issue raised by each author
- Is more analytical than descriptive (*The Jungle*: the United States government’s laissez-faire, or hands-off, policy on business gave factory owners free reign over policies, health and safety, and pay; Theodore Roosevelt worked with Congress to pass programs under the clause to regulate interstate commerce; *How the Other Half Lives*: shots depicted crowded boarding houses where humans lay as sardines shoulder to shoulder, crowded tenement buildings rotting away, and disgusting loads of garbage strewn across the streets and alleys; in these community gathering places, poor immigrants were taught English, job skills, and health information which improved their chances to assimilate into American life; inspired more women to become involved in social reforms;)
- Richly supports the theme with relevant facts, examples, and details (*The Jungle*: Progressive Era; hazardous and unsafe; rats ran amok; heinous images; Meat Inspection Act; Pure Food and Drug Act; inspecting, labeling, and testing; *How the Other Half Lives*: growing number of immigrants; low paying jobs; photo-flash technology; shocking photographs; windowless apartments; Jane Addams; Lillian Wald; Hull House; prohibiting child labor; limiting working hours for women; creating zoning laws; Theodore Roosevelt’s actions as police commissioner of New York City; minimum wage)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that applaud writers for combating the nation’s problems

Conclusion: Overall, the response fits the criteria for Level 5. The response showcases a very strong understanding of the Progressive Era, expressed with meticulous description. Smooth transitions connect the works chosen and link the two muckrakers to social and economic reforms.

Literature has often been means for a catalyst for change in society today. It has brought to public awareness the suffering and circumstances of unheard voices, forcing people to rise to action. The impact of literature as a catalyst for change can be seen in the pamphlet Common Sense by Thomas Paine and the novel, How the Other Half Lives, by Jacob Riis. Both works urged the public to take action and no longer sit complacently with the situations at hand.

The pamphlet created by Thomas Paine, Common Sense came about during the American Revolution. At this time there was little support for the fight for independence; most Americans were fighting for their rights as Englishmen and would have been satisfied with the repeal of unpopular restrictions and taxes. The cause needed to rally greater support and force if it wished to succeed. Thus, Thomas Paine began to write Common Sense, urging people to fight for the American Revolution. Paine reminded the people of the injustices they had suffered at the hands of the British, questioning the authority of the tiny island over the large continent. Paine urged the colonists to take a stand for such a just cause. His pamphlets were read far and wide throughout the colonies and ultimately reached their goal. Common Sense was able to bring together the colonists, urging them to fight for the American Revolution and against Britain. The pamphlet rallied up support and pushed the American Revolution forward. Within a few months, the Continental Congress signed the Declaration of Independence, which formally recognized Paine's ideas about separation from England.

The Declaration of Independence was a major influence in convincing many colonists that independence would solve the issues with Britain and that revolution was necessary to achieve it.

Next, the novel, How the Other Half Lives, by Jacob Riis, focused on the dilapidated conditions of city and tenement life. The novel consisted of photographs which depicted life in the cities. Riis illustrated the poverty and ramshackled conditions that the poorest of the poor lived by, while a couple of blocks away, the richest of the rich were enjoying affluence. The impact of these photographs was to bring to public awareness the conditions of the lives of the poor. Most of society was not aware of the conditions plaguing these cities, from the poor sewage systems to the sweatshops where young children toiled, and the cramped style of tenement houses. Thus, Jacob Riis was able to force change by making the public aware. As soon as the public had become aware, change soon became a powerful driving force. Soon, several laws and legislation was passed to regulate and improve the living conditions in tenements and the city overall. For example, the governor of New York created a commission to analyze city life. This commission ~~was~~ consisted of the experts in all fields. These experts were able to define and create legislation to improve the conditions of city life. New York City created tenement house building codes that became a model for several other cities and states, which soon began to emulate New York's example. This change was further surged by

the feelings of the Progressive Era, which continued the momentum. Thus, literature has had a major impact on history. As seen by Common Sense, by Thomas Paine, and How the Other Half Lives by Jacob Riis, literature can cause change to erupt. Both pieces brought to public awareness the poor conditions of the American people, urging them to set out to cause change.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding the issue of American independence addressed in *Common Sense* and the issue of living conditions addressed in *How the Other Half Lives* and discussing an action taken in response to the issue raised by each author
- Is more analytical than descriptive (*Common Sense*: at this time, there was little support for the fight for independence; most Americans were fighting for their rights as Englishmen and would have been satisfied by the repeal of unpopular restrictions and taxes; within a few months, the Continental Congress signed the Declaration of Independence, which formally recognized Paine's ideas about separation from England; convinced many colonists that independence would solve the issues with Britain; *How the Other Half Lives*: most of society was not aware of the conditions plaguing the cities from the poor sewage systems, the sweat shops where young children toiled, and the cramped style of the tenement houses; New York City created tenement house building codes that became a model for several other cities which soon began to emulate New York's example)
- Richly supports the theme with relevant facts, examples, and details (*Common Sense*: American Revolution; injustices they had suffered; authority of the tiny island over the large continent; pamphlets read far and wide; rallied up support; *How the Other Half Lives*: photographs; poverty and ramshackle conditions; rich were enjoying affluence; governor of New York created a commission; Progressive Era); includes a minor inaccuracy (*How the Other Half Lives*: the novel)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that show how literature can be a catalyst for change by raising public awareness

Conclusion: Overall, the response fits the criteria for Level 5. The response shows a very good understanding of the role played by these works in shifting the goal of the Revolutionary War from repeal of taxes to independence and in prompting tenement house reform.

Throughout United States history, there has never been a more efficient way to expose national problems than through the written word. Newspaper articles, novels, essays and exposes are just the beginning of America's strategy to bring life to the problems in the country. From the U.S.'s formation to present day, writing has brought about large and significant changes in our country. From Harriet Beecher Stowe's dramatic and devastating tale of slavery in Uncle Tom's Cabin to Upton Sinclair's deliberate inside look at the meat packing industry in The Jungle, writing has stirred change and controversy in America, often leading to new awareness and big changes.

In the mid-1800's, the biggest dilemma faced by the American people was the question of slavery. Northern abolitionists with little use for slaves protested the travesty and objected to the terrible treatment of the African American slaves.

Southern farmers whose very economy depended on the free labor slaves brought continued to defend and support their beliefs that they had a right to own slaves. Many debates continued to arise about this problem, especially after the problem was put forth to the common people in Harriet Beecher Stowe's Uncle Tom's Cabin. The story of a kind, caring slave who is eventually subjected to the fatal abuses of slavery touched the hearts and piqued

the tempers of Americans everywhere. People who before had no true idea of what slavery was really like got a first-hand look at what could happen. While fiction, the character of Uncle Tom and the disasters he faced soon became all too real in the eyes of the American people. Soon, more abolitionists began speaking up and more and more people joined the fight against slavery. For the first time, everyday Americans joined the heated debates and all because of Uncle Tom's Cabin. The argument grew to such a degree that the issue of slavery was the major factor in beginning the Civil War. Stowe had succeeded in spreading the word about the real terrors of slavery and escalated the abolitionist movement that sparked great change in the U.S. The 13th amendment abolishing slavery and the 14th amendment granting citizenship to former ~~slave~~ slaves were actions that came about partly as a result of Uncle Tom's Cabin.

Like Harriet Beecher Stowe, Upton Sinclair also recognized a great problem in US society. Sinclair's problem had to do with the meat-packing industry. In a time where industry was quickly growing, many basic necessities like the conditions of factories, workers and products were disregarded. Sinclair's novel, The Jungle, exposed these terrible conditions and the effect they had on the American

people. When Americans realized the supreme lack of sanitation with the handling of the very food they eat, they were disgusted. All over the country, Americans objected to this lack of regulation in the food industry. The uproar became so great that the government was forced to create new laws and departments dedicated to the regulation of food distribution. The Meat Inspection Act, creating federal inspection of meat products was passed as a direct result of ~~the~~ the Jungle. The book also made the government look at other products like drugs. The Food and Drug Act required truth in labeling so that people would know what they were taking. Factories were now forced to handle their products with care and to make sure the American people would not regret what they were consuming. With this one novel, Sinclair managed to change an entire industry.

Writing has always been used as a form of communication, to expose what needs to be let out so that everyone can learn the hidden truths of the world. Both Upton Sinclair and Harriet Beecher Stowe used their writing as a ~~et~~ catalyst to a bigger change in America. In all of history, and most assuredly in the future, writing will continue to entertain and inform and bring about change.

Anchor Level 4-A

The response:

- Develops all aspects of the task by describing the historical circumstances surrounding the issue of slavery addressed in *Uncle Tom's Cabin* and the issue of consumer protection addressed in *The Jungle* and discussing an action taken in response to the issue raised by each author
- Is more analytical than descriptive (*Uncle Tom's Cabin*: story of a kind, caring slave who is eventually subjected to the fatal abuses of slavery touched the hearts and piqued the tempers of Americans everywhere; the argument grew to such a degree that the issue of slavery was the major factor in beginning the Civil War; the 13th amendment abolishing slavery and the 14th amendment granting citizenship to former slaves were actions that came about partly as a result of *Uncle Tom's Cabin*; *The Jungle*: in a time where industry was quickly growing, many basic necessities like the conditions of factories, workers, and products were disregarded; the uproar became so great that the government was forced to create new laws and departments dedicated to the regulation of food distribution; the Meat Inspection Act creating federal inspection of meat products was passed as a direct result of *The Jungle*; Food and Drug Act required truth in labeling so that people would know what they were taking)
- Supports the theme with relevant facts, examples, and details (*Uncle Tom's Cabin*: northern abolitionists; southern farmers; fiction; *The Jungle*: meatpacking industry; lack of sanitation; lack of regulation)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that emphasize the power of the written word to entertain, inform, and prompt change

Conclusion: Overall, the response fits the criteria for Level 4. The response is written with clear and strong descriptions that establish important concepts. However, these concepts are not fully developed and lack the historical detail needed for a score of 5.

Throughout America's history, problems have arisen and stirred the public. However many times many issues were ignored and swept under the rug. To resolve these issues many people began to voice their opinion and concern through writing and literature.

During the pre-Civil War era, the issue of slavery was becoming more and more controversial. The government had passed a series of laws and compromises to appease both the north and the south. For example, the Missouri Compromise tried to keep the number of slave states and free states equal. However the Supreme Court ruled this compromise unconstitutional in the Dred Scott decision. The country soon became divided, and thousands began to protest the pros and cons of slavery. No novel was more graphic and emotionally riveting than Uncle Tom's Cabin by Harriet Beecher Stowe. In the novel Stowe tells the story of a slave and depicts the slaves daily life in slavery and the cruelties he must endure. The novel had such a great impact many northerners became disgusted by the idea of slavery and called for the abolition of slavery. The south too was outraged by the novel claiming it a false representation of slave life in the south. The government's response to attempt to calm the emotions of both northerners and southerners was the passage of the Kansas-Nebraska Act, establishing popular sovereignty in the territories. This act led to acts of violence in Kansas and in Congress. The tension eventually led to the Civil War and the abolition of slavery with the passing of the 13th amendment.

During the late 1950 and early 1960's few Americans realized the negative impact and burden they were placing on their environment. For example, huge amounts of DDT were used to keep the number of pests down, in hopes of growing healthier crops. However few people realized that the run-off from the DDT would end up in local rivers and streams, contaminating the fish that many birds such as eagles ate that would attack the calcium levels in the bird. Because calcium was a vital mineral in the development of the shell of an egg, the number of eagles decreased. Rachel Carson's *Silent Spring* helped to awaken the public minds about the chemicals they were using and the potential dangers these chemicals were. Her novel also showed many people the effect that humans have on the environment and the responsibility people have towards their environment. Because of her novel many environmental groups stressed the end to the use of DDT and called for government help to eliminate DDT and help the endangered eagles by protecting them and placing a close eye on them. Because of the novel, DDT was ultimately banned by the government and slowly the eagle numbers increased. Furthermore the general public also became more environmentally aware, and concerned.

Throughout American history, Americans have voiced their opinion in many ways: violence, strikes, etc. However the use of rhetoric and writing also proved to be effective measures in voicing opinions.

Just as the case in Uncle Tom's Cabin by Harriet Beecher Stowe and Silent Spring by Rachel Carson in which their novels had vast and huge impacts on society.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by addressing both aspects of the task for the issue of environmental pollution addressed in *Silent Spring* a bit more thoroughly than for the issue of slavery addressed in *Uncle Tom's Cabin*
- Is both descriptive and analytical (*Uncle Tom's Cabin*: the South was outraged by the novel claiming it a false representation of slave life in the South; Supreme Court ruled the Missouri Compromise unconstitutional in the Dred Scott decision; passage of the Kansas-Nebraska Act established popular sovereignty in the territories; the tension led to the Civil War and the abolition of slavery with the passing of the 13th amendment; *Silent Spring*: showed many people the effect that humans have on the environment and the responsibility that people have toward their environment; because of her, many environmental groups stressed the end to the use of DDT and called for government help to eliminate DDT and help the endangered eagle)
- Supports the theme with relevant facts, examples, and details (*Uncle Tom's Cabin*: pre-Civil War Era; series of laws and compromises; cruelties; violence in Kansas and in Congress; *Silent Spring*: healthier crops; local rivers and streams, contaminating the fish; calcium level in the birds; eagle numbers increased); includes an inaccuracy (*Silent Spring*: a novel)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that note the importance of writing in resolving critical issues

Conclusion: Overall, the response fits the criteria for Level 4. The response exhibits a good understanding of the environment and ecological systems as they relate to Rachel Carson's work. The response tends to generalize the historical circumstances leading to Harriet Beecher Stowe's novel and the actions taken after its publication.

SINCE colonial days, the American people often do not always listen to what the government says, but instead focus more upon the literature that evolved from their certain time period. The people were influenced more by books and stories, rather than what the president or high-status politician had said. Many books were written reflecting a certain crisis or problem within the country, and ^{was} followed by actions from the people or governments. Harriet Beecher Stowe's Uncle Tom's Cabin sparked the beginning of severe abolition against slavery and Upton Sinclair's novel, The Jungle showed the country the lack of sanitation within the meat-marketing industry. Nevertheless, both novels had a huge impact on Americans felt during this time and caused people to take a stand against what they felt was a serious issue facing the country.

From the beginning of the country, the federal government had trouble with slave states and free states. Several compromises came about, such as the 3/5 compromise, and the compromise of 1820 and 1850, all trying to figure out how to resolve the matter of slavery within the states. Southern society depended on slaves to keep the economy stable, and several Northerners

felt that slavery was morally wrong. As tensions continued to grow tighter, Harriet Beecher Stowe, a northern abolitionist, wrote her novel, Uncle Tom's Cabin, depicting what she believed was the life a slave had to endure. Horrified northerners were disgusted with the South because of her story, and angry Southerners felt that the entire book was a lie because she had never even traveled South, and only made up what she thought the life of a slave was.

Her book came at a critical moment in the country. The already divided nation separate even more, only held together now by a thread. The novel helped gain much needed abolition support from sympathetic northerners, while it helped the South hate its northern neighbors even more. The introduction of popular sovereignty in the territories did little to improve the situation. Popular sovereignty became the focus of the Lincoln-Douglas debates further separating the North and South. Although written several years before the war actually took place, her novel seemed to give the South a reason to fight, and eventually she became the little lady whose book started the war that tore a country apart.

During the late 1800s, large industries dominated the economy without any government regulation. Upton

Sinclair's The Jungle was written as a result of a visit to a meat-packing industry in Chicago. Sinclair was inspired to write the book because of the horrible working conditions faced by poor immigrants. He wrote of dead bugs and rodents being ground up and then packaged along with the meat. The unsanitary conditions he found with ^{the} employees and surrounding area appalled him, and made him sick to know that this is the food that went into people's mouths.

His novel shocked so many people, that the government had to become involved. They, in response to the book, passed the Pure Food and Drug Act which required sanitary work places and healthy food not filled with bugs and rodents to be sold. This act was brought about by Sinclair's novel and helped prevent many people from buying bad food, but also it helped people be aware of unsanitary products that could cause sickness and death.

Both works of literature influenced people, and the government of the time. It helped make changes in the health department and also not so helpful in being a prime factor of growing tensions that began a war. Instead of making a statement by leading a protest or petitioning the government, these author's approached it with their words and thought, and appeared to have much success in certain terms. Hopefully because these stories are still around people will be influenced still by them and continue to realize that even a story can change a country.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances surrounding the issue of slavery addressed in *Uncle Tom's Cabin* and the issue of consumer protection addressed in *The Jungle* more thoroughly than discussing actions taken in response to the issue raised by each author
- Is both descriptive and analytical (*Uncle Tom's Cabin*: horrified northerners were disgusted with the South because of her story, and angry southerners felt that the entire book was a lie because she had never even traveled south; introduction of popular sovereignty in the territories did little to improve the situation; popular sovereignty became the focus of the Lincoln-Douglas debates, further separating the North and South; Stowe became “the little lady whose book started the war” and tore the country apart; *The Jungle*: during the late 1800s, large industries dominated the economy without any government regulation; the government, in response to the book, passed the Pure Food and Drug Act, which required sanitary workplaces and healthy food)
- Supports the theme with relevant facts, examples, and details (*Uncle Tom's Cabin*: slave states and free states; Three-fifths Compromise; Compromises of 1820 and 1850; Northern abolitionists; written several years before the war; *The Jungle*: meatpacking industry; Chicago; poor immigrants; rodents being ground up)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that contain analysis about the lasting impact of each work

Conclusion: Overall, the response fits the criteria for Level 4. The descriptions of the historical circumstances include good information about the time periods, but further development of the actions taken in response to the issues would have strengthened the discussion.

Since the very inception of government, the ability to write to proclaim ideas and complaints has defined the United States.

If one cannot have his or her thoughts spoken out to congress, one will take those thoughts and present them to the masses. There is a direct correlation between the issues discussed and the actions of the government. In Harriet Beecher Stowe's novel Uncle Tom's Cabin and The Jungle by Upton Sinclair are two novels that defined their eras, respectively, through opening the eyes of the people, government, and Presidents.

In 1850, the civil war was occurring and Lincoln was desperately trying to preserve the Union. However, the Northern abolitionists saw the war as an effort to end slavery in the cotton king south. It was Stowe's novel Uncle Tom's Cabin that revealed a world of slavery mistreatment to the North. Written in 1852, Stowe's work demonstrated the cruel harassment of slaves and ~~and~~ became an important cause for the abolitionist North.

A huge force of support generated in response to the novel. Abolition leaders including

Fredrick Douglas and William Garrison, ~~fast~~ gave rave reviews about Stowe's work. A wave of abolitionism was sweeping the nation.

As a result of Stowe's novel, hundreds of men and women in the Midwest and East ~~acted~~ demanded an official end of slavery in the South. Lincoln proclaimed Stowe to be "the little lady that started the war." Her dramatic novel influenced and deepened a split between the Union. It was only a matter of time before shots were fired.

Another novel which defined a moment in history was Sinclair's, The Jungle. Based on Chicago's meatpacking industry during the early ~~twentieth~~ 20th century, the novel graphically reveals the unsanitary working conditions under which the meat ~~is~~ ^{was} handled. Public alarm occurred due to the publication of this novel and ~~many~~ many buildings were under investigation for such terrible conditions - which ranged from flies to mice to bare hands

and hair.

Government action was definitely necessary ~~the~~ in response to *The Jungle*. President Theodore Roosevelt passed the Meat Inspection Act in 1906 ~~to~~ requiring all meat packing plants to have mandatory sanitation laws when handling the food. ~~It~~ Later the Food and Drug Administration was organized to oversee the output of consumer goods and drugs as well as to inspect food industries for any unhealthy sanitation conditions.

These novels and many others like them help the nation grow and mature. They enable the people and government to see a new ~~pr~~ perspective on many issues and also allow activists to have more support for their causes.

Uncle Tom's Cabin was a leading cause of the Civil War and *The Jungle* promoted the government to regulate food services. These and many other works have ~~solved issues that~~ allowed

for actions which have solved lingering
issues that have lasted decades.

Anchor Level 3-A

The response:

- Develops all aspects of the task in little depth for *Uncle Tom's Cabin* and for *The Jungle*
- Is more descriptive than analytical (*Uncle Tom's Cabin*: written in 1852, Stowe's work demonstrated the cruel harassment of slaves and became an important cause for the abolitionist North; her dramatic novel influenced and deepened a split between the Union; *The Jungle*: based on Chicago's meatpacking industry during the early 20th century, the novel graphically reveals the unsanitary conditions under which meat was handled; Meat Inspection Act in 1906, requiring all meatpacking plants to have mandatory sanitation laws when handling food)
- Includes some relevant facts, examples, and details (*Uncle Tom's Cabin*: Cotton King South; Frederick Douglass; William Garrison; Lincoln; "little lady that started the war"; shots were fired; *The Jungle*: public alarm; Food and Drug Administration; inspect food industries); includes some minor inaccuracies (*Uncle Tom's Cabin*: in 1856, the Civil War was occurring and Lincoln was trying to preserve the Union; *The Jungle*: President Theodore Roosevelt passed the Meat Inspection Act)
- Demonstrates a satisfactory plan of organization; includes an introduction that notes that the two novels defined their eras and a conclusion that reemphasizes the impact of each piece of writing

Conclusion: Overall, the response fits the criteria for Level 3. The response illustrates comprehension of the time periods and clearly connects each piece of writing to an important action. The ideas expressed, however, lack the depth consistent with a higher level response.

Words are arguably the most influential form of action. When you put words into writing, it fosters awareness and realization of the issue focused on. Throughout American history, writing has been a great source of awareness and influence on historical events, specifically injustices. When an issue is exposed to the public in this form of media, the government usually takes action.

Great injustice towards African Americans has seemingly always been a part of American history. This terrible truth is seen in American writing throughout the centuries. In 1852 Uncle Tom's Cabin by Harriet Beecher Stowe and over 100 years later, Martin Luther King Jr. Letter From Birmingham Jail bring this issue to the forefront of governmental concerns.

In 1852, slavery was still a major and legal aspect of American culture. Slaves were dehumanized, forced to endure harsh brutality and belonged to these white people.

Stowe wrote this graphic documentation of what life was like for a slave. Its harsh, unbridled truth caused the public to open their eyes to the issue. In response, abolitionist movement were aroused, people in the North began to aid in slaves escape from the South. The South ignored it. Eventually the government took some action. The civil war fought to keep the Union together is commonly thought of the war that freed the slaves— for President Abraham Lincoln emancipated Southern slaves during the war. Afterwards, amendments 13, 14, + 15 were added to the constitution freeing slaves, giving the civil rights and liberties, and giving black males the right to vote (respectively). This action however did not stop discrimination against blacks, especially in the South. Jim Crow laws were implemented, ensuring that blacks would be segregated from whites. Poll taxes and grandfather clauses and literacy tests are examples of how white Southerners kept blacks from voting.

The ku klux klan emerged as a sort of terrorist group against blacks and other groups.

This segregation and gross mistreatment continued through the 20th century. In the 1950's, a leader for the black community surfaced - MLK. He tried and urged patiently for the government to ban segregation and make black Americans equal. His frustration with the government is seen in "Letter from Birmingham Jail". MLK was arrested and from Alabama he wrote this letter articulating the injustice and loss of freedom the black community was experiencing. "waiting usually means never" is a line from it. The government soon thereafter did away w/ segregation and thereby caused much tumult and backlash, especially in the South.

Blacks continue to be discriminated against, even to this day

But through education and awareness
discrimination can be overcome. Writing is
a powerful tool.

Anchor Level 3-B

The response:

- Develops some aspects of the task in some depth by describing the historical circumstances surrounding the issues addressed in *Uncle Tom's Cabin* and in "Letter from Birmingham Jail" and discussing an action taken in response to the issue raised in *Uncle Tom's Cabin*
- Is more descriptive than analytical (*Uncle Tom's Cabin*: slaves were dehumanized, forced to endure harsh brutality and belonged to white people; the Civil War, fought to keep the Union together, is commonly thought of as the war that freed the slaves for President Abraham Lincoln emancipated Southern slaves during the war; Jim Crow laws were implemented, insuring that blacks would be segregated from whites; "Letter from Birmingham Jail": Martin Luther King, Jr. was arrested and he wrote this letter articulating the injustice and loss of patience the black community was experiencing); includes weak analysis ("Letter from Birmingham Jail": the government soon thereafter did away with segregation)
- Includes some relevant facts, examples, and details (*Uncle Tom's Cabin*: graphic; abolitionist movement; amendments 13, 14, and 15; freeing slaves, giving them civil rights and liberties, giving black males the right to vote; poll taxes; grandfather clauses; literacy tests; Ku Klux Klan; "Letter from Birmingham Jail": Alabama; "waiting usually means never")
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that focus on the power of the written word

Conclusion: Overall, the response fits the criteria for Level 3. For *Uncle Tom's Cabin*, a good understanding about injustices suffered by African Americans and the role of writing to expose discrimination is evident, but the response lacks any substantial discussion of an action prompted by Reverend King's letter.

American authors have written literary pieces in order to reveal issues within the nation. Such writings let citizens find out about aspects that needed changes. Many times, actions have been carried out to correct national issues. Works of literature such as Uncle Tom's Cabin by Harriet Beecher Stowe and The Jungle by Upton Sinclair have played a significant role in American history by exposing problems and causing others to respond to these issues.

The authors that are mentioned wrote their literary pieces due to events that happened at the times that the books were produced. Firstly, Harriet Beecher Stowe's book Uncle Tom's Cabin was written during the time that slavery was an issue that was dividing the North and South. Slaves were miserable and spent their lives working for cruel owners. Furthermore, Upton Sinclair's novel was written in order to expose the truths of the meat industry. At that time, the working conditions inside of meat-packing factories were horrible and food would go through processes in unhealthy and filthy surroundings. There was no regulation of industry at the time. Both Stowe and Sinclair raised questions about the issues they wrote about in their novels.

The writings of Harriet Beecher Stowe and Upton Sinclair drew responses from the national government and American citizens. For example, there were many Americans who read Stowe's book and were horrified by the conditions of slavery. People in the North,

not being familiar with everything about southern slavery, found out about the terrible issue. The revelation of slaves' conditions contributed to an abolition movement in which abolitionists fought for putting an end to slavery. During the Civil War, President Lincoln ordered that slaves in the South be freed. Eventually, the movement was a success, with the passage of the 13th amendment, which outlawed slavery.

Upton Sinclair got attention from the federal government. Readers were in awe because of Sinclair's observations of rats and poison in meats. The author's writing was so effective that it caused President Roosevelt to sign a law regarding the safety of meat. Because of Sinclair's novel, the meat-packing industry would be regulated by the government. Stowe and Sinclair were successful in revealing serious problems and attracting attention from people who fixed the issues.

In Harriet Beecher Stowe's and Upton Sinclair's books, the authors wrote about their observations of two separate problems. These two writers were successful in helping the problems that they wrote about because certain groups acted upon fixing the situations. Harriet Beecher Stowe and Upton Sinclair contributed to improving two different national situations by writing effective literary pieces.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by describing the historical circumstances surrounding the issues addressed in *Uncle Tom's Cabin* and in *The Jungle* and stating an action taken in response to the issue raised by each author
- Is more descriptive than analytical (*Uncle Tom's Cabin*: written during the time that slavery was an issue that was dividing the North and South; during the Civil War, President Lincoln ordered that slaves in the South be freed; movement was a success with the passage of the 13th amendment, which outlawed slavery; *The Jungle*: readers were in awe because of Sinclair's observations of rats and poison in meats; because of Sinclair's novel, the meatpacking industry would be regulated by the government)
- Includes some relevant facts, examples, and details (*Uncle Tom's Cabin*: cruel owners; abolition movement; *The Jungle*: horrible working conditions; filthy surroundings; President Roosevelt)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates a basic understanding about the writings and the ensuing changes. However, it is somewhat repetitive and lacks sufficient detail for a higher score.

Throughout history many Americans have dealt with issues of concern in several different ways. One of the more familiar ways in which these issues were presented was through writing. These writings have helped to resolve some issues faced, through reforms and actions taken by government that later arose.

One of the more influential writers of all time was Upton Sinclair. Upton Sinclair was a muckraker, which is someone who attempts to show the corruption in society. Sinclair wrote The Jungle, which dealt mainly in part with the corruption of the meat packing industry. In the book he described how filthy the meat was. From people working with bare hands, to rat excretions in the meat were just some of the unsanitary conditions during that time. After the production and distribution of this work of muckraking literature, the government had decided to step in. ~~Meat~~ inspection acts were now passed in order to help maintain a healthy food supply. This piece of literature helped to change the meat packing industry + future food companies for the rest of the 1900's as well as today.

Another famous work of literature was Uncle Tom's Cabin, by Harriet Beecher Stowe. Uncle Tom's Cabin was an extremely influential book during the times of slavery. It was basically a story about racism towards blacks + the harsh cruelty's they faced. ~~These~~ book help to

advocate the idea that African Americans should not be treated in such a way, as property. After this book, President Abraham Lincoln helped to abolish slavery, but in doing so, had to try and preserve the Union as well, due to the fact that they did not want slavery to be abolished. Moreover, Uncle Tom's Cabin by Harriet Beecher Stowe played a major role in eliminating societal problems

The Jungle by Upton Sinclair, and Uncle Tom's Cabin by Harriet Beecher Stowe played an important role in resolving conflicts in society. American History could have ~~be~~ possibly been altered had these books not advocated a such a cause. In conclusion, these writings have helped to spark government reform, in to which problems could be solved.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by describing the historical circumstances surrounding the issues addressed in *The Jungle* and in *Uncle Tom's Cabin* and mentioning an action taken in response to the issues addressed by each author
- Is primarily descriptive (*The Jungle*: described how filthy the meat was; meat inspection acts were now passed to help maintain a healthy food supply; *Uncle Tom's Cabin*: helped to advocate the idea that African Americans should not be treated in such a way, as property; President Abraham Lincoln helped to abolish slavery); includes weak analysis (*Uncle Tom's Cabin*: it was basically a story about racism towards blacks; Lincoln had to try and preserve the Union as well; book played a major role in eliminating societal problems)
- Includes few relevant facts, examples, and details (*The Jungle*: muckraker; corruption in society; meatpacking industry; rat excretions; unsanitary conditions; *Uncle Tom's Cabin*: harsh cruelties)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. An attempt to address all parts of the task is made, but the response includes only basic information that is too often overgeneralized.

Throughout history, writing has been a popular way for people to share their opinions or get an idea across to the public. This type of expression has ~~occurred~~ occurred many times during the history of the United States. Opinionated writing such as this often happens during times of crisis or confusion in a country. Two examples of this type of writing could be "Uncle Tom's Cabin" by Harriet Beecher Stowe and "The Jungle" by Upton Sinclair. Both of these works of literature have opened the eyes of the American people to get an important idea across.

"Uncle Tom's Cabin" was written by Harriet Beecher Stowe in 1852 during times of slavery in the United States. Slavery was a highly debated issue during this time because of varying opinions between the slave owners and abolitionists. The abolitionists knew that keeping human beings as slaves was an incredibly unjust action, while the slave owners did not view black people as humans, feeling that white men were the supreme race. Harriet Beecher Stowe, a black woman, wrote her novel to show people what slavery was really like; how it affected the slaves and the injustice of owning people. When she wrote her story, she did not expect anyone to want to

read it, or even for it to be published. Fortunately for Stone and the American people, the book was published and sold many copies all over the world. Her novel opened the eyes of many Americans, showing them the harshness of the slave world. Many people who read "Uncle Tom's Cabin" became passionate about abolishing slavery and allowing black people to have better lives. More ~~abolitionists~~ abolitionists began to speak out and encouraged more people to join in on the cause. Harriet Beecher Stone changed many American lives by writing her novel; she opened the eyes of white people and improved the lives of black people.

Similarly to how "Uncle Tom's Cabin" opened the eyes of many Americans, Upton Sinclair's "The Jungle" written in 1906 changed the opinions of those who ~~read~~ read it. During the industrial era in the United States, the way products were made changed dramatically. Products were no longer made ~~by~~ ~~in~~ in someone's home to sell in the market. People would work in factories doing jobs that they haven't necessarily skilled in. Products were not the only things put ~~to~~ together in this way; foods were manufactured in bulk to allow more food to get out around the ~~country~~ country much faster.

Upton Sinclair wrote *The Jungle* after observing a meat-packing factory. After seeing the horrors inside, he had to show the American public to know the truth. Meat was packed well below the allowed grade mark, and factory officials did not do anything to stop it. Meat ~~was~~ factories were infested with rats and sprayed with rat poison, causing both dead rats and poisonous chemicals to end up in someone's food. People who worked in the factories would not wash their hands before handling the meat either, making the situation even worse. The uncleanliness of the meat put American health at risk for various germs and diseases. Upton Sinclair allowed Americans to know what really went on inside the factories, causing various protests and factories getting shut down. "The Jungle" sparked a rebellion to improve the way products and food were made to improve the safety of the American people.

Various authors throughout history have written books to share their opinions about topics they feel strongly about. Their writings often times spark an interest among the American people to learn more about a certain issue or try to make a change in society.

Both Harriet ~~Stowe~~ Beecher Stowe and Upton Sinclair tried to make a change with their books "Uncle Tom's Cabin" and "The Jungle", respectively. These books made a change in society and changed the way Americans viewed different issues.

Anchor Level 2-B

The response:

- Develops some aspects of the task in some depth by describing the historical circumstances surrounding the issues addressed in *Uncle Tom's Cabin* and in *The Jungle*
- Is both descriptive and analytical (*Uncle Tom's Cabin*: the abolitionists knew that keeping human beings as slaves was an incredibly unjust action, while the slave owners did not view black people as humans, feeling that white men were the supreme race; *The Jungle*: during the industrial era in the United States, the way products were made changed dramatically; meat factories were infested with rats and sprayed with rat poison, causing both dead rats and poisonous chemicals to end up in someone's food); includes weak and faulty analysis (*Uncle Tom's Cabin*: when she wrote her story, she did not expect anyone to want to read it, or even for it to be published; *The Jungle*: causing various protests and factories getting shut down)
- Includes few relevant facts, examples, and details (*Uncle Tom's Cabin*: highly debated issue; sold many copies all over the world; *The Jungle*: foods were manufactured in bulk; American health at risk); includes an inaccuracy (*Uncle Tom's Cabin*: Harriet Beecher Stowe, a black woman)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state the importance of these pieces of writing in sparking awareness and interest about the issues

Conclusion: Overall, the response fits the criteria for Level 2. Solid descriptions about historical circumstances are overshadowed by the response's failure to discuss valid actions resulting from either publication.

Over the years, Americans have sent ~~a~~ messages out to the public in many different forms. The most popular and effective way to spread concern for America's issues is through writing. ~~HA~~ The publication of Uncle Tom's Cabin, by Harriet Beecher Stowe, and the novel, The Jungle, by Upton Sinclair, both rose awareness for certain causes and sparked significant social and political change.

The publication of Uncle Tom's Cabin, in 1852 rose much controversy in the north and south over the issue of slavery. Stowe ~~filled~~ ^{filled} her pages with ^{details} ^{of} the dark side of slavery such as the beatings, deaths, and separations Africans had to endure ~~at~~ ~~they~~ upon their arrival to America. The novel became widely spread, talked about and publicized and directly affected most Americans by demonstrating the inhumane ways slaves were treated and →

the desperate need for universal change. A direct effect of this novel ~~was~~ ^{the} ~~World War I~~ Civil War. The novel sparked so much conflict between the North and the South that the feuding areas began to fight for the freedom of slaves. Stowe's novel rose public awareness for an ~~increasingly~~ ^{accumulating} issue.

The Jungle, by Upton Sinclair was a novel surrounding the sanitation issues in the meat-packing industry. Its publication in 1906 informed Americans on the need for change and laws that would protect Americans and ensure their health and wellbeing. The gruesome but true details in the book raised awareness and encouraged Americans to ~~make a~~ ^{demand} reform. One result of this novel's success was the passing of "The Meat Inspection Act," by Theodore Roosevelt to improve conditions for both workers and →

Consumers.

Clearly, the publications of the novels, *Uncle Tom's Cabin*, by Harriet Beecher Stowe, and *The Jungle*, Upton Sinclair raised much controversy to spark much social and political changes and both sparked drastic changes in American History.

Anchor Level 2-C

The response:

- Develops all aspects of the task in little depth by describing the historical circumstances surrounding the issue of slavery addressed in *Uncle Tom's Cabin*, mentioning the issue of sanitation addressed in *The Jungle*, and mentioning an action taken in response to the issue raised by each author
- Is more descriptive than analytical (*Uncle Tom's Cabin*: Stowe filled her pages with details of the dark side of slavery such as the beatings, deaths, and separation Africans had to endure upon their arrival to America; a direct effect of this novel was the Civil War; *The Jungle*: its publication in 1906 informed Americans of the need for change and laws that would protect Americans and insure their health and well being; one result of the novel's success was the Meat Inspection Act to improve conditions for both workers and consumers); includes faulty analysis (*Uncle Tom's Cabin*: the feuding areas began to fight for the freedom of slaves)
- Includes some relevant facts, examples, and details (*Uncle Tom's Cabin*: controversy in the North and South; the novel became widespread; *The Jungle*: sanitation issues; meatpacking; gruesome but true details); includes a minor inaccuracy (*The Jungle*: passing of the Meat Inspection Act by Theodore Roosevelt)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that credit writing for sparking political and social change

Conclusion: Overall, the response fits the criteria for Level 3. The response includes many valid generalizations but lacks supporting details. Moreover, the references to actions taken in response to the writings are incomplete and vague.

Throughout history in the United States, people have always had methods of dealing with issues in society. Some exposed these issues through protests, boycotts, civil disobedience, and violence, while others simply exposed it in writings through literature. Two prime examples of pieces that helped to focus in on issues surrounding the American people were, *The Jungle* by Upton Sinclair and *The Feminine Mystique* by Betty Friedan.

The Jungle, by Upton Sinclair was a piece written in order to expose the problems in the meat packing industry. It showed the uncleanliness of the factories and the gross tactics that were used when packaging meat. This caused action to be taken by the government where they created the board of health and things had to be FDA approved so that this would not be such a major problem. The action of Upton Sinclair writing the book *The Jungle* caused the exposure of the meat packing industry to the public which then demanded of the government to come

a solution and a change.

Another example of a piece of writing which showed the problems of American society was the feminine mystique.

by Betty Friedan. Through her work of art she encouraged women to stand up for their rights and fight for their rights.

Through her writing she was able to encourage American women to embrace their femininity and want to be represented and respected

in society. This brought about a change in society because women realized that they indeed do deserve respect and they should be able to have that respect.

Women would now fight for their rights and demand their wants.

In conclusion literature in history has helped expose many of the problems facing American society. Still today, many authors write in order to express and air problems facing our society in hope that it will bring about a change.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by describing the historical circumstances surrounding issues addressed in *The Jungle* and mentioning an action taken in response to the issue raised by the author
- Is descriptive (*The Jungle*: showed the uncleanliness of the factories and the gross tactics that were used in packaging meat; things had to be FDA approved); includes weak application (*The Jungle*: the government where they created the board of health)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction that cites literature as one method for exposing the ills of society and a conclusion that remarks that authors continue to expose problems facing America

Conclusion: Overall, the response fits the criteria for Level 1. A cursory development of the issues and actions related to *The Jungle* weakens the response. Furthermore, the discussion of *The Feminine Mystique* shows little understanding of the work, the historical circumstances, or the responsive actions taken.

Throughout United States history, individuals have used writing as a way to focus attention on issues facing the American people. To resolve these issues raised in these writings, actions were taken by the government, groups or individuals.

In The Jungle by Upton Sinclair, Mr. Sinclair wrote about how bad American society was. He inspected industries and stores and realized how bad some of these industries were. Rats, fingers, dead bugs would all be found in food. The food industries just didn't care how their final product tasted or how it looked. The government read the book and decided to take action. They passed the meat inspection act which would improve the taste and quality of meat. Also, they were forced to put a label on all products produced.

Also when Dr. Martin Luther King Jr. nailed his 20 points to a church door. In those 20 points he talked about how the world was unequal and that it was a segregated world.

Talked about how Blacks were different from everyone else in the world. The government passed the Jim Crow Laws

which stated all are equal but shall remain seperated. This made all races seperate but also equal.

The government always responds to a major action taken by an individual.

The government will pass laws to make the country safer or to make everyone equal. The United States government will do everything in their power to make their country a better place

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by describing the historical circumstances addressed in *The Jungle* and mentioning an action taken in response to the publication
- Is descriptive (*The Jungle*: rats, fingers, dead bugs would all be found in food; the government passed the Meat Inspection Act which would improve the taste and quality of meat)
- Includes few relevant facts, examples, and details (*The Jungle*: label on all products); includes inaccuracies (“Letter from Birmingham Jail”: Dr. Martin Luther King, Jr. nailed his 20 points to a church door; Jim Crow laws made all races separate but also equal)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that consists of broad generalizations

Conclusion: Overall, the response fits the criteria for Level 1. The response demonstrates limited knowledge about the issues in *The Jungle* and confuses “Letter from Birmingham Jail” with Martin Luther’s *Ninety-five Theses*.

THROUGHOUT HISTORY WRITERS HAVE WRITTEN ABOUT THE ISSUES AND PROBLEMS FACING AMERICAN SOCIETY. THE GOAL OF THESE WRITINGS WERE TO RAISE AWARENESS ABOUT THE ISSUES AND EXPRESS PEOPLE'S VIEWPOINTS ABOUT THE ISSUES RAISED. AS A RESULT OF THESE WRITINGS, THE GOVERNMENT AND THE AMERICAN PEOPLE TOOK ACTIONS TO TRY TO SOLVE THE PROBLEMS FACED BY THE AMERICAN PEOPLE. TWO VERY IMPORTANT WRITINGS IN AMERICAN HISTORY ARE THE JUNGLE BY UPTON SINCLAIR AND UNCLE TOM'S CABIN BY HARRIET BEECHER STOWE.

OVER THE TIME THAT THE JUNGLE WAS WRITTEN AMERICA WAS IN THE PERIOD OF THE INDUSTRIAL REVOLUTION. MACHINES PLACED HAND MADE GOODS, AND LARGE FACTORIES DEVELOPED IN THE CITIES. ALTHOUGH THERE WERE MANY GOOD EFFECTS FROM THE INDUSTRIAL REVOLUTION THERE WERE ALSO MANY PROBLEMS. ONE PROMINENT PROBLEM WAS THE ADULTERATION AND FILTHINESS OF FOOD. THE MEAT PACKING INDUSTRY HAD MANY PROBLEMS. THE MEAT WAS NOT FRESH, AND THE MEAT CONTAINED FEELS, BODY PARTS AND OTHER UNWANTED MATERIAL IN IT. PEOPLE WERE OUTRAGED BY THE QUALITY OF THE MEAT THAT WAS BEING PRODUCED AND SOLD. PEOPLE WERE GETTING SICK, AND THE GOVERNMENT DIDN'T TAKE ACTION. THE JUNGLE RAISED MOMENTS TO THIS ISSUE. UPTON SINCLAIR DESCRIBED IN VIVID DETAIL THE HORRORS AND FILTH INVOLVED IN THE MEAT PACKING INDUSTRY. HE DESCRIBED THE FILTHY, HOT CONDITIONS THAT THE WORKERS WERE WORKING IN, AND THE LIMITED EFFORT TAKEN TO TRY TO MAKE THE MEAT FRESH. PEOPLE WERE OUTRAGED BY THE THINGS THAT WERE WRITTEN IN THIS BOOK. PEOPLE DEMANDED THAT SOMETHING BE DONE TO ENSURE THAT THE FOOD THAT THEY WERE EATING WAS SAFE. THE GOVERNMENT

EVENTUALLY PASSED THE MEAT INSPECTION ACT WHICH MADE IT MANDATORY FOR THE MEAT TO BE INSPECTED THAT CROSSED OVER STATE LINES. THE PURE FOOD AND DRUG ACT WAS ALSO PASSED WHICH HELPED TO MAKE SURE DRUGS WERE PROPERLY LABELED AND THERE WAS NO ADULTERATION OF THE FOOD BEING SOLD.

UNDER THE LAWN WRITTEN BY HANNETT BECHER STOWE ALSO WROTE ABOUT A VERY IMPORTANT, CONTROVERSIAL ISSUE IN AMERICAN HISTORY. SHE WROTE ABOUT ALL THE ASPECTS OF SLAVERY. SHE DISCUSSED THE INHUMANE TREATMENT OF SLAVES AND THE BRUTAL MEASURES TAKEN BY THEIR MASTERS TO CONTROL THEIR SLAVES. PEOPLE WERE OUTRAGED BY WHAT THEY READ IN THEIR BOOK. THIS BOOK RAISED AWARENESS OF THE EVILS OF SLAVERY THAT EXISTED SUCH AS BEATING, TORTURE, AND SEVERE STARVATION. THE NORTHERNERS WERE ESPECIALLY MAD ABOUT THIS BECAUSE THEY WANTED TO ABOLISH SLAVERY. AFTER THIS BOOK WAS PUBLISHED MANY PEOPLE TRIED TO HELP RESCUE SLAVES. AFTER A WHILE, THE 13TH AMENDMENT WAS PASSED WHICH ABOLISHED SLAVERY.

THERE WERE MANY EVENTS THAT OCCURRED IN AMERICAN HISTORY WHICH SPARKED CONTROVERSIAL VIEWPOINTS TO FORM FROM THE AMERICAN PEOPLE. WRITERS USED WRITING AS A WAY TO RAISE AWARENESS ABOUT THESE EVENTS IN ORDER TO GET A RESPONSE. BECAUSE OF THESE WRITINGS MANY DIFFERENT GROUPS AND INDIVIDUALS AS WELL AS THE GOVERNMENT TOOK ACTIONS TO HELP SOLVE THESE PROBLEMS IN AMERICA.

The writings of many muckrakers has been a very successful tool in shedding light on either the bad conditions of an issue or on something corrupt in the nation. This can be seen through the works of many including Upton Sinclair, who wrote The Jungle, and Harriet Beecher Stowe, who wrote Uncle Tom's Cabin. In Sinclair's novel, the bad conditions that meat was packaged in were exposed. In Stowe's book, the world gets to see just how bad it is living as an African American slave during that time frame. These moving and informative works let citizens in of or what is shielded from the naked eye of society.

In Upton Sinclair's The Jungle, the thought of regular people that they believe their lives are good and think that the food they eat is up to snuff, get told a shocking truth. Sinclair writes of the horrible, disgusting conditions the meat is made ready in, and reveals to the citizens that what they are eating is probably contaminated and is very dangerous. Through reading The Jungle, people are appalled that what they are eating could be so disgusting. By him writing in such a way, Sinclair shows a whole city how they are being cheated out of a healthy life.

Harriet Beecher Stowe is the author of Uncle Tom's Cabin and writes of the tragedies the slaves of the south have to face on a daily basis. By her writing this book, it opened many people's eyes on the issue of slavery and how bad it actually was. While opening eyes across the nation, the book inspired both free slaves that wanted to start up a movement, and slaves themselves to fight for their freedom. This book was set at the heart of the Civil Rights movement and the freeing of slaves because it told the

truth of how horrible it was to actually live as an African American slave. Many legislatures read this and saw the actions of the plantation owners, unlawful and felt it necessary to do something about it legally. Stowe's novel gave inspiration along with letting people in on what was covered up by many and let readers know that something should be done about this problem.

Both Upton Sinclair's and Harriet Beecher Stowe's novels are both informative and moving. They both open citizens' eyes and shed ^{needed} light on what certain people are trying to cover up from the rest of society. Upton ~~does~~ does this by informing about the bad conditions of meat packaging. Harriet does this by opening the eyes of many about the horrors of black slavery. Both these two books and the works of many other muckrakers have left lasting impacts on the nation as a whole and I think without the novels of these writers, the country would be in worse conditions.

Over the course of history, literature has been used as a method to focus attention on certain American issues. These pieces of writing has greatly influenced the government and other groups of people to take action and resolve these conditions.

Martin Luther King, Jr, a civil rights activist, practiced civil disobedience throughout the 1960s and 1970s. This was seen in his writing, "A Letter from Birmingham Jail." This letter was written while King was in prison for protesting without a permit. King's letter, directed toward clergymen, addressed the issue of segregation in public facilities. This act of civil disobedience started the civil rights movement which eventually persuaded the U.S. government to integrate public facilities and allow black and white people to equally use the same things. Even though discrimination was still apparent, blacks

And whites were essentially now equal. In the Brown vs Board of Education Supreme Court case, the judge declared previous facilities "separate but not equal", overruling the Plessy vs Ferguson case.

"The Jungle" by Upton Sinclair is another example of writing that has immensely impacted the history of the United States. Sinclair, a muckraker during the Progressive Era, uncovered the issue of sanitation in the meat packing industry through the publication of his novel. In response, the government passed a meat inspection act, requiring that ~~meat~~ the meat meet required standards before being sold on the market.

Throughout the United States, writing has had an enormous effect on the actions of government and of people. Martin Luther King Jr's "Letter from Birmingham Jail" and Upton Sinclair's "The Jungle" raised issues in our nation.

Throughout the 19th and 20th centuries America had many problems. These problems resulted in weak laws and standards to high numbers of unemployed US citizens and also unemployed foreign immigrants. The US government overlooked these problems. The only solution to these problems were muckrakers; Muckrakers are writers who tell about harsh society and may also show examples of these problems of society in pictures or other documents.

One famous Muckraker is Upton Sinclair. Upton wrote a story or documentary of how city lifestyles were during the early 1900's. He showed in his book that many people were unemployed and poor. He showed what type of housing these people had and how unsafe this way of life was. He published many books and more opportunities for employment had risen.

Many times throughout the history of the United States change has been prompted through writing. Often certain important issues have been brought to light by the printed word. The writings of Thomas Paine, in his pamphlet, *Common Sense* and those of Upton Sinclair were able to raise very important issues of their time and successfully pushed for change.

Common Sense which was written in 1776, was able to raise the issue of American independence, to the average American and as a result was one of the causing factors that led to greater support for the American Revolution. *Common Sense* was a pamphlet, which was a vernacular, popular language, making it easy to read for the common American. It discusses the need for the American colonies to distance itself from the mother country, Great Britain, and to pursue its own destiny. He discusses the conflict of interest between the colonies and the mother country, as an example of the failures of Virtual Representation. He also discussed the "foolish" idea that American continent is controlled by an island. He considers the American people to have their own identity completely different from Britain. The last issue Paine brings up is the need for a government to rule without a monarch. This pamphlet which called for revolution and

the creation of a new nation, was successful in doing so, along with many other factors. The Declaration of Independence which came out later that year, shows the influence Common Sense had in prompting change.

Upton Sinclair's novel, *The Jungle* is another example of the power the printed word has in creating change. *The Jungle* is a novel that tells the story of an immigrant family's attempt to achieve the American Dream in a meat-packing town during the United States Industrial Revolution. Although the novel was meant to increase the popularity of socialism, it included ^{many} gruesome and disgusting details about the meat-packing business. As Sinclair connected, "I aimed for the nation's heart but hit its stomach." These details brought attention to the fact that the government had failed to regulate the safety of foods consumed by the American people. One individual who read the novel, was Theodore Roosevelt who pushed for the Food and Drug Act, that established government regulations of food and drugs. By creating ^{expectations} ~~expectations~~, mortality and poisoning by food poisoning drop. Thanks to Sinclair's novel, many Americans can feel assured that the food they are eating is safe.

These two examples of the power of writing and its ability to mobilize change. Common Sense was able to

Thematic Essay—Practice Paper – E

cause revolution and built a nation, while the
Jungle saved lives and improved the quality of food.

The response:

- Develops some aspects of the task in some depth by describing the historical circumstances surrounding the issues addressed in *The Jungle* and in *Uncle Tom's Cabin*, discussing an action taken by government in response to the issue raised in *The Jungle*, and identifying a response to the issue raised in *Uncle Tom's Cabin*
- Is more descriptive than analytical (*The Jungle*: Upton Sinclair described in vivid detail the horrors and filth involved in the meatpacking industry; the Pure Food and Drug Act was also passed which helped to make sure that drugs were properly labeled and there was no adulteration of the food being sold; *Uncle Tom's Cabin*: discussed the inhumane treatment of slaves and the brutal measures taken by their master to control their slaves; after awhile the 13th amendment was passed which abolished slavery); includes isolated analysis (*Uncle Tom's Cabin*: after this book was published, many people tried to help rescue slaves)
- Includes some relevant facts, examples, and details (*The Jungle*: Industrial Revolution; feces, body parts and other unwanted material; filthy, hot conditions; Meat Inspection Act; crossed over state lines; *Uncle Tom's Cabin*: evils of slavery; beating; torturing; starvation)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates a clear understanding of the correlation between industrialization and increasing threats to consumer safety. The descriptions of meatpacking and slavery are lengthy but lacking in specific historical detail. Additionally, the mention of the 13th amendment does not qualify as a discussion of an action taken in response to an issue.

Practice Paper B—Score Level 1

The response:

- Minimally develops some aspects of the task by describing the historical circumstances surrounding the issues addressed in *The Jungle* and *Uncle Tom’s Cabin*
- Is descriptive (*The Jungle*: Sinclair writes of the horrible, disgusting conditions the meat is made and reveals to the citizens that what they are eating is probably contaminated and very dangerous; *Uncle Tom’s Cabin*: it told the truth about how horrible it was to live as an African American slave); lacks understanding (*The Jungle*: Sinclair shows a whole city how they are being cheated out of a healthy life; *Uncle Tom’s Cabin*: the book inspired both free slaves that wanted to start up a movement and slaves themselves to fight for their freedom; this book was set at the heart of the civil rights movement; many legislatures read this and saw the actions of the plantation owners unlawful and felt it necessary to do something about it legally)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction and a conclusion that call the novels informative and moving and notes that muckrakers have made a lasting impact on the nation

Conclusion: Overall, the response fits the criteria for Level 1. Despite its length, there are few accurate or relevant observations about the issues raised in these books.

Practice Paper C—Score Level 2

The response:

- Develops some aspects of the task in some depth by describing the historical circumstances surrounding the issues addressed in “Letter from Birmingham Jail” and in *The Jungle* and mentioning an action taken in response to the issue raised in *The Jungle*
- Is primarily descriptive (“Letter from Birmingham Jail”: King’s letter, directed towards clergymen, addressed the issue of segregation in public facilities; *The Jungle*: Sinclair, a muckraker during the Progressive Era, uncovered the issue of sanitation in the meatpacking industry through the publication of his novel; the government passed a meat inspection act, requiring that the meat meet required standards before being sold on the market); includes weak analysis (“Letter from Birmingham Jail”: this act of civil disobedience started the civil rights movement; even though discrimination was still apparent, blacks and whites were essentially now equal)
- Includes few relevant facts, examples, and details (“Letter from Birmingham Jail”: civil rights activist; in prison for protesting); includes an inaccuracy (“Letter from Birmingham Jail” [1963]: uses *Brown v. Board of Education* [1954] as a responding action)
- 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. Brief statements, faulty analysis, and the lack of a specific action taken in response to “Letter from Birmingham Jail” make this a Level 2 paper.

Practice Paper D—Score Level 0

The response:

Fails to develop the task; includes no relevant facts, examples, or details

Conclusion: The response fits the criteria for level 0 because it demonstrates no understanding of Upton Sinclair’s work.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances surrounding the issue of American independence addressed in *Common Sense* and the issue of consumer protection addressed in *The Jungle* more thoroughly than discussing an action taken in response to the issue raised by each author
- Is both descriptive and analytical (*Common Sense*: discusses the need for the American colonies to distance themselves from the mother country, Great Britain, and to pursue their own destiny; the Declaration of Independence, which came out later that year, shows the influence *Common Sense* had in prompting change; *The Jungle*: although the novel was meant to increase the popularity of socialism, it included many gruesome and disgusting details about the meatpacking business; these details brought attention to the government’s failure to regulate the safety of foods consumed by the American people)
- Supports the theme with relevant facts, examples, and details (*Common Sense*: greater support for the American Revolution; pamphlet; popular language; virtual representation; continent controlled by an island; own identity; *The Jungle*: immigrant family; meatpacking town; Industrial Revolution; “I aimed for the nation’s heart but hit its stomach”; Theodore Roosevelt; Food and Drug Act)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that note the power of the written word

Conclusion: Overall, the response fits the criteria for Level 4. Concise language and ample detail confirm a command of the facts and an understanding of the literature’s content. However, the actions taken are discussed in a cursory and less detailed way, especially in relation to the Declaration of Independence.

United States History and Government Specifications January 2010

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

| | Theme | STANDARDS |
|----------------------|--|---|
| Thematic Essay | Individuals, Groups, Institutions; Reform Movements | Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government |
| Document-based Essay | Places and Regions; Physical Systems; Human Systems; Environment; Factors of Production; Immigration and Migration; Change | Standards 1, 3, 4, and 5: United States and New York 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 January 2010 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 28, 2010 — 9:15 a.m. to 12:15 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—January 2010

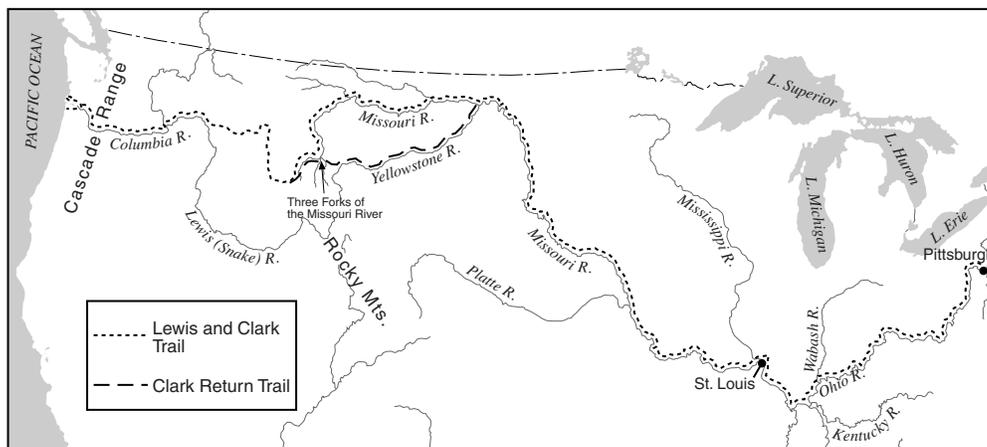
Document 1a

... Nearness to the ocean and to navigable streams as well as local factors of site governed the location of the nucleuses [settlements] at and about which the initial footholds on the Atlantic seaboard were made. How well these elements were recognized by the colonizing agencies early determined success or failure. The James, Potomac, Delaware, Hudson, and Connecticut Rivers became the principal lines of penetration. In most of the English colonies settlers crossed the Fall Line shortly before 1700, set up forts and trading posts along this break in navigation, and entered both the Piedmont in the southern and middle colonies and the hill lands of New England and New York. Always the rivers were the spearheads of penetration. Traders and explorers crossed the mountain barriers to the west and learned of the headwaters of the Ohio; the Dutch and later the English followed the Hudson to and above Albany; the New Englanders advanced rapidly into the Connecticut Valley. Boston, New York, Philadelphia, and smaller settlements approaching urban size became centers of growth and commerce. By 1700 the total population in Colonial America was about 275,000. . . .

Source: Herman R. Friis, "A Series of Population Maps of the Colonies and the United States, 1625–1790," *Geographical Review*, July 1940 (adapted)

Document 1b

The Lewis and Clark Expedition, 1803–1806



Source: Stephen E. Ambrose, *Undaunted Courage*, Simon and Schuster, 1996 (adapted)

Score of 1:

- States a way rivers influenced the settlement and exploration of the United States based on these documents
Examples: early forts/trading posts were established along rivers; rivers made travel/trade easier; navigable rivers/access to the ocean allowed settlements to become centers of growth/commerce; they provided the fresh water needed for survival of settlements; rivers became the principal lines of penetration/settlement into the colonies; traders/explorers finding the headwaters of the Ohio River allowed further exploration to the west; Dutch followed the Hudson River to and above Albany; Lewis and Clark traveled along the Missouri River/along the Columbia River; they allowed for navigation in various parts of the country

Score of 0:

- Incorrect response
Examples: the Dutch followed the Mississippi River; they limited travel; Lewis and Clark traveled along the Platte River; it was a total population
- Vague response
Examples: they were recognized; they were principal; they flowed; spearheads
- No response

Document 2

According to historian Norman Graebner, expansionists in the 1840s increasingly viewed Oregon and California as “two halves of a single ambition” to stretch the nation’s boundary to the Pacific Coast.

. . . With the Oregon treaty of 1846 the United States had reached the Pacific. Its frontage along the sea from 42° to Fuca Strait and Puget Sound fulfilled half the expansionist dream. On those shores the onward progress of the American pioneer would stop, but commercial expansionists looked beyond to the impetus [momentum] that the possession of Oregon would give to American trade in the Pacific. “Commercially,” predicted Benton [United States Senator Thomas Hart Benton from Missouri], “the advantages of Oregon will be great—far greater than any equal portion of the Atlantic States.” This Missourian believed that Oriental [Asian] markets and export items would better complement the mercantile [trade] requirements of the United States than would those of Europe. . . .

Source: Norman Graebner, *Empire on the Pacific: A Study in American Continental Expansion*, Ronald Press Co., 1955 (adapted)

2 According to Norman Graebner, what was *one* major reason for the expansion of the United States to the Pacific Coast in the 1840s?

Score of 1:

- States a reason for the expansion of the United States to the Pacific Coast in the 1840s as expressed in this passage
Examples: trade; Pacific ports would lead to Asian markets; commercial expansionists wanted to trade in the Pacific; Oregon ports would be a great commercial advantage; Asian markets/export items would better complement trade requirements; it would increase Pacific trade

Score of 0:

- Incorrect response
Examples: Atlantic States trade was no longer useful; the United States was no longer trading with Europe; Oregon ports would harm the United States
- Vague response
Examples: the advantages would be great; the Pacific was reached; it would make things better
- No response

Document 3

. . . Mahan was not in the vanguard [forefront] of those imperialists in 1898 who, like Roosevelt, Lodge, Senator Albert J. Beveridge, of Indiana, and others, saw in a victorious war with Spain for Cuba Libre [independence] an opportunity also to annex the distant Philippines. Mahan had seen since 1896 both the need and the opportunity for American commercial expansion in the Pacific and into the markets of China. But there is no persuasive evidence that he linked the annexation of the entire Philippine archipelago with that particular goal. The acquisition of naval coaling stations at Manila, in Guam, and at the mouth of the Yangtze he deemed entirely adequate to sustain future American commercial ambitions in China.

To be sure, he had long advocated the annexation of Hawaii, his arguments invariably [always] centering on defense of the Pacific coast, control of Oriental immigration, and the strategic implications of Japanese expansion into the Central Pacific. He had again demanded Hawaiian annexation as recently as February 1898 when Senator James H. Kyle, of South Dakota, asked him for a statement on the strategic virtues and values of the islands. He cheered in July 1898 when the United States, almost as a national-defense reflex, blinked twice, gulped, and finally swallowed whole the Hawaiian group. As he wrote in mid-August, "In the opinion of the Board, possession of these islands, which happily we now own, is militarily essential, both to our transit to Asia, and to the defense of our Pacific coast." . . .

Source: Robert Seager II, *Alfred Thayer Mahan: The Man and His Letters*, Naval Institute Press, 1977

3 According to the author, what was *one* reason Alfred Thayer Mahan thought control of Pacific islands was important to the development of the United States?

Score of 1:

- States a reason Alfred Thayer Mahan thought control of Pacific islands was important to the development of the United States according to Robert Seager II
Examples: the United States would be able to control immigration from Asia; acquisition of Hawaii would allow the United States to defend the Pacific Coast; they had strategic implications; control of Hawaii was militarily essential to our transit to Asia; they would provide coaling stations; it would allow/encourage trade with China; it would be an opportunity for American commercial expansion in the Pacific

Score of 0:

- Incorrect response
Examples: it would help defend the Atlantic Coast; control would help Japan expand into the Central Pacific; control would increase immigration
- Vague response
Examples: it was advocated; it was an opportunity; the islands were a transit; it would make life better in America
- No response

Document 4a

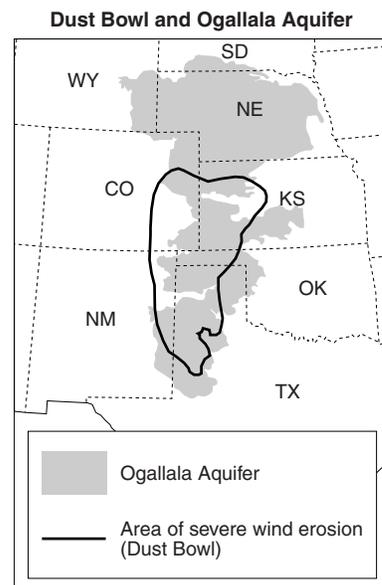
... The Ogallala Aquifer* (also known as the High Plains Aquifer) is now [in 2000] facing declining water levels and deteriorating water quality. More than 90% of the water pumped from the Ogallala irrigates at least one fifth of all U.S. cropland. This water accounts for 30% of all groundwater used for irrigation in America. Crops that benefit from the aquifer are cotton, corn, alfalfa, soybeans, and wheat. These crops provide the Midwest cattle operations with enormous amounts of feed and account for 40% of the feedlot beef output here in the U.S. Since the advancement of agricultural irrigation in the earlier part of the 20th century, the Ogallala has made it possible so that states such as Nebraska and Kansas can produce large quantities of grain required to feed livestock. . . .

Without irrigation, the High Plains region would have remained a hostile and unproductive frontier environment. Even today dry-land farming remains high-risk farming about which the producers in the region have doubts. But while the Dust Bowl label is appropriate, the High Plains has become one of the most productive farming regions of the world. However, now as groundwater levels decline, workable alternatives for sustainable development have to be further explored. . . .

*An aquifer is an underground source of natural clean water. In the 1930s, farmers lacked the technology to reach the Ogallala Aquifer.

Source: Guru and Horne, *The Ogallala Aquifer*, The Kerr Center for Sustainable Agriculture, 2000 (adapted)

Document 4b



Source: <http://www.wadsworth.com> and The Kerr Center for Sustainable Agriculture (adapted)

4a Based on these documents, what is *one* reason the Ogallala Aquifer is important to United States farm production in the High Plains region?

Score of 1:

- States a reason the Ogallala Aquifer is important to United States farm production in the High Plains region based on these documents

Examples: it irrigates one-fifth of United States cropland; it accounts for 30 percent of the groundwater used for irrigation; it has made the production of large quantities of grain for feeding livestock possible; it has made the Midwestern states among the most productive farming regions of the world; crops like cotton/corn/alfalfa/soybeans/wheat benefit from it; without it, the region would have remained a hostile/unproductive frontier environment; it is a major source of groundwater in that region

Score of 0:

- Incorrect response
Examples: irrigation has not been useful in Dust Bowl regions; it has ended drought; it is the only water available
- Vague response
Examples: it affects the nation's farms; groundwater; it is workable
- No response

4b Based on document 4b, how did the lack of water influence parts of the Great Plains in the 1930s?

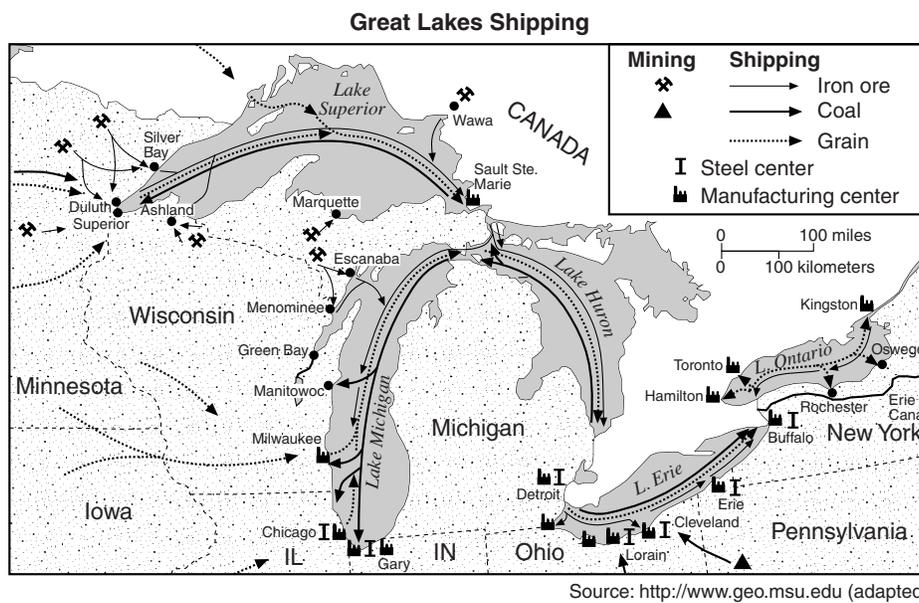
Score of 1:

- States a way the lack of water influenced parts of the Great Plains in the 1930s as shown in document 4b
Examples: it became an area of severe wind erosion; it became a Dust Bowl; it helped cause/create the Dust Bowl

Score of 0:

- Incorrect response
Examples: the aquifer provided adequate water; the region produced vast quantities of agricultural products; irrigation systems prevented wind erosion; farmers could not get to the aquifer's water
- Vague response
Examples: it was severe; it made it bad; there was wind
- No response

Document 5 a



Document 5 b

On May 29, 1890, the ship *W. R. Stafford* left Marquette, Michigan, on a routine voyage, carrying a load of iron ore to Ohio and returning with a load of coal.

... Thousands of times that year, hundreds of ships plying [sailing] the Great Lakes between the rich ore fields along the southern and western shores of Lake Superior and the industrial centers in Ohio and Michigan repeated her [the *W. R. Stafford*] schedule. The abundance and quality of the ore these ships transported helped fuel unprecedented industrial growth in the United States in the last decades of the 19th century. Great Lakes transportation played a critical role in that growth. Without this link, it is doubtful the growth of American industry could have occurred as rapidly as it did. . . .

Source: http://www.geo.msu.edu/geogmich/iron_ore__taconite.html

5 Based on these documents, what is *one* way the Great Lakes affected industrialization in the United States?

Score of 1:

- States a way the Great Lakes affected industrialization in the United States based on these documents
Examples: they offered a route to ship ore to industrial centers; they provided a transportation route for important raw materials; manufacturing centers developed along the shores of the Great Lakes because they could easily acquire raw materials and ship finished goods to other parts of the nation; they encouraged the rapid growth of the region/United States; iron ore shipped from Duluth ended up in a steel/manufacturing center in Lorain, Ohio; increased the rate of industrialization; became a shipping route between the Midwest and the East Coast/within the Midwest

Score of 0:

- Incorrect response
Examples: the shipments of natural resources on the Great Lakes only benefited cities located on their shores; iron ore mined in New York/ Pennsylvania was shipped to the steel centers in Minnesota/Wisconsin; without the Great Lakes, industrialization could not have occurred; the lakes freeze over in winter
- Vague response
Examples: they played a critical role; grain was shipped; it helped abundance/quality; allowed ships to go places
- No response

Document 6

This excerpt describes an impact of the Mississippi River flood of 1927.

. . . By early 1928 the exodus of blacks [African Americans] from Washington County [Mississippi], and likely the rest of the Delta, did reach 50 percent. Ever since the end of Reconstruction, blacks had been migrating north and west, out of the South. But it had been only a slow drain, with the South losing about 200,000 blacks between 1900 and 1910. During World War I “the Great Migration” began; the South lost 522,000 blacks between 1910 and 1920, mostly between 1916 and 1919. Now from the floodplain of the Mississippi River, from Arkansas, from Louisiana, from Mississippi, blacks were heading north in even larger numbers. In the 1920s, 872,000 more blacks left the South than returned to it. (In the 1930s the exodus fell off sharply; the number of blacks leaving Arkansas, Louisiana, and Mississippi fell by nearly two-thirds, back to the levels of the early 1900s.)

The favorite destination for Delta blacks was Chicago. They brought the blues to that city, and there the black population exploded, from 44,103 in 1910 to 109,458 in 1920—and 233,903 in 1930. Certainly not all of this exodus came from the floodplain of the Mississippi River. And even within that alluvial empire, the great flood of 1927 was hardly the only reason for blacks to abandon their homes. But for tens of thousands of blacks in the Delta of the Mississippi River, the flood was the final reason. . . .

Source: John M. Barry, *Rising Tide: The Great Mississippi Flood of 1927 and How It Changed America*, Simon & Schuster, 1997

6 According to this document, what impact did the Mississippi River flood of 1927 have on many African Americans?

Score of 1:

- States an impact the Mississippi River flood of 1927 had on many African Americans according to John M. Barry

Examples: it was the final reason for tens of thousands of African Americans to abandon their homes in the Delta; by 1928, blacks headed north in even larger numbers; it was one of the reasons African Americans abandoned their homes; it made them move

Score of 0:

- Incorrect response
Examples: few African Americans left the Mississippi Delta because of the flood; it started the Great Migration; during the Great Migration, many African Americans left Chicago; it ended Reconstruction
- Vague response
Examples: large areas got flooded; it was the final reason; it was a favorite destination
- No response

Document 7

. . . If you begin at the Pacific rim and move inland, you will find large cities, many towns, and prosperous-looking farms until you cross the Sierra Nevada and the Cascades, which block the seasonal weather fronts moving in from the Pacific and wring out their moisture in snows and drenching rains. On the east side of the Sierra-Cascade crest, moisture drops immediately—from as much as 150 inches of precipitation on the western slope to as little as four inches on the eastern—and it doesn't increase much, except at higher elevations, until you have crossed the hundredth meridian, which bisects the Dakotas and Nebraska and Kansas down to Abilene, Texas, and divides the country into its two most significant halves—the one receiving at least twenty inches of precipitation a year, the other generally receiving less. Any place with less than twenty inches of rainfall is hostile terrain to a farmer depending solely on the sky, and a place that receives seven inches or less—as Phoenix, El Paso, and Reno do—is arguably no place to inhabit at all. Everything depends on the manipulation of water—on capturing it behind dams, storing it, and rerouting it in concrete rivers [aqueducts] over distances of hundreds of miles. Were it not for a century and a half of messianic effort [an aggressive crusade] toward that end, the West as we know it would not exist. . . .

Source: Marc Reisner, *Cadillac Desert: The American West and Its Disappearing Water*, Penguin Books, 1993

7 According to this document, what impact has water had on settlement in the western part of the United States?

Score of 1:

- States an impact water has had on settlement in the western part of the United States
Examples: along the Pacific Coast, where rain is plentiful, there are large population centers and prosperous farms; areas with less than 20 inches of rainfall per year are hostile terrains to farmers; damming/storing/rerouting water has allowed development of the West; water availability encouraged/discouraged people from moving to certain western cities/areas; settlement/farming west of the 100th meridian could only succeed through capturing scarce water; parts of the West are uninhabitable; it has created an aggressive effort to bring water to the region

Score of 0:

- Incorrect response
Examples: rainfall is more plentiful east of the Sierra-Cascade crest; the most prosperous farms are found on the east side of the Sierra Nevada Mountains; no one can live in Phoenix/El Paso/Reno because it does not rain
- Vague response
Examples: it has changed population; the 100th meridian divides the country; it is half of a messianic effort; lack of rainfall in this region has divided the country; it is inhabitable
- No response

Document 8

A Brief History of the Clean Water Act

| | |
|-------------|---|
| 1968 | According to a survey conducted in 1968, pollution in the Chesapeake Bay caused \$3 million annually in losses to the fishing industry. Meanwhile, the U.S. Bureau of Sport Fisheries measured DDT [an insecticide] in 584 of 590 samples, with levels up to nine times the FDA [Food and Drug Administration] limit. |
| 1969 | In 1969, bacteria levels in the Hudson River were at 170 times the safe limit. Also, record numbers of fish kills were reported in 1969—over 41 million fish. This included the largest recorded fish kill ever—26 million killed in Lake Thonotosassa, Florida, due to discharges from four food processing plants. |
| 1970 | In July 1970, the Department of Health, Education and Welfare's Bureau of Water Hygiene reported that 30 percent of drinking water samples had chemicals exceeding the recommended Public Health Service limits. |
| 1971 | The FDA reported in February 1971 that 87 percent of swordfish samples had mercury at levels that were unfit for human consumption. |
| 1972 | Passed in 1972, the Clean Water Act was a response to the nearly unchecked dumping of pollution into our waterways. At the time, two-thirds of the country's lakes, rivers and coastal waters had become unsafe for fishing or swimming. Untreated sewage was being dumped into open water. The goal of the Clean Water Act was to reduce pollution in all U.S. waters to "restore and maintain the chemical, physical, and biological integrity of our nation's waters." The law called for "zero discharge of pollutants into navigable waters by 1985, and fishable and swimmable waters by 1983." |

Source: "Troubled Waters: A Brief History of the Clean Water Act," www.pbs.org/now/science/cleanwater.html (adapted)

8 Based on this chart, state *two* environmental problems that led to the Clean Water Act.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* environmental problem that led to the Clean Water Act based on this chart

Examples: pollution in Chesapeake Bay caused industry \$3 million in losses to the fishing industry; DDT levels in fish were nine times the FDA limit; bacteria levels in the Hudson River were 170 times the safe limit; 30 percent of drinking water had chemicals exceeding the recommended limits; there was unchecked dumping of pollution into waterways; two-thirds of the nation's waters had become unsafe for fishing or swimming; pollution in Chesapeake Bay; untreated sewage being dumped into rivers; high bacteria levels found in rivers/high bacteria levels found in drinking water supplies

Note: To receive maximum credit, two *different* environmental problems that led to the Clean Water Act must be stated. For example, *high DDT levels were found in most fish samples* and *DDT levels in fish were nine times the FDA limit* are the same environmental problem expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the United States Bureau of Sport Fisheries refused to measure DDT in samples; bacteria levels in the Hudson River were low; all drinking water had chemicals exceeding safe levels
- Vague response
Examples: swordfish samples; fishable/swimmable waters; two-thirds of the nation's lakes/rivers/coastal waters; drinking water had chemicals exceeding safe levels/was unsafe; untreated sewage; high bacteria levels
- No response

Document 9

The West is an oven. Much of the Midwest is as dry as tinder. While much of the rest of the nation is contending with extreme heat and drought, it's time to revisit the issue of Great Lakes water and its diversion. One of the most important issues that confronts the Central and Southwestern United States is the shortage of water. . . . It is no secret that residents of many arid states look to Great Lakes water with covetous [jealous] eyes. And it won't be long before some of those envious, arid states start looking for ways to divert Great Lakes water in huge quantities. If they're successful in raiding large amounts of fresh water from the Great Lakes, expect economic and environmental damage to follow. . . .

Source: "Keep Great Lakes water in the Great Lakes," mlive.com (Everything Michigan), July 25, 2005

9 According to this document, what is *one* reason for concern over the water in the Great Lakes?

Score of 1:

- States a reason for concern over the water in the Great Lakes as expressed in this document
Examples: because the Great Lakes have water, dry areas of the country may try to divert fresh water in huge quantities; there could be environmental damage if large amounts of water are taken from them; there could be economic consequences if their water is diverted to arid states; diversion of their water to dry states may create conflicts between different regions of the country; it is a limited resource

Score of 0:

- Incorrect response
Examples: water from the Great Lakes is now being used in arid areas of the Central and Southwestern states; arid states might send water to the Great Lakes; there is a shortage of water in the Great Lakes; the West is an oven
- Vague response
Examples: there is fresh water; it is being used so much; too much water
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
January 2010

Historical Context: From colonial times to the present, water has played an important role in the history of the nation. Water resources such as rivers, lakes, oceans, canals, natural harbors, and abundant ground water have influenced the political and economic development of the United States in a number of ways. These ways included exploration and settlement, expansion westward and into the Pacific, agricultural and industrial development, migration patterns, and environmental concerns.

Task: Discuss the influence of water on the development of the United States

Scoring Notes:

1. This document-based question has *one* task: discussing the influence of water on the development of the United States.
2. The discussion should be directly related to the influence of water on United States development, e.g., the relation of the possession of Oregon to trade in the Pacific and Asian markets, *not* Oregon's relationship to the election of James K. Polk.
3. The examples used to discuss the influence of water on the development of the United States may be from any time period in United States history.
4. Other ways water influenced development that are not included in the documents may be used as outside information in the discussion, e.g., the influence of the Rio Grande on the Mexican War.
5. The response may discuss the influence of water from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.
6. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 1a, 1b, 4a, 4b, 5a, and 5b may be considered as separate documents *if* the response uses specific separate facts from each individual document.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing the influence of water on the development of the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the influence of abundant water supplies on the agricultural, mercantile, and industrial development of the United States during the 19th century to the influence of declining water supplies on the environment and the economies of the West and the Great Lakes region during the 20th century; connects the influence of water on the nation's development from colonization to the growth of agriculture, the expansion of trade, migration of peoples and to the need for legislation to maintain the quality and quantity for future generations
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the influence of water (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., Atlantic Ocean; Louisiana Purchase; Lewis and Clark; Missouri River; Mississippi River; New Orleans; Manifest Destiny; West Coast ports; fueling stations; naval stations; Treaty of Paris 1898; Spanish-American War; Guam; Hawaii; annexation of the Philippines; Clean Water Act
- 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 influence of water on the development of the United States but may do so somewhat unevenly by discussing some influences more thoroughly than other influences
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the influence of water as a factor in the establishment of European settlements along the Atlantic Coast, expansion of settlement west to the Pacific, expansion into the Pacific, and the influence of water on the later migration of African Americans to the North and of Dust Bowl farmers to California; discusses the influence of abundant water supplies on the development of the United States during the 19th century and the influence of declining water supplies on the West and the Great Lakes region during the 20th century
- 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
- 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 mentioning only a few influences of water on the development of the United States
- 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 only one or two influences of water on the development of the United States
- 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.

Influence of Water on the Development of the United States

| Key Ideas from Documents | Relevant Outside Information (This list is not all-inclusive.) |
|---|---|
| <p>Doc 1—Settlements along the Atlantic seaboard located near ocean and navigable streams</p> <p>Rivers become means of exploration and settlement</p> <p>Ocean port cities become centers of growth and commerce (Boston, New York, Philadelphia)</p> <p>River systems followed during Lewis and Clark’s explorations of western lands</p> | <p>Influence on location of early colonial settlements (Jamestown, Plymouth)</p> <p>Dependence of western farmers on access to Mississippi River and the port of New Orleans</p> <p>Interest of Jefferson in finding an all-water route to the Pacific</p> <p>Influence of Mississippi River on Jefferson’s decision to purchase Louisiana</p> <p>Influence of rivers on native peoples</p> |
| <p>Doc 2—Access to trade in the Pacific would increase with possession of Oregon</p> <p>Trade advantage gained with access to Asian markets and exports</p> | <p>Increased public support for Manifest Destiny with interest in Pacific coast ports and commercial activities (California)</p> |
| <p>Doc 3—Future American commercial ambitions in China improved with acquisition of coaling stations in the Pacific</p> <p>Hawaii became strategically important for the defense of Pacific coast, considering Japanese expansion in the Pacific, and commercially important for transit to Asia</p> | <p>National debate between imperialists and anti-imperialists over annexation of Pacific acquisitions (Hawaii, Philippines)</p> <p>Creation of interest in inter-oceanic canal with acquisition of Pacific territories after Spanish-American War (Panama)</p> |
| <p>Doc 4—More than 90% of the water pumped from Ogallala Aquifer irrigates one-fifth of all cropland in the United States</p> <p>Thirty percent of all groundwater used for irrigation is from Ogallala Aquifer</p> <p>Large quantities of grain produced to feed livestock with water from Ogallala Aquifer</p> <p>High Plains becomes one of the most productive farming regions in the world with irrigation</p> <p>Dust Bowl region has become useful for farming with irrigation</p> <p>Farm production may be threatened as result of declining water levels and deteriorating water quality of Ogallala Aquifer</p> | <p>Farmers driven off land by Dust Bowl conditions</p> <p>Influence of lack of water on Great Plains on government policies (FDR’s New Deal)</p> <p>Ogallala Aquifer as a factor in western agricultural surpluses as it has an impact on the national economy</p> |

Influence of Water on the Development of the United States

| Key Ideas from Documents | Relevant Outside Information (This list is not all-inclusive.) |
|---|--|
| <p>Doc 5—Transportation routes provided by Great Lakes for shipping iron ore, coal, and grain to industrial centers</p> <p>Industrial growth in the 19th century partly fueled by abundance and quality of ores transported on the Great Lakes</p> <p>New York goods and markets linked to Great Lake region by Erie Canal</p> | <p>Importance of steel manufacturing in industrialization, partly because of Great Lakes (Carnegie, railroads, skyscrapers, automobiles)</p> <p>Migration of European immigrants from New York City via Hudson River/Erie Canal to Midwest for farming and job opportunities</p> <p>Contribution of trade activities to Midwest urbanization</p> |
| <p>Doc 6—Flood became final reason for thousands of blacks in Mississippi Delta to abandon homes</p> | <p>Contribution of weather conditions to economic instability during the 1920s and 1930s (lack of rain, high winds, flooding)</p> <p>Increase in demands for federal assistance because of natural disasters</p> <p>Controversy over role of federal government as result of flooding from hurricanes (Katrina, FEMA)</p> |
| <p>Doc 7—Cities, towns, and prosperous farms are located west of the Sierra-Cascade crest, where moisture is plentiful</p> <p>Regions receiving less than 20 inches of rain per year are difficult to farm</p> <p>Damming and storing water is necessary when living in areas of limited rainfall</p> | <p>Increase in demands for federal irrigation projects as a result of arid conditions in the “Great American Desert”</p> <p>Inclusion of public works initiatives for dam building projects (Hoover and Roosevelt administration job programs)</p> <p>Use of dry farming as an accommodation for arid conditions</p> |
| <p>Doc 8—Pollution, high DDT levels, unsafe bacteria levels had adverse effect on fishing industry in 1960s</p> <p>Recommended levels of chemicals exceeded in 30% of drinking water samples tested in 1970</p> <p>Clean Water Act passed to reduce pollution</p> | <p>Creation of public awareness and support for environmental action (Rachel Carson’s <i>Silent Spring</i>, Pete Seeger and the Hudson River)</p> <p>Establishment of Environmental Protection Agency to enforce water pollution standards</p> |
| <p>Doc 9—Interest in diverting water from the Great Lakes increased by drought conditions in central and southwestern United States</p> <p>Diversion of large amounts of fresh water from Great Lakes could result in economic and environmental damage</p> | <p>Global warming concerns about climate changes that result in drought conditions (<i>An Inconvenient Truth</i> by Al Gore Jr.)</p> |

Water has always been an integral part of a developing and surviving nation. Whether it be for agricultural, transportation, economic, or industrial purposes, the presence and manipulation of water has not only led to the growth of the United States but has also been the cause of many environmental concerns.

The settlement of newly purchased lands were due largely in part to the explorers who charted out the new territory. The rate at which this was accomplished was significantly helped along by the use of rivers for easier transportation. Lewis and Clark, for example, were able to explore the Louisiana Territory and reach the Pacific Ocean in a concerted effort through the use of the Ohio, Missouri, Yellowstone, and Columbia Rivers (Doc 1B). Previously, during the 17th century, colonial settlers entered uncolonized land by using rivers and settling in areas surrounding them (Doc 1A). The rivers that crisscross the nation have brought people to areas that would have taken longer to reach without harnessing the rivers as a means of transportation.

Rivers have also significantly helped to advance America's industrial power as well as its global economic standing. Valuable materials such as ore and coal were able to be transported at such a rate as to allow lower priced goods as well as rapid industrialization (Doc 5B). The steady supply of food has helped to keep the population fed, allowing for a healthy labor force to meet the fierce demands of industrialization (Doc 5A). The successful rise of industry in America increased public support for imperialism and increased interest in foreign lands in the Pacific for more markets to infiltrate with its large amount of goods. This need for new markets led to the acquisition of territories after the Spanish-American War such as Guam and the Philippines. Hawaii was also annexed and has been a key source of economic prosperity for it not only provided opportunities for investments and new

markets, but also served as a line of defense (Docs 2 & 3). These acquisitions helped to mark the United States as one of the global economic powers because of their location and helped it to capitalize on its proximity to Asian countries and benefit from its trade with them.

Water has also helped to make previously uninhabitable parts of the United States habitable to the point that even farming was possible, with the extensive use of irrigation and conservation of water. For example, the area nicknamed the "Dust Bowl" has been made possible for agricultural uses with the use of water from the Ogallala Aquifer, resulting in the prevention of severe wind erosion in some parts surrounding it (Docs 4A & 4B). The extensive effort of establishing a stable water supply has managed to make the Dust Bowl a less hostile area for those who need to cross it as well as those who choose to live there (Doc 7). While many improvements have been made to make arid places in the West more tolerable, its citizens are beginning to hunger for the use of freshwater from the Great Lakes to further their means. If they are successful, it could mean an environmental disaster and a hostile relationship between the haves and have nots (Doc 9).

Although water has been a great source of advancement of the United States, its availability is not limitless. Fresh water is limited and the continued draining of the Ogallala Aquifer would leave even less for future generations to live off of. Despite this, many residents of the Dust Bowl region look to the Great Lakes to provide them with more fresh water. However, its drainage could lead to a severe environmental imbalance that would deplete much of the wildlife populations. This would cause a chain reaction throughout which the entire nation would suffer from. Using too much water is not the only problem. Using water sources as a dumping ground for unwanted

chemicals and garbage also poses a grave danger to wildlife and humans. In 1969, over 41 million fish were killed from pollutants in their water (Doc 8). Mutations as a result of polluted water also occur in species such as frogs, who have sensitive & permeable skin to allow for moist breathing pathways. As environmental awareness has increased more people understand that water needs to be preserved and its purity maintained in order for its usefulness to continue.

Water has many uses which have been harnessed since beginning of time up to the present day. Although the United States has benefitted significantly from its use, it should also be preserved. From agriculture, transportation, economy, to industry, none of these would have been possible without water. To continue prospering, the United States, as well as other nations, needs to be mindful of its water consumption and maintaining its purity.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing the influence of water on the development of the United States
- Is more analytical than descriptive (colonial settlers entered uncolonized land by using rivers and settling in areas surrounding them; rivers have significantly helped to advance America's industrial power as well as its global economic standing; steady supply of food allowed for a healthy labor force to meet fierce demands of industrialization; acquisitions helped to mark the United States as one of the global economic powers and helped it to capitalize on its proximity to Asian countries; water has also helped to make previously uninhabitable parts of the United States habitable; while many improvements have been made to make arid places in the West tolerable, its citizens are beginning to hunger for the use of fresh water from the Great Lakes)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, 8, and 9
- Incorporates substantial relevant outside information (successful rise of industry in America increased public support for imperialism for more markets to infiltrate; need for new markets led to the acquisition of colonies after the Spanish-American War; Hawaii in particular has been a key source of economic prosperity for it provided opportunities for investments and new markets; western desire for water from the Great Lakes could mean an environmental disaster and a hostile relationship between the haves and the have-nots; drainage of the Aquifer could lead to a severe environmental imbalance that would deplete much of the wildlife populations, which would cause a chain reaction; using water sources as a dumping ground for unwanted chemicals and garbage also poses a grave danger to wildlife and humans; mutations as a result of polluted water also occur in species such as frogs, which have sensitive and permeable skin)
- Richly supports the theme with many relevant facts, examples, and details (Lewis and Clark were able to explore the Louisiana Territory and reached the Pacific Ocean through the use of the Ohio, Missouri, Yellowstone, and Columbia rivers; agricultural use of the area nicknamed the Dust Bowl has been made possible with the use of water from the Ogallala Aquifer; in 1969, over four million fish were killed from pollutants in their water)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the presence and manipulation of water has not only led to the growth of the United States but has also been the cause of many environmental concerns and a conclusion stating that the United States and other nations need to be mindful of water consumption and maintain its purity to continue prospering

Conclusion: Overall, the response fits the criteria for Level 5. Document analysis and historical references are effectively used to demonstrate the influence of Pacific island possessions on the growing global economic status of the United States. The discussion of the challenges of maintaining a stable water supply reflects a strong specific understanding of the environmental impact of a careless attitude toward a limited resource.

Water is a vital resource in the United States, crucial to every aspect of history and culture. All forms of water, from lakes and oceans to rivers and rainfall, have affected the development of the United States. Water affects trade, transportation, isolationism, population distribution as well as growth of industry and agriculture. Water has been a major contributing factor on the development of the United States.

Water, in particular the Atlantic Ocean, is what kept the United States from being settled by Europeans and later kept it isolated from other nations. With the success of European exploration, English colonization began in the 1600's near the Chesapeake Bay in Virginia. When technology had developed and people could successfully cross the ocean, population growth in America increased. Initially settlement occurred on the Eastern coast because of ample farming and trading opportunities. New England merchants would eventually become a part of the triangular trade. The major Eastern cities that were first settled included Boston, New York and Philadelphia. Rivers connected these cities to the inland areas of colonial America and led to new farming settlements. Trading posts and forts were built along rivers for the purpose of fur trade and trade with Native Americans. Until 1803, most Americans lived in the eastern regions of the United States. In this year, Thomas Jefferson purchased the Louisiana Territory from the

French and not knowing exactly what the boundaries were, he sent Lewis and Clark to explore the territory he purchased. They followed rivers in the West in search of a passage through to the Pacific. Their trip encouraged Americans to expand west beyond the Mississippi. Rivers provided not only transportation but also access to furs and potential markets in Asia by way of Pacific ports. However, it proved there was no all-water route to the Pacific.

America continued moving westward and moving toward the Pacific. In the first half of the nineteenth century the concept of Manifest Destiny developed. Americans felt they were entitled to own all land from the Atlantic Ocean to the Pacific. In 1846 this goal was partially achieved when Great Britain compromised on their claims to the Oregon Territory. Oregon would not just simply provide good areas to farm but would also serve as an outlet to the Pacific Ocean. It would open up the United States to trade with Asia. When Manifest Destiny was fully achieved after the Mexican-American War, America was determined to expand beyond its continental borders. In 1898, the Spanish American War broke out and when it was over the United States had acquired the Philippines and Guam. These Pacific Islands would help further develop US trade interests in Asia and eventually would lead to the Open Door policy to promote

United States trade in China. The islands of the Pacific, especially Hawaii would also serve to help buffer the West Coast from military attack. Hawaii's location in the Pacific became a major issue in 1941 when Japan attacked Pearl Harbor during World War II. The Philippines and Guam also became major battlegrounds in the Pacific. Expansion westward and into the Pacific Ocean had both economic and strategic importance.

On a more internal level, water affected the development of both agriculture and industry. Farming in the United States has typically been a challenge especially in the Great Plains. The Ogallala Aquifer provides water to one-fifth of all the land used for farming in the United States. Because of this aquifer, the High Plains are some of the most agriculturally productive lands in the world. If the land were not irrigated a natural disaster would occur. This was the case of the dust bowl in the 1930's. Land that was not properly irrigated resulted in dry, dusty land that caused major erosion. The lack of water in some parts of the United States has more recently brought up a possible environmental issue. These arid states might want to drain water from the Great Lakes for their own uses. This would disrupt ecosystems and is currently a wide topic of environmental debate. Water has had equally as great of an impact

on industrial America. Industrial sites need water to drink and get food, but also to transport raw materials for their factories. In the process, some industries have polluted nearby rivers and streams and have endangered our water supplies (4, 9, 5)

Water also affects where people can live. Water is the cause of many natural disasters, including hurricanes and floods. In 1927, the Mississippi River flooded, sparking further migration of the Mississippi population to the North. Many of these people were African Americans and the movement became part of the Great Migration. More recently, Hurricane Katrina nearly destroyed the city of New Orleans. Many people left the area because their homes were ruined or they feared a ~~an~~ similar disaster would ruin their homes (6)

Water has been crucial to all aspects of American development. All forms of water, particularly oceans, lakes, rivers and precipitation, have influenced political, social and economic development of the United States. Exploration and settlement, westward expansion and Pacific involvement, agricultural and industrial development, as well as migratory patterns have all relied on the availability of water. Water has proved to shape and develop the United States to be what it is today and continues to be a vital resource.

Anchor Level 5-B

The response:

- Thoroughly develops the task evenly and in depth by discussing the influence of water on the development of the United States
- Is more analytical than descriptive (rivers provided transportation and water for further agricultural expansion; Oregon would not just simply provide good areas to farm but would also serve as an outlet to the Pacific Ocean and open up trade with Asia; expansion westward and expansion into the Pacific Ocean had both economic and strategic importance; the lack of water in some parts of the United States has more recently brought up a possible environmental issue; water is the cause of many natural disasters, including hurricanes and floods)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 9
- Incorporates substantial relevant outside information (the Atlantic Ocean is what kept the United States from being settled by Europeans and later kept it isolated from other nations; English colonization began near the Chesapeake Bay; trading posts and forts were built along rivers for the purposes of fur trade and trade with Native Americans; according to Manifest Destiny, Americans felt they were entitled to own all the land from the Atlantic Ocean to the Pacific; the Pacific islands of the Philippines and Guam would help further trade interests in Asia and eventually lead to the Open Door Policy; Hawaii's location in the Pacific became a major issue when Japan attacked Pearl Harbor during World War II; during the Dust Bowl of the 1930s, land that was not properly irrigated resulted in dry, dusty land that caused major erosion; some industries have polluted nearby rivers and streams and have endangered our water supplies; Hurricane Katrina nearly destroyed the city of New Orleans and many people left the area because their homes were ruined)
- Richly supports the theme with many relevant facts, examples, and details (rivers connected major Eastern cities that were first settled such as Boston, New York, and Philadelphia to inland areas of colonial America; Lewis and Clark followed rivers throughout the West and found valuable farmland; Ogallala Aquifer provides water to one-fifth of all land used for farming in the United States; the Aquifer makes the High Plains some of the most agriculturally productive land in the world; arid states might want to drain water from the Great Lakes for their own uses, disrupting ecosystems; industrial cities need water to drink and get food, but also to transport raw materials for their factories; in 1927, the Mississippi River flooded, sparking further migration of the Mississippi population to the North)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 5. A sophisticated understanding of the geographic influence of water is demonstrated starting with European exploration and continuing through a discussion of the effect of water on agriculture, industry, and the migration of people affected by natural disasters. The response also includes a strong sense of historical chronology.

Throughout history, water has greatly impacted the development of human society, from the Sumerian societies of the Fertile Crescent to the everstrong nation of Great Britain. The development of the United States of America was no exception, having also been greatly impacted by water throughout its growth. In fact, water has been influential to U.S. history in a great number of ways from impacting exploration and settlement and shaping westward expansion to playing an important role in the agricultural and industrial expansion of the United States of America.

Water has played an important role even from the earliest stages of U.S. history, with European explorers like Henry Hudson probing North America via the Atlantic Ocean. The first settlements on what is now the U.S.A. were built along the Atlantic coast, like the town of Plymouth and inland settlements like Jamestown on the James River. As more settlements began to develop away from the coast, it was rivers like the Potomac, Delaware, and Hudson that provided the paths of penetration to the interior of the country. Cities built near water sources soon became centers of trade and commerce as was the case with Boston and New York City. Without the rivers, lakes and oceans of North America, the country may have never been settled to such an extent.

Water had even a further impact on the expansion of the United States. The Ohio, Mississippi, and Missouri network of rivers provided explorers Lewis + Clark with a navigable path through parts of

THE LOUISIANA TERRITORY AFTER ITS PURCHASE BY PRESIDENT THOMAS JEFFERSON, ALLOWING THE "CORPS OF DISCOVERY" TO MAKE IT ALL THE WAY TO THE PACIFIC COASTLINE. WITH THIS ACHIEVEMENT AMERICAN INTEREST IN MOVING EVEN FURTHER WESTWARD GREW AND MANIFEST DESTINY BECAME A GOAL.

THE NEWLY ACCESSED PACIFIC COASTLINE ALLOWED FOR ANOTHER OPPORTUNITY FOR WATER TO IMPACT HISTORY, THIS TIME IN THE ECONOMIC FIELD. BY REACHING THE PACIFIC COAST, THE U.S. HAD OPENED THE DOOR TO NEW TRADE MARKETS - CHIEFLY, NEW PORTS IN ASIA. THE ENTRANCE INTO THESE MARKETS SPARKED THE U.S.A.'S TERRITORIAL EXPANSION INTO THE PACIFIC OCEAN, AS HAWAII AND THE PHILIPPINES WERE CONTROLLED IN THE NAME OF TRADE AND COMMERCE.

AS THE U.S. GREW, WATER BEGAN TO PLAY AN INCREASINGLY IMPORTANT ROLE IN DOMESTIC AFFAIRS. INDUSTRY WITHIN THE UNITED STATES BEGAN TO GROW RAPIDLY, PARTICULARLY IN THE NORTHEAST, AND IT WAS THE 5 GREAT LAKES THAT WERE USED TO PROVIDE THE URBAN FACTORIES WITH THE RAW MATERIALS OF COAL AND IRON ORE MINED FROM THE UPPER MIDWEST. IT IS OFTEN AGREED THAT WITHOUT THE GREAT LAKES, THE U.S. INDUSTRIAL EXPANSION OF THE LATE 1800'S WOULD PROBABLY HAVE OCCURRED MORE SLOWLY.

EVEN INTO THE 20th CENTURY, WATER CONTINUED TO PLAY AN IMPORTANT ROLE IN THE U.S.A.'S DEVELOPMENT. DOWN SOUTH DURING THE MISSISSIPPI RIVER FLOOD OF 1927 MANY AFRICAN AMERICANS WERE FORCED FROM THEIR HOMES AND TRAVELED NORTH ALONG THE

MISSISSIPPI RIVER, TAKING THEIR CULTURE AS THEY WENT. OUT WEST, IT WAS A LACK OF WATER THAT CAUSED AN ENVIRONMENTAL CRISIS AND THE HARDSHIP OF THE DUST BOWL, FORCING MANY FARMERS TO LEAVE THEIR HOMES UNTIL NEW TECHNOLOGY MEANT THE OGALLALA AQUIFER COULD BE REACHED. WAYS TO MANIPULATE WATER FROM OTHER PARTS OF THE COUNTRY, SUCH AS DAMS AND MANMADE IRRIGATION CHANNELS, WERE FOUND. LARGE AMOUNTS OF MONEY HAVE BEEN SPENT BY THE FEDERAL GOVERNMENT AND STATES TO BUILD DAMS SUCH AS THE HOOVER DAM NEAR LAS VEGAS. THIS HAS LED TO THE WEST BECOMING ONE OF THE MOST AGRICULTURALLY PRODUCTIVE REGIONS IN THE NATION.

EVEN TODAY, IN MODERN AMERICA, GREAT CONCERN IS BEING EXPRESSED OVER THE CONDITION OF THE AMERICAN LAKES AND RIVERS THAT PROVIDE BOTH FOOD + WATER. LEGISLATION LIKE THE 1972 CLEAN WATERS ACT HAS BEEN PASSED TO PRESERVE THE NATION'S EVER-IMPORTANT WATER SUPPLY, AND ADDITIONALLY PROTECTING THE ENVIRONMENT HAS BECOME AN IMPORTANT POLITICAL ISSUE.

THROUGHOUT HISTORY, WATER HAS BEEN GREATLY INFLUENTIAL IN THE DEVELOPMENT OF THE U.S.A., PROVIDING BOTH A MEANS FOR SETTLEMENT AND EXPANSION AS WELL AS METHODS TO EXPAND BOTH COMMERCIALY AND CULTURALLY.

Anchor Level 4-A

The response:

- Develops the task by discussing the influence of water on the development of the United States
- Is both descriptive and analytical (without the rivers, lakes, and oceans of North America, the country may have never been settled to such an extent; the entrance into Asian markets sparked the United States territorial expansion into the Pacific Ocean; Hawaii and the Philippines were controlled in the name of trade and commerce; water began to play an increasingly important role in domestic affairs as the United States grew; it is often agreed that without the Great Lakes, the United States industrial expansion of the late 1800s would probably have occurred more slowly; the Dust Bowl forced many farmers to leave their homes until new technology meant the Ogallala Aquifer could be reached; the West has become one of the most agriculturally productive regions in the nation; legislation such as the 1972 Clean Water Act has been passed to preserve the nation's ever-important water supply; nationally, protecting the environment has become an important political issue)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (Henry Hudson probed North America via the Atlantic Ocean; rivers allowed "the corps of discovery" to make it to the Pacific; with the Lewis and Clark expedition American interest in moving even further westward grew and Manifest Destiny became a goal; large amounts of money have been spent by the federal government and states to build dams, such as the Hoover Dam)
- Supports the theme with relevant facts, examples, and details (first settlements, such as Plymouth along the Atlantic Coast and Jamestown on the James River, were built; rivers such as the Potomac, Delaware, and Hudson provided paths of penetration to the interior of the country; cities built near water sources such as Boston and New York became centers of trade and commerce; the Ohio, Mississippi, and Missouri network of rivers provided Lewis and Clark with a navigable path through part of the Louisiana Territory; the five Great Lakes were used to provide urban factories with the raw materials of coal and iron ore mined from the upper Midwest; many African Americans were forced from their homes during the Mississippi River flood of 1927)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions the impact of water on societies from the Sumerian societies of the Fertile Crescent to the ever strong nation of Great Britain to the United States and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The explanation of the role played by rivers in the early development of the United States successfully established a chronological link to the Pacific and interest in Asian ports. However, the response relies a little too much on the documents to support the positive and negative influence of water on economic development and lacks the detail and depth of a Level 5 response.

From settling new land to undergoing industrial expansion the environment plays an important role. Water is one such factor that has greatly impacted the growth of the United States. It has provided for expansion, trade, and necessities of life throughout the development of this country. Without the proper utilization of waterways the United States simply would not be what it is today.

Expansion and settlement are two obvious factors that were greatly shaped by water. While exploring into the West explorers such as Lewis and Clark used the rivers to their advantage and penetrated in the new territory (Document 6).

Others set up forts and trading posts along these rivers that guided settlers and expansionists alike (Document 1a). Even from the earliest time of English colonization, rivers and other bodies of water were the center of settlement.

People traveled along rivers into the mainland and as a result settled near them, as in the English colony of Jamestown. From examining the populations in different regions of the West and Southwest portions of the United States, one can see that the more water a region possesses makes it more appealing to prospective inhabitants. (Document 7).

If people had not utilized water or if these vital waterways had not been as abundant expansion and long term settlement would probably not have been plausible. Furthermore, waterways can alter the migration patterns of groups of people. Since the start of the 20th century many African Americans were moving northward from the Deep South and states such as Mississippi, Louisiana, and Arkansas for different political and social reasons. However, the Mississippi River Flood of 1927 was a final incident that triggered a decision in many minds to abandon their homes and move to Northern urban areas. Even though the flood was not in any way the sole factor in moving it was a final reason for many African Americans (Document 6) Displacement of many residents of New Orleans in the aftermath of hurricane Katrina demonstrates that flooding continues to affect migration patterns.

Industry and irrigation were, in a similar way, areas of American life that were greatly altered and developed by water. The Ogallala Aquifer provides water and makes irrigation possible for more than twenty percent of

farmland in the United States. (Document 4a) Therefore crops can be produced more reliably and more abundantly, sold to make a profit for farmers and also used to nourish the American people. It is located in the High Plains, partially in the Dust-Bowl area and as a result is the main source of irrigation to these croplands. In the 1930's the Dust Bowl was, as its name implies, an area of severe wind erosion (Document 4b). However, access to the Aquifer changed that and made it extremely prosperous farmland. Without this vital water the High Plains would continue to be useless to agriculture. Similarly, the Great Lakes are a vital source of water connected to the growth of industrialization. They allow the raw materials of the West to be shipped eastward to be sold or manufactured into a sellable product. While this can be accomplished on land, water provides a more rapid and direct course of action. Iron ore, coal, and grain were a few of the many products shipped back and forth along the five Great Lakes (Document 5g) American industry was developed over a short amount of time in order to accommodate the vast amounts

of goods entering workplaces to be processed. (Document 5b)
Therefore, waterways effectively shaped the industrial giant that The United States became. They also contributed to the growth of cities throughout the upper Midwest.

In another way, trade was a source of profit and was a benefit associated with waterways. Expansion has already been attributed to rivers stretching to the Pacific, and a benefit of that expansion, to the Pacific Coast, was trade. With the acquisition of Oregon and California, the Pacific Ocean trade with Asian countries became plausible and successful. Many believed that Asian markets fit our needs better and were more expansive than those of Europe (Document 2). Coaling stations in the Philippines and Guam sustained the expansion of American products into that region and the construction of the Panama Canal provided a more direct water route for Eastern merchants.

Environmental factors have shaped, developed, and altered the way of life in The United States. The availability of water has helped to create the United States as one of the most economically successful nations in the world. Commerce,

industry, territorial expansion, and settlement are only a few of the areas affected by water.

Anchor Level 4-B

The response:

- Develops the task by discussing the influence of water on the development of the United States but discusses some influences more thoroughly than others
- Is both descriptive and analytical (even from the earliest time of English colonization, rivers and other bodies of water were the center of settlement; the more water a region possesses, the more appealing it is to prospective inhabitants; if people had not utilized water or if these vital waterways had not been as abundant, expansion and long-term settlement would probably not have been plausible; as a result of the Aquifer, crops can be produced more reliably and more abundantly; access to the Aquifer changed the Dust Bowl; the Great Lakes allow raw materials of the West to be shipped eastward to be sold or manufactured into a salable product more rapidly than by land; waterways effectively shaped the industrial giant that the United States became; with the acquisition of Oregon and California, the Pacific Ocean trade with Asian countries became plausible and successful; many believed that Asian markets fit our needs better and were more expansive than those of Europe)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates relevant outside information (people traveled along rivers into the mainland and as a result settled near them, as in the English colony of Jamestown; waterways can alter the migration patterns of groups of people; displacement of many residents of New Orleans in the aftermath of hurricane Katrina demonstrates that flooding continues to affect migration patterns; the construction of the Panama Canal provided a more direct water route to Asia for Eastern merchants)
- Supports the theme with relevant facts, examples, and details (Lewis and Clark used rivers to their advantage and penetrated into new territory; forts and trading posts were set up along rivers that guided settlers and expansionists alike; the Mississippi River flood of 1927 was a final incident that triggered a decision in the minds of many African Americans to abandon their homes and move to northern urban areas; the Ogallala Aquifer provides water and makes irrigation possible for more than twenty percent of farmland in the United States; trade was a source of profit and benefit associated with waterways; coaling stations in the Philippines and Guam sustained the expansion of American products into Asia)
- Demonstrates a logical and clear plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that states the availability of water has helped to create the United States as one of the most economically successful nations in the world

Conclusion: Overall, the response fits the criteria for Level 4. Although the inclusion of outside information is not prevalent, historical references are used in good concluding statements. Insightful analysis is combined with accurate document interpretation to make a strong case for the influence of water on the development of the United States.

Water has had an essential role in the growth of America from the time it was a fledgling country until the present. As a world power, economically & politically & militarily, America owes much of what it has become to its water resources.

The first major settlements of America developed along its streams & rivers that were accessible and easy to navigate. (doc 1a) On the same note, Lewis & Clark's exploration trail followed the ~~set~~^{route} of rivers across the country. (doc 1b) Water has drawn people to settle near it from the earliest of colonial times & continued to do so up until the present as well. The Lower East Side of New York City became a major refuge for immigrants fleeing Europe because it was a port city on the Atlantic. Other coastal ~~sites~~ cities have also served as refuges for people fleeing persecution or war. A large number of Chinese settled in California after having arrived at port cities such as San Francisco. America's diverse population has been affected by its geographic location near water.

Water has served to influence many of America's economic & military endeavors. As stated in document 2, America expanded to the Pacific coast and was able to gain easier access to Asian markets. Many other expansions & explorations have come about by using water to find even more waterways and to gain influence in different countries. The control of the Pacific Islands by America was an important development militarily. (doc 3) The Philippines, Guam, & Hawaii were used as coaling stations and military bases. They extended America's power in the Pacific. This imperialistic empire was

also important to American businesses and farmers who wanted markets for their surplus goods.

The development of the High Plains region could not have been made possible without the Ogallala Aquifer. (doc 4a) When there was a lack of water on parts of the Great Plain, there were significant migrations to the Pacific Coast because people simply couldn't live in those conditions. (doc 4b) The book Grapes of Wrath clearly portrays the plight of the families who had to move out of their homes in the area accurately nicknamed "The Dust Bowl" & travel for weeks until they reached the coast. It is impossible to live in regions where there is no water & especially in areas such as the High Plains where water plays a large part in its development.

The Industrial Revolution began in Britain (partly) because of its coal and iron ore. It was able to get materials necessary for industrialization by shipping on its canals. So too, industrialization in America expanded in the late 1800's in America partly because of the Great Lakes. (doc 5A) Ore was able to be transported from the rich mines along Lake Superior to manufacturing centers in Ohio & Michigan. (doc 5b) Water had also been a good source of power that allowed for early industrialization. Early factories in the Northeast were built near water so the machines could use this energy. Later, water power was used to create electricity which could be sent to more distant factories. Thus, we see that water has always played an important role in industrialization throughout American history.

Without America's supplies of water, we would not be what we are today, It's up to us to conserve & protect our water so we can continue to benefit from it.

Anchor Level 4-C

The response:

- Develops the task by discussing the influence of water on the development of the United States but discusses some influences more thoroughly than others
- Is both descriptive and analytical (water has drawn people to settle near it from the earliest of colonial times and continues to do so up until the present as well; water has served to influence many of America's economic and military endeavors; the control of the Pacific islands by America was an important development militarily; the development of the High Plains region could not have been made possible without the Ogallala Aquifer; the High Plains region was accurately named the Dust Bowl)
- Incorporates relevant information from documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information (the lower east side of New York City became a major refuge for immigrants fleeing Europe because it was a port city on the Atlantic; coastal cities have also served as refuges for people fleeing persecution or war; a large number of Chinese settled in California after having arrived at port cities such as San Francisco; waterways have been used to gain influence in different countries; America's imperialistic empire was important to American businesses and farmers who wanted markets for surplus goods; the lack of water in parts of the Great Plains led to significant migrations to the Pacific Coast because people simply could not live in those conditions; *The Grapes of Wrath* clearly portrays the plight of families who had to move out of their homes in the Dust Bowl and travel for weeks until they reached the coast; early factories in the Northeast were built near water so the machines could use the energy of water)
- Supports the theme with relevant facts, examples, and details (first major settlements of America developed along its streams and rivers that were accessible and easy to navigate; Lewis and Clark's exploration trail followed the route of rivers across the country; America expanded to the Pacific Coast and was able to gain easier access to Asian markets; the Philippines, Guam, and Hawaii were used as coaling stations and military bases; industrialization in America expanded in the late 1800s partly because of the Great Lakes; ore was able to be transported from the rich mines along Lake Superior to manufacturing centers in Ohio and Michigan)
- Demonstrates a logical and clear plan of organization; includes an introduction that states America owes much of what it has become to water resources and a conclusion stating that it is up to us to conserve and protect our water so we can continue to benefit from it

Conclusion: Overall, the response fits the criteria for Level 4. While the development is somewhat uneven, the information presented shows a good understanding of the topic. Linking port cities to the influx of immigrants and applying *The Grapes of Wrath* to Dust Bowl conditions demonstrates good historical applications.

From the very beginning of the United States and colonial settlement to present-day, water has played a major role. It is water - or a lack thereof - that determines where people settle, and historically has influenced United States economy and politics. Overall, water has shaped United States history in many ways.

IF water resources have influenced anything in our country, they have influenced where people live and move. In the early colonial period, settlers set up trading posts and forts near rivers and streams, as Document 1a shows. (Doc 1). Rivers were where many otters and other such animals lived that were profitable to the thriving fur trade of the French. Rivers were also a source of water and transportation. Document 1b demonstrates that the famed Lewis and Clark expedition was conducted mainly along rivers, which shows how much they relied on rivers, which shows how much they relied on rivers and streams (Doc 1). Another example of how water resources influenced the settlement of America is found in Document 6 in 1927 the Mississippi River flooded, which caused tens of thousands of Delta blacks to abandon their homes in the South and move to northern cities such as Chicago and New York (Doc 6). These black migrations helped shift the

and culture, political, and economic makeup of northern cities. The blacks brought their music, they became voters, and they took jobs. Unfortunately some whites became resentful of their presence and Northern racism became an issue in some cities - all of this in part because of a water problem. Lastly, Document 7 explains the trend of settlement in relation to water resources. Because there is a lot of precipitation moving in from the Pacific, many farmers and people have settled near the coast, creating prosperous farms and cities (Doc 7). However, on the East side of the Sierra-Casade mountains, there is little precipitation; Since people wanted to live in that area and irrigation projects were expensive, the federal and state governments got involved with building dams. These dams supplied electrical power to farmers and factories. Document 7 suggests that because of this, were it not for extensive irrigation projects in the area, it would be sparsely populated (Doc 7). From these documents it can be readily concluded that water resources are the deciding factors in the question of settlement.

In the same way, water resources have also played a major role in U.S. economics and politics. Document 5 shows us how water transportation contributed to the

Industrial Revolution- perhaps the single most important economic ~~do~~ change in history. It was transportation of coal and iron ore- all materials necessary for industrialization- along the Great Lakes to industrial centers that made factories possible and catapulted the U.S. into its eventual position of economic superpower (Doc 5). Another example of the economic impact of water is the Dust Bowl of the 1930's. As Document 4 shows, in the 1930s a lack of precipitation in the Midwest created an arid location, destroying crops and contributing to the economic crisis of the 1930s (Doc 4). Farmers found themselves out of work and homeless. Lastly, one way in which water has influenced politics was in the clean water Act of 1972. Recognizing that water was an invaluable resource- one that could not afford to be contaminated- congress passed a law to prevent pollution that ruined fisheries and drinking water in response to growing environmental activism (Doc 8). Such is the import of water as a national resource.

Overall, water has played a monumental role in the development of U.S. economy, politics, and settlement. It is because of water that colonial settlers and present-day people live where they do; From the birth of U.S. history to the present, water has been and will continue to be a monumental influence.

Anchor Level 3-A

The response:

- Develops the task in some depth
- Is more descriptive than analytical (if water resources have influenced anything in our country, they have influenced where people live and more; because of the precipitation moving in from the Pacific, many farmers and people have settled near the coast, creating prosperous farms and cities; were it not for extensive irrigation projects, the West would be sparsely populated; water contributed to the Industrial Revolution; transportation of coal and iron ore along the Great Lakes to industrial centers made factories possible and catapulted the United States into its eventual position of economic superpower; in the 1930s, a lack of precipitation in the Midwest created an arid location, destroying crops and contributing to the economic crisis of the 1930s)
- Incorporates some relevant information from documents 1, 4, 5, 6, 7, and 8
- Incorporates some relevant outside information (rivers were where many otters and other such animals lived that were profitable to the thriving fur trade of the French; black migrations as a result of the Mississippi flood in 1927 helped shift the cultural, political, and economic makeup of Northern cities; some whites became resentful of the presence of the migrating blacks and Northern racism became an issue in some cities—all of this in part because of a water problem; since irrigation projects were expensive, the federal and state governments got involved with building dams which supplied electrical power to farmers and factories; Congress recognized that water was an invaluable resource that could not afford to be contaminated; Clean Water Act was passed in response to growing environmental activism)
- Includes some relevant facts, examples, and details (in the early colonial period, settlers set up trading posts and forts near rivers and streams; Lewis and Clark expedition was conducted mainly along rivers; the Mississippi River flooded in 1927 causing tens of thousands of Delta blacks to abandon their homes in the South and move to northern cities, such as Chicago and New York; on the east side of the Sierra-Cascade mountains, there is little precipitation; Congress passed the Clean Water Act of 1972 to prevent pollution that ruined fisheries and drinking water)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The development of water's influence on settlement incorporates some good outside references, indicating an understanding of the social, cultural, and political impacts of the African American migration northward and the economic importance of government support for irrigation projects. However, the list-like quality of the response and the lack of much analysis weakens the effort.

From the time of the formation of the colonies to the present, water has played an important role in the history of the nation. Water has allowed for the exploration and settlement of the country. Also, it has provided for the strategic defense of the United States. The use of water as a means of transportation not only affected exploration and settlement as mentioned earlier, but also the development of agricultural and industrial industries that still affect the economy today.

Over time, the transportation of water has provided both problems and a source of growth. At the start of the colonies, it can be seen that early settlements such as Jamestown tended to exist near a water resource. The transportation that water provided offered a way to trade, which in turn led to the development of trading posts and cities (Doc. 1a). Rivers served as a source of transportation, not only for goods in trade, but also for people. In the early 1800s, Lewis and Clark were able to explore the newly gained land from the Louisiana Purchase by way of rivers. Lewis and Clark's expedition opened the way for pioneers to travel west and build settlements (Doc. 1b). However, the transportation of goods and people did not end with the Lewis and Clark expedition, but continued to grow for many years to come. Later, in the 1800s, the Great Lakes and

their connecting rivers provided for the transportation of needed materials throughout the nation. The new emerging industrialized economy demanded materials such as iron ore, coal, and grain and a larger labor force (Doc. 5a). Water routes such as the Erie Canal led to the movement of immigrants from New York City up the Hudson River to the Great Lakes and to the creation of prosperous cities in the surrounding areas. Without the service that the Great Lakes provided, such swift industrialization might not have occurred (Doc. 5b).

Water also influenced the United States' relations with foreign countries. Water resources not only can provide for trade, but also for defense. When the United States was able to gain control of Oregon in 1846, it also gained access to the Pacific Ocean (Doc. 2). After gaining control of California, the expansion of the United States from "sea to shining sea" meant that it possessed a network of water on both sides of the country. Some people hoped control of Oregon and California would increase trade with Asian countries (Doc. 2). Others, like Alfred Thayer Mahan, were interested in islands in the Pacific such as Hawaii for defense (Doc. 3). When the Japanese began to expand, their interest proved to be correct. When the base at Pearl Harbor was attacked by the Japanese during World War II the navy suffered

great losses. However, this base provided strategic position for ships heading toward Japan after the nation declared war.

Water is a necessity to the development of all countries, the United States is no exception. Water resources within the country's control have led to the growth of industries throughout history. The transportation that water provides has influenced the dispersion of both goods and people. Water sources have also provided the country protection from, and trade with foreign powers. In all aspects of life, water has proved to be a vital source of prosperity and well-being throughout history.

Anchor Level 3-B

The response:

- Develops the task with little depth
- Is more descriptive than analytical (transportation that water provided offered a way to trade, which in turn led to the development of trading posts and cities; expedition of Lewis and Clark opened the way for pioneers to travel west and build settlements; transportation of goods and people continued to grow for many years after the Lewis and Clark expedition; newly emerging industrialized economy demanded materials such as iron ore, coal, and grain and a larger labor force which could be transported by the Great Lakes and their connecting rivers; without the service that the Great Lakes provided, such swift industrialization might not have occurred; water resources not only can provide for trade but also for defense)
- Incorporates some relevant information from documents 1, 2, 3, and 5
- Incorporates some relevant outside information (early settlements such as Jamestown tended to exist near a water resource; Erie Canal led to the movement of immigrants from New York City up the Hudson River to the Great Lakes and to the creation of prosperous cities in the surrounding areas; after gaining control of California, the expansion of the United States from “sea to shining sea” meant that it possessed a network of water on both sides of the country; people hoped control of Oregon and California would increase trade with Asian countries; when the base at Pearl Harbor was attacked by the Japanese during World War II, the navy suffered great losses; the base at Pearl Harbor provided a strategic position for ships heading toward Japan after the nation declared war)
- Includes some relevant facts, examples, and details (rivers served as a source of transportation, not only for goods in trade, but also for people; Lewis and Clark were able to explore the newly gained land from the Louisiana Purchase by way of rivers; when the United States was able to gain control of Oregon in 1846, it also gained access to the Pacific Ocean; Mahan was interested in islands in the Pacific, such as Hawaii, for defense)
- 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. Linking the Louisiana Purchase to Lewis and Clark’s exploration along rivers and the Erie Canal route to the Great Lakes industrial and urban development demonstrates a satisfactory understanding of the influence of water on settlement. However, the section on water’s influence on the development of United States foreign policy is less developed.

Resources are a vital part of any region's growth and expansion. The middle east has oil, the north east United States has timber and fish, and Germany has iron deposits. These are all and were all important to the areas growth, but, there is one more important resource they all need, water. Without water for the inhabitants to drink the area isn't developed and the resources aren't discovered. Water played a vital role in the expansion of America through time and will into the future as well.

The first colonists that reached America had no idea what to expect from the land or the people, they did however know one thing, water was a vital part to their survival. The New England colonists settled by the Atlantic Ocean to allow for fishing and they found rivers, ponds and lakes to provide them with fresh water. As the colonies expanded and more people came to America they looked to rivers to take them further from the coast. According to Document 1a The James, Potomac, Delaware, Hudson and Connecticut Rivers became the principal lines of penetration. The fact that when people wanted to move west, they followed a river is proven again in Document 1b. When Lewis and Clark went west to explore the Louisiana Territory they followed the Missouri River and its tributaries almost the whole way to California. They did this so they had fresh water and a food supply. The use of water for exploration was important but water for living is vital still today.

Some of America is very dry, mostly in the west partly due to mountain ranges that affect weather conditions. This is often dealt with east of the Sierra-Cascades through the use of irrigation. As stated in Document 4a, More than 90% of the water pumped from the Ogallala ~~is used to irrigate~~ irrigates at least one fifth of all U.S. cropland. The Ogallala has made it possible so that states such as Nebraska and Kansas can produce large quantities of grain. Document 4b

shows that before the aquifer was tapped, in the 1930's a dust bowl formed in this region which drove many people off the land. Document 4a says that without irrigation, the High Plains region would have remained a hostile and unproductive environment. For a time in American history, we disregarded the importance of water on the future for growth now. According to Document 8, from 1968 to 1972 many harmful items were added to many of America's water supplies by industry. Some examples are that in 1969 bacteria levels in the Hudson River were at 170 times the safe limit. Another is that in 1970, the Department of Health, Education and Welfare's Bureau of Water Hygiene reported that 30 percent of drinking water samples had chemicals exceeding the recommended public health service limits. Water for drinking and farming are absolutely vital for the growth of America's population and economy.

Water travel is one of the most efficient ways to move people and items, whether by the ocean or by river and lake systems water travel always has and still is used today. According to Document 5a, the Great Lakes have always been used to move items that are vital to the growth of America from one place to another. According to Document 5b, the abundance and quality of the ore these ships transported helped fuel unprecedented industrial growth in the United States. In the last decades of the 19th century, shipping not only within our country was and is important, but sending our produced goods around the world is also vital. As stated in Document 3, Mahan had seen since 1896 both the need for and the opportunity for American Commercial expansion into the Pacific and into the markets of China. He stated that to expand our economy we needed to annex Hawaii and use imperialist factors to expand America's influence in the Pacific. These beliefs set the groundwork for the expansion

of American markets beyond what they would ever have been.

Water is an important part of America because it plays many vital roles. It is used to allow life, grow plants, and for trade to occur and the economy to expand. Without the abundance of water in America it would not be the mighty country it is today.

Anchor Level 3-C

The response:

- Develops the task with little depth
- Is more descriptive than analytical (resources are a vital part of any region's growth and expansion, but without water, the area is not developed and the resources are not discovered; as the colonies expanded and more people came to America, they looked to rivers to take them further from the coast; Lewis and Clark followed water routes so that they had fresh water and a food supply; some of America is very dry, mostly in the west partly due to mountain ranges that affect weather conditions; water for drinking and farming are absolutely vital for the growth of America's population and economy; water travel is one of the most efficient ways to move people and items; shipping within our country was and is important, but sending our produced goods around the world is also vital; Mahan stated that to expand our economy we needed to annex Hawaii and use imperialistic factors to expand America's influence in the Pacific)
- Incorporates relevant information from documents 1, 3, 4, 5, 7, and 8
- Incorporates limited relevant outside information (first colonists to reach America had no idea what to expect from the land or the people, but they did know that water was a vital part of their survival; New England colonists settled by the Atlantic to allow for fishing and they found rivers, ponds, and lakes to provide them with fresh water)
- Includes some relevant facts, examples, and details (James, Potomac, Delaware, Hudson, and Connecticut Rivers became the principal lines of penetration; more than 90 per cent of the water pumped from the Ogallala irrigates at least one-fifth of all United States cropland; Ogallala has made it possible so that states such as Nebraska and Kansas can produce large quantities of grain; without irrigation, the High Plains would have remained a hostile and unproductive environment; from 1968 to 1972, many harmful items were added to many of America's water supplies by industry); includes some minor inaccuracies (when Lewis and Clark went west to explore the Louisiana Territory they followed the Missouri River almost the whole way to California; the Great Lakes have always been used to move items that are vital to the growth of America)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss how water was a vital role in the expansion of America through time and will be well into the future

Conclusion: Overall, the response fits the criteria for Level 3. Although much of the information is derived directly from the documents, the inclusion of some historical facts and details that support those statements results in a satisfactory discussion. Occasional analytical statements, such as America's disregard for the future importance of water, serve as good transitional and concluding statements.

Water is the center of all civilization. Whether it's a ocean, river, lake, or stream - water is held in very high regards. It provides for nourishment, transportation, trade, and exploration. When the United States started to expand Westward, water was a great concern. This became even more noticeable because the West is so dry, therefore for any living thing to survive water must be at hand. (Document 9)

Trade. In the 19th century, many people began to move west. One main reason was because people felt that the US would benefit from trade with Asia even more than they benefit from trade w/ Europe (Document 2). Because of this, they needed a trading post along the Pacific Ocean to easily trade their goods.

Another important reason that water is important is for expansion. In the early 1800s, when Lewis + Clark went exploring the western lands, they always

stayed close to rivers (Document 1). Also, when it was time to move out west, people had to make sure there ~~is~~ was a way to channel and reroute water from rivers in order to survive (Document 7).

Industrialization also benefitted from water. Many factories would be built on rivers so that ships transporting ore fuel could easily drop it off (Document 5). Also, many factories ran on water power ~~is~~ because it was cheaper and easier. This is why many big cities sprung up around water.

Water is essential to American society because it is essential to the people that live there. Everybody uses water somehow in their daily lives and no one can live without it. ~~is~~ As a result, ~~the~~ Americans should learn to respect and care for their water as it is the country's ultimate means of survival.

Anchor Level 2-A

The response:

- Minimally develops the task
- Is primarily descriptive (water provides for nourishment, transportation, trade, and exploration; because the West is so dry, for any living thing to survive water must be at hand; the United States needed a trading post along the Pacific Ocean to trade their goods easily; when it was time to move out west, people had to make sure there was a way to channel and reroute water from rivers in order to survive; many factories were built on rivers so that ships transporting ore could easily drop it off); includes faulty and weak application (many people began to move west in the 19th century because they felt the United States would benefit from trade with Asia even more than they benefit from trade with Europe)
- Incorporates limited relevant information from documents 1, 2, 5, 7, and 9
- Presents little relevant outside information (many factories ran on water power because it was cheaper and easier, which led to big cities springing up around water)
- Includes few relevant facts, examples, and details (when Lewis and Clark explored the western lands, they always stayed close to rivers)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that discuss how water is essential in daily lives

Conclusion: Overall, the response fits the criteria for Level 2. Although reliant on a rather methodical and limited approach to document interpretation, a few sophisticated statements such as the connection of waterpower to factories and the subsequent development of cities indicates an understanding of the task.

Throughout the history of the United States, water has been a key factor in the prosperity of our nation. Sources of water have helped our nation in many ways. Oceans, rivers, ~~and~~ lakes, ^{snow} ^{and water} have helped the United States ~~more~~ industriously ~~more west~~ expand to the Pacific Coast and gain economic strength.

We learn that rivers have influenced the settlement and exploration of the United States in Document One. In Colonial America the population increased dramatically to about 275,000 people in 1700. Rivers allowed colonists to settle throughout cities along rivers in the North East. During Jefferson's Presidency the United States started to expand. He sent explorers on an expedition called the Lewis and Clark Expedition.

From their expedition Jefferson decided to expand the United States by purchasing Louisiana.

From Document Two we learn the the United States had reached the Pacific from the Oregon Treaty of 1846. ^{through rivers} As a result of

reaching the Pacific, the economy would become much stronger. The United States would then be able to trade with Asian countries because of easier trade with through the Pacific Ocean.

In Document three the ownership of Pacific Islands would benefit the United States. It would help the economy by allowing us to trade with Asian countries. It would also be good for our navy so it could protect the Pacific coast by stay in waters near the coast.

In document four, we learn the importance we learn the importance of the Ogallala aquifer. The Ogallala Aquifer irrigates to American cropland. Crops grown as a result of the irrigation are used to raise live stock. Now the water quality in the Ogallala is declining and we need to help.

The Great Lakes has made an impact on the industrialization of the U.S. From document five we learn that ships transported large amounts of high quality ore that has been use to build many steel centers and manufacturing.

centers.

Sources of Water have had influences on the development of the United States. Oceans, ~~the~~ rivers, lakes, and ground water have ~~to~~ helped ~~to~~ our economy, defense, population growth and industry. Without these crucial water resource the United States ~~was~~ would ~~have~~ ~~to~~ never have become a prosperous nation as it is today.

Anchor Level 2-B

The response:

- Minimally develops the task
- Is primarily descriptive (the economy became much stronger when the Pacific Coast was reached; the Pacific Ocean trade routes made it easier to trade with Asian countries; ownership of Pacific islands would help the United States economy by allowing us to trade with Asian countries)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 5
- Presents little relevant outside information (the navy could protect the Pacific Coast by staying in waters near the coast)
- Includes few relevant facts, examples, and details (rivers have influenced the settlement and exploration of the United States; rivers allowed colonists to settle throughout cities along rivers in the Northeast; crops grown as a result of irrigation from the Ogallala Aquifer are used to raise livestock; the Great Lakes made an impact on the industrialization of the United States; ships transported large amounts of high quality ore that has been used to build many steel centers and manufacturing centers); includes some inaccuracies (the Lewis and Clark expedition made Jefferson decide to expand the United States by purchasing Louisiana; water quality in the Ogallala Aquifer is declining)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Basic document summaries and misstatements of fact limit the effectiveness of the discussion. The concept of water and its association with economic prosperity is established but is only minimally developed.

Water has always and continued to play a crucial role in the development and stability of the United States of America. Water has influenced this country politically and economically.

Throughout history, water has played a major role in the settlement of people. When people started moving to the west, the areas with less rain were not inhabited. This kind of land would be hostile terrain for any farmer. It would be impossible to plant there. "Were it not for a half a century of messianic effort, the west as we know it would not exist." (Document 7)

Water has also played a great role in the economic development of this country. The Great Lakes allowed the travel of ships which led to economic growth that could not have happened as fast as it did without the Great Lakes. (Document 5)

The Ogallala Aquifer pumps water to irrigate one fifth of cropland. Without this

water, it would be very difficult to feed our livestock. (Document 4) Also, During the Great Migration, water influenced many blacks to move from their homes because of the Flood (Document 6)

Before the Clean Water Act was passed, the water supply in the United States was unsanitary. There was mercury and other chemicals in the water which ultimately, killed fish. The other chemicals in the water led to the drinking water supply in the United States to be unsanitary, which affected many people. (Document 8)

During WWII the United States chose, at the beginning to remain isolated from the war. In Europe, Hitler continued to conquer lands and annex them. Because the Atlantic Ocean surrounded the United States, it made it possible for the United States to enter the war at our discretion. This led to us ultimately defeating the Nazis. Also, At the start of WWI, Germany began using submarine warfare, they blew up the Lusitania and the Sussex which led to the breakout of WWI.

Because of the many examples cited above, we can see how important water is. Water affects the growth and development of the United States economically because without water ships could not travel and farmers cannot grow. Also, in times of war, water protects us, for example: during WWII, and can lead to the breakout of huge World Wars, for example: during WWI. Without water, this country would not prosper.

Anchor Level 2-C

The response:

- Minimally develops the task
- Is primarily descriptive (when people started moving to the West, the areas with less rain were not inhabited; it would be difficult to feed livestock without the Ogallala Aquifer; water influenced many blacks to move from their homes because of the flood; chemicals in water led the drinking water supply in the United States to be unsanitary, affecting many people; the Atlantic Ocean made it possible for the United States to enter World War II at our discretion); includes faulty application (before the Clean Water Act was passed, the water supply in the United States was unsanitary)
- Incorporates some relevant information from documents 4, 5, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Great Lakes allowed the travel of ships that led to economic growth; Ogallala Aquifer irrigates one-fifth of cropland; mercury and other chemicals in water ultimately killed fish); includes some inaccuracies (the Atlantic Ocean surrounded the United States; Germany blew up the *Lusitania* and the *Sussex* which led to the breakout of World War I)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a summary conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The mostly relevant statements show a limited understanding of the topic. However, some document information is used in such a way that it is sometimes unclear as to how it relates to the influence of water on the development of the United States. Most of the information about the World Wars is not relevant to the task.

The U.S. has grown a lot during the last decades. One of the major contributions to its evolution was the water supplies. If water parts weren't there then trade would be really hard.

Water helped U.S. evolve by trading within states, according to Document 5a the great lakes provided trade between NY, PA, MI, WI, Canada, and Minnesota. According to Doc 1b by Stephen E. Ambrose Lewis and Clark's expedition helped discover the new rivers which connected the west to east.

Another way in which water helped was that it was a need for crops. According to Doc 4b when the Dust Bowl came by, there was a big drought and demolished many many crops.

The U.S. needed water to expand and grow as it is today. If it would have never happened that the country would have been low.

Anchor Level 1-A

The response:

- Minimally develops the task
- Is descriptive (if water ports were not there, then trade would be really bad; water helped trading within states); lacks understanding and application (when the Dust Bowl came by, there was a big drought and demolished many crops)
- Consists primarily of relevant information from documents 1, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Great Lakes provided trade between states; the Lewis and Clark expedition helped discover new rivers, which connected the west to the east; water was a need for crops); includes an inaccuracy (lists Canada as a state)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state water has contributed to the evolution of the United States

Conclusion: Overall, the response fits the criteria for Level 1. An attempt is made to address the task and use document information to demonstrate the influence of water on trade and crops; however, the response is limited in scope and lacks details.

Water has had a big impact on the United States development and has played a even bigger role on the nation. In this essay I will talk about ~~water~~ ^{the} impact water had and how it is important it is, and use the five documents to do it.

In document 1 they ~~talked~~ talked about how water ways were used for trade and transportation. Document 5 they told how water was used to transport goods like iron, coal, & grain through the Great Lakes, and how a lot of manufacturing centers were on the coast line of the lakes.

In document 8 they also talked about the bad effect that water has on the United States. It talked about ~~what~~ what happens if the water is not clean, and in 1969 over 4 million fish were killed.

Water has had a big impact ~~on~~ both good and bad in the United States. In many ways it ~~has~~ has helped us but it has also not helped as I stated in my essay.

Anchor Level 1-B

The response:

- Minimally develops the task
- Is descriptive (waterways were used for trade and transportation)
- Consists primarily of relevant information from documents 1, 5, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (water was used to transport goods such as iron, coal, and grain through the Great Lakes; many manufacturing centers were on the coast of the lakes; in 1969, over four million fish were killed because the water was not clean)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Brief statements summarizing document information indicate a minimal but accurate understanding of water's influence on trade and transportation. The recognition that water has had both good and bad effects on the United States is supported by single simplistic statements.

The development of the United States has been influenced by many factors. One such factor, that has played an important role in the history of the nation, is water. This natural resource, found in rivers, oceans, lakes, and other important areas of the country, has influenced both the political and economic development of the United States. Whether the topic is exploration and settlement, expansion westward and into the Pacific, agricultural and industrial development, migratory patterns, or even environmental concerns, water has played a crucial role.

One way in which water has had an influence on the development of this country is through exploration and settlement. This can best be seen ~~through~~ during the Lewis and Clark Expedition of the early 19th century, and by analyzing the areas where people set up forts and trading posts. Lewis and Clark's trip to the Pacific Ocean using western rivers established water pathways to further exploration and migration into new territories. Both instances lead to the conclusion that rivers influenced settlement in the U.S. because they were vital sources of water, and were necessary for easy transportation (Doc. 1).

A second way in which the development of the United States has been influenced by water deals with expansion westward into the Pacific. This can be clearly seen when one analyzes the reasons why we expanded to and beyond the Pacific border of the country. A major reason for such expansion was the belief by

many Americans that the Asian markets and exports would better complement the trade requirements of the United States than would those of Europe (Doc. 2). With this rationale, the U.S. expanded westward in order to open up new merchantile opportunities and take advantage of ports along the Pacific coast. Another instance that supports this main idea was the United States' annexation of the islands of Hawaii. This was an important occurrence in our country's history as Americans debated whether it was right to take over a country without its permission. The annexation of Hawaii shows how water has played a crucial role in our foreign policy decisions. It was seen as a military essential, both to the country's transit to Asia, and to the defense of ~~the~~ ^{its} Pacific coast. (Doc. 3). Furthermore, each of these events pertaining to ~~the~~ U.S. expansion westward to and beyond the Pacific coast show that water was an important and influential ^{factor} in the growing status of the United States as a world power.

Another way that water has proved to be an important protagonist in the story of the United States' development is in agricultural and industrial development. This is evident in the Sun Belt with the Ogallala Aquifer. This underground source of natural clean water, that has provided much of the arid area with irrigation, has played a crucial role since we developed a way to get to the water. Most notably during the Depression, dry

conditions in this area made farming nearly impossible. And now, being able to use the Aquifer water, irrigation has kept that area well-watered and productive (Doc. 4). Another example of how water has been important to industrial development is with the Great Lakes shipping. This is evident when one analyzes the shipping patterns of iron ore, coal, and grain from mining and farming areas to manufacturing centers along the coasts of the Great Lakes. It is clear to see that the lakes made it possible to ship great quantities of mined materials to manufacturing centers easily (Doc. 5). A third way in which water has affected industrial and agricultural development is during the New Deal Reform with the TVA. During this time, the Tennessee Valley Authority had dams built along the Tennessee River and its tributaries to prevent flooding. This contributed to the overall development of the country by providing jobs to the unemployed, and energy in the form of water power (O.F.).

The development of the United States has been greatly influenced by water throughout history. Since colonial times, this natural resource has played a major role in many areas of our country's expansion. In the areas of settlement and exploration, westward expansion, and agricultural and industrial development, water can be accredited with the great success that has resulted in the United States.

Water played an important role in colonial times in the United States. Water is a means of transportation, and essential to survival. Its impact on society and the development of the U.S. is still seen today.

When people first arrived in North America they settled on land close to a source of water. The water provide them with a place to wash clothes, water their crops, hydrate themselves and a means of transportation. Rivers such as the James, Potomac, Delaware, Hudson and Connecticut were ^{also} used in colonial times as a means of transportation to migrate (Doc 1). New immigrants to America used these rivers to push farther into America for settlement. When Lewis and Clark set out to explore the newly bought Louisiana Purchase they used the rivers of the land to journey (Doc 1). After their exploration settlers sometimes traveled along these same rivers to settle the West.

With the abolition of slavery and having gained citizenship rights, many African Americans migrated north during World War I. Many of these blacks used the Mississippi River to get north. This resulted in Chicago's African American population to increase from 109,458 in 1920 to 233,903 in 1930 (Doc 6). African Americans had many reasons to move north, Jim Crow laws, racism, and sharecropping were among the few but when the flood of the Mississippi river came in 1927 it was the last straw for a number of them. The flood ruined many peoples houses causing them to turn north to start a new.

Water linked cities together providing routes for trade and shipping of products. The Great Lakes helped the Industrial Revolution for Iron and coal could easily move from the west to the east, (Doc 5). Products could come from Wisconsin all the way to the east coast

quite quickly with the use of the Great Lakes and the man made Erie Canal.

Settlement of the west called for a lot of manipulation of the water source in order to survive. The west is a very dry flat broad land that is good for farming if enough water is present. Through irrigation and the Ogallala Aquifer farm land is given the water it needs to produce numerous healthy crops. (Doc 4). Before the Ogallala Aquifer could be used the west suffered the Dust Bowl a severe wind erosion due to overcultivation, dry farming, and not ~~enough~~ enough water. (Doc 4). The Dust Bowl created havoc among farmers whose farm land was just a dried out piece of land. The Ogallala Aquifer and other forms of irrigation will hopefully prevent this from ever happening again.

With all this use of America's water environment pollution is a major concern. For years people enjoyed the benefit of water without ever thinking what they put in the water would hurt it. Research before the passage of the Clean Water Act shows alarming results of pollution. In 1968 DDT levels were nine times over the FDA limit, 1969 bacteria levels ~~were~~ in the Hudson River were 170 times over the safe limit and over 4 million fish were killed. (Doc 8). In 1972 the U.S. government passed the Clean Water Act to protect Americas water. (Doc 8). Although it called for an eventual zero discharge of pollutants into water, rivers such as the Hudson continue to be threatened by industrial pollutants.

Water plays a major role in everyone's life. It shaped the way America was settled and developed. With America's dependence on water pollution is a major problem we still live with today.

"The west is an oven. Much of the Midwest is as dry as tinder. While much of the rest of the nation is contending with extreme heat and drought, it's time to revisit the issue of the Great Lakes water and its diversion.

"One of the most important issues that confronts the Central and Southwestern United States is the shortage of water.

"It is no secret that residents of many arid states look to Great Lakes water with Covetous [greedy] eyes. And it won't be long before some of those envious, arid states start looking for ways to divert Great Lakes water in huge quantities. If they're successful in raising large amounts of fresh water from the Great Lakes, expect economic and environmental damage to follow."

Source: "Keep Great Lakes water in the Great Lakes @Milve.com
(everything Michigan)

Water is the most highly needed and used resource in the world. Water is needed for so many things in life and everyone in the world needs water to survive. Some resources such as rivers, oceans, streams, canals, lakes, etc. have helped to supply water to all parts of the nation, which has greatly helped national growth.

One of the main influences that water has in the country is for crop and farming lands. Without water, lands would be dry, and barren. The soil would not be fertile, and crops could not grow. For example, in Document ~~4a~~ 4a, the High Plains region, the Ogallala Aquifer supplies water. This water benefits the area by making it possible to grow cotton, corn, alfalfa, soybeans, and wheat. This has made it possible for states to obtain crops and feed livestock. Also, in Document 7 it states that water has caused prosperous farms.

Water has allowed for a big turning point in development. Because

Of this abundance of water, new trade routes are available. In Document 5, it shows that the Great Lakes made it possible for ships to transport much needed goods. Different areas all over the nation can now share and transport goods they need.

These waterways also make it easier for the transportation of people, as it shows in Document 5. People all over the country can now migrate to different areas by water. This helps people move faster and saves from the dangers of rough terrain and starvation.

Also, water provides many different types of food. Different fish, and plants are in the sea and provide many people with food to eat. For example, in Document 8 it states that there is an abundance of fish in these waters, and people all over the nation can benefit from this because there are bodies of water all over, and goods can be transported by the water.

The bottom line is that water

has made a major impact on the United States. It has provided industrial growth in many ways. Food from the seas as well as water to drink and wash with is one benefit. Also, water helps lands be fertile to supply crops. Water transports people, goods, and allows for better trade.

Over the course of United States history, waterways have always played a major role. Even before colonization and exploration the Native people of America have settled on lakes and rivers because of the resources these landmarks provide. The development of the United States has been shaped by bodies of water from the very beginning of its existence up until the present. Starting with the exploration and expansion of the United States, to the agricultural and industrial advancements the United States has made, waterways have always played a major role.

Looking to explore the boundaries of the Louisiana Purchase, Lewis and Clark set out on an expedition in 1803 to explore the lands west of the settled area in the country. Although Lewis and Clark had help finding their way from a young native girl, Sacagewea, they found their way by following rivers. As shown by Document 1b the route Lewis and Clark took followed the major rivers that branched off the Mississippi River in the United States. According to document 1a, the colonies already established in the east were set on major waterways. The discovery by Lewis and Clark of other major waterways led to more development and settlement along waterways.

In the past the United States has faced problems with agriculture. In the 1930's, during the Great Depression, the Great Plains had turned into a dust bowl, unfarmable and unprofitable. Some discouraged farmers had to abandon their land and many looked to California for a better life with more water. According to

document 4a, technological advancements have allowed Americans to make use of the Ogallala Aquifer by pumping its water to irrigate almost 90% of the United States cropland. Document 4b shows how much of the Great Plains were unsuitable for farming during the 1930's and may still be had Americans not made use of the Ogallala Aquifer. Declining water levels in the Aquifer could be a major future problem for farmers throughout the United States.

The industrial revolution was another key turning point for the United States. Fast moving rivers and streams in New England had led to the building of the first factories and textile mills. If not for waterways, the effects of early industrialization could have been limited and an Industrial Revolution might not have happened so quickly. Document 5a shows the routes ships carrying great amounts of ore took and document 5b describes the impact these ships had on expanding the revolution. Had it not been for these waterways it would have been difficult for natural resources and other goods to move around the country. Thanks to the Great Lakes, the United States advanced quickly during the industrial revolution. Shipping, mining, and agriculture all benefitted from the location of the Great Lakes.

Waterways have been an important tool for the United States. They have proved to be helpful in the discovery of the country in its entirety, establishment and development of its colonies

as well as the agricultural and industrial advancements, the United States has undergone. Waterways have helped to hasten the rate at which the United States has been able to develop, as well as create the thriving nation the United States is today.

Practice Paper A—Score Level 4

The response:

- Develops the task by discussing the influence of water on the development of the United States
- Is both descriptive and analytical (an analysis of the Lewis and Clark expedition and the areas where people set up forts and trading posts lead to the conclusion that rivers influenced settlement because they were vital sources of water and were necessary for easy transportation; annexation of Hawaii was seen as a military essential both to the country's transit to Asia and to the defense of the Pacific Coast; water was an influential factor in the growing status of the United States as a world power; the natural clean water of the Ogallala Aquifer has provided much of the arid area of the Dust Bowl with irrigation since we developed a way to get to the water; being able to use the Aquifer for irrigation has kept the area well-watered and productive)
- Incorporates relevant information from documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information (the United States expanded westward in order to open up new mercantile opportunities and take advantage of ports along the Pacific coast; the annexation of the islands of Hawaii led Americans to debate about whether it was right to take over a country without its permission; the annexation of Hawaii shows how water has played a crucial role in our foreign policy decisions; conditions in the Dust Bowl area made farming nearly impossible during the Depression; with the Tennessee Valley Authority of the New Deal, dams were built along the Tennessee River and its tributaries to prevent flooding, providing jobs to the unemployed and energy in the form of water power)
- Supports the theme with relevant facts, examples, and details (a major reason for expansion was the belief by many Americans that Asian markets and exports would better complement the trade requirements of the United States than would those of Europe; iron ore, coal, and grain has been shipped from mining and farming areas to manufacturing centers along the coasts of the Great Lakes)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Although information presented about the economic importance of the Great Lakes is repetitive, the understanding demonstrated about the Tennessee Valley Authority's influence on that region is good. Connecting United States interests in the islands of Hawaii to the debate over whether it was right to take over a country without its permission and to our status as a world power represents good historical analysis.

Practice Paper B—Score Level 3

The response:

- Develops the task with little depth
- Is more descriptive than analytical (settlers sometimes traveled along the same rivers used by Lewis and Clark to settle the West; the Mississippi flood in 1927 ruined the houses of many people and was the last straw for a number of African Americans, causing them to turn North to start anew; the Great Lakes helped the Industrial Revolution, for iron and coal could easily move from the west to the east; settlement of the West called for much manipulation of the water source in order to survive; the West is very dry, flat, broad land that is good for farming if enough water is present; Dust Bowl created havoc among farmers; environmental pollution is a major concern with all the use of America's water; for years, people enjoyed the benefits of water without ever thinking that what they put in the water would hurt it; research before the passage of the Clean Water Act shows the alarming results of pollution)
- Incorporates some relevant information from documents 1, 4, 5, 6, and 8
- Incorporates limited relevant outside information (water provided early Americans with a place to wash their clothes, water their crops, hydrate themselves, and a means of transportation; many blacks used the Mississippi River to migrate north after the abolition of slavery and their having gained citizenship rights; many African Americans migrated North during World War I; before the Ogallala Aquifer could be used, the West suffered the Dust Bowl due to over-cultivation, dry farming, and not enough water; rivers such as the Hudson continue to be threatened by industrial pollutants)
- Includes some relevant facts, examples, and details (when people first arrived in North America, they settled on land close to a source of water; rivers were used during colonial times as a means of transportation to migrate; water linked cities together providing routes for trade and shipping of products; irrigation and the Ogallala Aquifer give farmland the water it needs to produce numerous healthy crops; the Clean Water Act was passed in 1972 to protect America's water; the Clean Water Act called for an eventual zero discharge of pollution into water)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Basic document information and interpretation is supplemented by limited analytical and historic statements. The inclusion of a few good historical references regarding the migratory patterns of African Americans strengthens the discussion.

Practice Paper C—Score Level 0

The response:

Fails to develop the task; includes only an entire document copied from the test booklet

Conclusion: Overall, the response fits the criteria for Level 0. Document 9 as well as the source line is copied in its entirety.

Practice Paper D—Score Level 2

The response:

- Minimally develops the task
- Is primarily descriptive (without water, lands would be dry and barren and the soil would not be fertile and crops could not grow; different areas all over the nation can now share and transport the goods they need because of water; waterways make it easier for the transportation of people; water helps people move faster); includes faulty and weak application (water transportation saves people from the dangers of rough terrain and starvation)
- Incorporates limited relevant information from documents 4, 5, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (in the High Plains region, the Ogallala Aquifer supplies water; Ogallala Aquifer benefits the area by making it possible to grow cotton, corn, alfalfa, soybeans, and wheat; crops make it possible for states to feed livestock; the Great Lakes made it possible for ships to transport much needed goods); includes inaccuracies (all information attributed to document 8)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the benefits of water

Conclusion: Overall, the response fits the criteria for Level 2. Although the explanation of document 5 is somewhat confusing, the conclusions about the Ogallala Aquifer and the Great Lakes are accurate. The simplistic explanations demonstrate a general understanding of the task.

Practice Paper E—Score Level 3

The response:

- Develops the task with little depth
- Is more descriptive than analytical (Lewis and Clark set out on an expedition in 1803 to explore the lands west of the settled area in the country; technological advancements have allowed Americans to make use of the Ogallala Aquifer by pumping its water; declining water levels in the Aquifer could be a major future problem for farmers throughout the United States; if not for waterways, the effects of early industrialization could have been limited and an Industrial Revolution might not have happened so quickly; if it had not been for the Great Lakes waterways, it would have been difficult for natural resources and other goods to move around the country)
- Incorporates some relevant information from documents 1, 4, and 5
- Incorporates limited relevant outside information (Lewis and Clark explored the boundaries of the Louisiana Purchase; in the 1930s, the Great Plains turned into a dustbowl, unfarmable and unprofitable; discouraged farmers had to abandon their land and many looked to California for a better life with more water; fast moving rivers and streams in New England led to the building of the first factories and textile mills)
- Includes some relevant facts, examples, and details (Lewis and Clark found their way by following rivers that branched off the Mississippi River; colonies established in the east were set on major waterways; shipping, mining, and agriculture all benefited from the location of the Great Lakes); includes a minor inaccuracy (the Ogallala Aquifer irrigates almost 90 percent of the United States cropland)
- Demonstrates a satisfactory 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 3. The inclusion of more facts and details to further explain the impact of rivers on the exploration of Lewis and Clark would have added depth to the response. The conclusions reached about the Ogallala Aquifer and the Great Lakes demonstrate an understanding of the influence of water on agriculture and industrial development.

United States History and Government Specifications January 2010

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

| | Theme | STANDARDS |
|----------------------|--|---|
| Thematic Essay | Individuals, Groups, Institutions; Reform Movements | Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government |
| Document-based Essay | Places and Regions; Physical Systems; Human Systems; Environment; Factors of Production; Immigration and Migration; Change | Standards 1, 3, 4, and 5: United States and New York 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 January 2010 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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



Regents Examination in United States History and Government – January 2010

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 5 and a total Part I and Part IIIA score of 45 would receive a final examination score of 80.

Total Essay Score

| | | Total Essay Score | | | | | | | | | | |
|----------------------------------|----|-------------------|----|----|----|----|----|----|----|----|----|----|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Total Part I and Part IIIA Score | 0 | 0 | 3 | 6 | 9 | 12 | 16 | 20 | 24 | 28 | 33 | 37 |
| | 1 | 1 | 4 | 7 | 10 | 14 | 17 | 21 | 26 | 30 | 34 | 39 |
| | 2 | 2 | 5 | 8 | 11 | 15 | 19 | 23 | 27 | 31 | 36 | 40 |
| | 3 | 3 | 6 | 9 | 12 | 16 | 20 | 24 | 28 | 33 | 37 | 42 |
| | 4 | 4 | 7 | 10 | 14 | 17 | 21 | 26 | 30 | 34 | 39 | 43 |
| | 5 | 5 | 8 | 11 | 15 | 19 | 23 | 27 | 31 | 36 | 40 | 45 |
| | 6 | 6 | 9 | 12 | 16 | 20 | 24 | 28 | 33 | 37 | 42 | 46 |
| | 7 | 7 | 10 | 14 | 17 | 21 | 26 | 30 | 34 | 39 | 43 | 48 |
| | 8 | 8 | 11 | 15 | 19 | 23 | 27 | 31 | 36 | 40 | 45 | 49 |
| | 9 | 9 | 12 | 16 | 20 | 24 | 28 | 33 | 37 | 42 | 46 | 51 |
| | 10 | 10 | 14 | 17 | 21 | 26 | 30 | 34 | 39 | 43 | 48 | 52 |
| | 11 | 11 | 15 | 19 | 23 | 27 | 31 | 36 | 40 | 45 | 49 | 54 |
| | 12 | 12 | 16 | 20 | 24 | 28 | 33 | 37 | 42 | 46 | 51 | 55 |
| | 13 | 14 | 17 | 21 | 26 | 30 | 34 | 39 | 43 | 48 | 52 | 57 |
| | 14 | 15 | 19 | 23 | 27 | 31 | 36 | 40 | 45 | 49 | 54 | 58 |
| | 15 | 16 | 20 | 24 | 28 | 33 | 37 | 42 | 46 | 51 | 55 | 60 |
| | 16 | 17 | 21 | 26 | 30 | 34 | 39 | 43 | 48 | 52 | 57 | 61 |
| | 17 | 19 | 23 | 27 | 31 | 36 | 40 | 45 | 49 | 54 | 58 | 63 |
| | 18 | 20 | 24 | 28 | 33 | 37 | 42 | 46 | 51 | 55 | 60 | 64 |
| | 19 | 21 | 26 | 30 | 34 | 39 | 43 | 48 | 52 | 57 | 61 | 65 |
| | 20 | 23 | 27 | 31 | 36 | 40 | 45 | 49 | 54 | 58 | 63 | 67 |
| | 21 | 24 | 28 | 33 | 37 | 42 | 46 | 51 | 55 | 60 | 64 | 68 |
| | 22 | 26 | 30 | 34 | 39 | 43 | 48 | 52 | 57 | 61 | 65 | 70 |
| | 23 | 27 | 31 | 36 | 40 | 45 | 49 | 54 | 58 | 63 | 67 | 71 |
| | 24 | 28 | 33 | 37 | 42 | 46 | 51 | 55 | 60 | 64 | 68 | 72 |
| | 25 | 30 | 34 | 39 | 43 | 48 | 52 | 57 | 61 | 65 | 70 | 74 |
| | 26 | 31 | 36 | 40 | 45 | 49 | 54 | 58 | 63 | 67 | 71 | 75 |
| | 27 | 33 | 37 | 42 | 46 | 51 | 55 | 60 | 64 | 68 | 72 | 76 |
| | 28 | 34 | 39 | 43 | 48 | 52 | 57 | 61 | 65 | 70 | 74 | 77 |
| | 29 | 36 | 40 | 45 | 49 | 54 | 58 | 63 | 67 | 71 | 75 | 79 |
| | 30 | 37 | 42 | 46 | 51 | 55 | 60 | 64 | 68 | 72 | 76 | 80 |
| | 31 | 39 | 43 | 48 | 52 | 57 | 61 | 65 | 70 | 74 | 77 | 81 |

Total Essay Score

| | | Total Essay Score | | | | | | | | | | |
|----------------------------------|----|-------------------|----|----|----|----|----|----|----|----|----|-----|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Total Part I and Part IIIA Score | 32 | 40 | 45 | 49 | 54 | 58 | 63 | 67 | 71 | 75 | 79 | 82 |
| | 33 | 42 | 46 | 51 | 55 | 60 | 64 | 68 | 72 | 76 | 80 | 83 |
| | 34 | 43 | 48 | 52 | 57 | 61 | 65 | 70 | 74 | 77 | 81 | 85 |
| | 35 | 45 | 49 | 54 | 58 | 63 | 67 | 71 | 75 | 79 | 82 | 86 |
| | 36 | 46 | 51 | 55 | 60 | 64 | 68 | 72 | 76 | 80 | 83 | 87 |
| | 37 | 48 | 52 | 57 | 61 | 65 | 70 | 74 | 77 | 81 | 85 | 88 |
| | 38 | 49 | 54 | 58 | 63 | 67 | 71 | 75 | 79 | 82 | 86 | 89 |
| | 39 | 51 | 55 | 60 | 64 | 68 | 72 | 76 | 80 | 83 | 87 | 90 |
| | 40 | 52 | 57 | 61 | 65 | 70 | 74 | 77 | 81 | 85 | 88 | 91 |
| | 41 | 54 | 58 | 63 | 67 | 71 | 75 | 79 | 82 | 86 | 89 | 92 |
| | 42 | 55 | 60 | 64 | 68 | 72 | 76 | 80 | 83 | 87 | 90 | 93 |
| | 43 | 57 | 61 | 65 | 70 | 74 | 77 | 81 | 85 | 88 | 91 | 94 |
| | 44 | 58 | 63 | 67 | 71 | 75 | 79 | 82 | 86 | 89 | 92 | 95 |
| | 45 | 60 | 64 | 68 | 72 | 76 | 80 | 83 | 87 | 90 | 93 | 96 |
| | 46 | 61 | 65 | 70 | 74 | 77 | 81 | 85 | 88 | 91 | 94 | 97 |
| | 47 | 63 | 67 | 71 | 75 | 79 | 82 | 86 | 89 | 92 | 95 | 97 |
| | 48 | 64 | 68 | 72 | 76 | 80 | 83 | 87 | 90 | 93 | 96 | 97 |
| | 49 | 65 | 70 | 74 | 77 | 81 | 85 | 88 | 91 | 94 | 97 | 98 |
| | 50 | 67 | 71 | 75 | 79 | 82 | 86 | 89 | 92 | 95 | 97 | 98 |
| | 51 | 68 | 72 | 76 | 80 | 83 | 87 | 90 | 93 | 96 | 97 | 98 |
| | 52 | 70 | 74 | 77 | 81 | 85 | 88 | 91 | 94 | 97 | 98 | 99 |
| | 53 | 71 | 75 | 79 | 82 | 86 | 89 | 92 | 95 | 97 | 98 | 99 |
| | 54 | 72 | 76 | 80 | 83 | 87 | 90 | 93 | 96 | 97 | 98 | 99 |
| | 55 | 74 | 77 | 81 | 85 | 88 | 91 | 94 | 97 | 98 | 99 | 99 |
| | 56 | 75 | 79 | 82 | 86 | 89 | 92 | 95 | 97 | 98 | 99 | 99 |
| | 57 | 76 | 80 | 83 | 87 | 90 | 93 | 96 | 97 | 98 | 99 | 99 |
| | 58 | 77 | 81 | 85 | 88 | 91 | 94 | 97 | 98 | 99 | 99 | 99 |
| | 59 | 79 | 82 | 86 | 89 | 92 | 95 | 97 | 98 | 99 | 99 | 99 |
| | 60 | 80 | 83 | 87 | 90 | 93 | 96 | 97 | 98 | 99 | 99 | 99 |
| | 61 | 81 | 85 | 88 | 91 | 94 | 97 | 98 | 99 | 99 | 99 | 100 |