

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Thursday, January 24, 2013 — 9:15 a.m. to 12:15 p.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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

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

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

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

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

**Part III** is based on several documents:

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

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

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

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

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

## Part I

### Answer all questions in this part.

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

- 1 Which geographic factor most directly influenced the location of the first English settlements in North America?
  - (1) rivers along the Atlantic coast
  - (2) availability of flat land in the Midwest
  - (3) mild climate along the Gulf coast
  - (4) forests throughout the Middle Colonies
  
- 2 The Magna Carta and the English Bill of Rights were significant influences on United States constitutional development because they
  - (1) provided suffrage for all men and women
  - (2) placed limits on the powers of the government
  - (3) called for the abolition of slavery
  - (4) supported the development of federalism
  
- 3 The Declaration of Independence contains a
  - (1) proposal for reuniting the colonies and England
  - (2) statement of grievances against the King of England
  - (3) request for a treaty between the colonies and Spain
  - (4) plan for organizing the western territories
  
- 4 Which set of events related to early America is in the correct chronological order?
  - (1) inauguration of George Washington → passage of Stamp Act → Battle of Saratoga → French and Indian War
  - (2) Battle of Saratoga → French and Indian War → passage of Stamp Act → inauguration of George Washington
  - (3) French and Indian War → passage of Stamp Act → Battle of Saratoga → inauguration of George Washington
  - (4) passage of Stamp Act → French and Indian War → inauguration of George Washington → Battle of Saratoga
  
- 5 Critics of the Articles of Confederation argued that it
  - (1) imposed unfair taxes on the states
  - (2) used a draft to raise a national army
  - (3) provided a strong system of federal courts
  - (4) placed too much power in the hands of the states
  
- 6 “... Article 6. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid....”

— Northwest Ordinance, 1787

Based on this excerpt from the Northwest Ordinance, which statement is a valid conclusion?

  - (1) The issue of slavery was largely ignored before the Civil War.
  - (2) Abolitionists had gained control of the Constitutional Convention.
  - (3) Slavery was legally banned in the Northwest Territory.
  - (4) Enslaved persons had constitutionally protected civil rights.
  
- 7 The Great Compromise enabled delegates at the Constitutional Convention (1787) to
  - (1) establish the principle of popular sovereignty in the territories
  - (2) give Congress the exclusive right to declare war if the nation is attacked
  - (3) protect the interests of states with small populations and states with large populations
  - (4) provide for the indirect election of the president through the electoral college

- 8 Which presidential action is an example of the use of the unwritten constitution?
- (1) signing a law passed by Congress
  - (2) calling a meeting of the cabinet
  - (3) ordering the navy to patrol the Persian Gulf
  - (4) nominating a federal court judge
- 9 The major benefit of having the elastic clause in the United States Constitution is that it
- (1) allows the government to respond to changing conditions
  - (2) protects the rights of racial minorities
  - (3) prevents one branch of government from becoming too powerful
  - (4) establishes a postal service
- 10 How did Alexander Hamilton's financial plan affect the economy of the United States during the 1790s?
- (1) National tax revenues decreased.
  - (2) High tariffs increased foreign trade.
  - (3) Treasury policies contributed to widespread inflation.
  - (4) The newly created Bank of the United States helped stabilize the economy.
- 11 One result of the purchase of the Louisiana Territory (1803) was that the United States
- (1) acquired California from Spain
  - (2) gained control of the port of New Orleans
  - (3) ended border conflicts with British Canada
  - (4) annexed Florida
- 12 The decision in *Marbury v. Madison* (1803) was significant because it established that the Supreme Court
- (1) had limited powers over state courts
  - (2) had the power to choose its own members
  - (3) could declare a federal law unconstitutional
  - (4) could impeach the president and other government officials
- 13 The constitutional controversy that led directly to the start of the Civil War concerned the right of states to
- (1) control tariff rates
  - (2) sign treaties with foreign nations
  - (3) redraw congressional districts
  - (4) secede from the Union

- 14 Which group benefited most directly from the Supreme Court decision in *Dred Scott v. Sanford* (1857)?
- (1) abolitionists
  - (2) immigrants
  - (3) slave owners
  - (4) enslaved persons

- 15 Which title best completes the partial outline below?

- I. \_\_\_\_\_
- A. California Gold Rush (1849)
  - B. Homestead Act (1862)
  - C. Completion of transcontinental railroad (1869)

- (1) Factors Encouraging Westward Settlement
- (2) Government-Sponsored Transportation Programs
- (3) Recognition of Native American Indian Land Rights
- (4) Actions Promoting the Conservation of Natural Resources

Base your answer to question 16 on the passage from the trial transcript below and on your knowledge of social studies.

... MISS ANTHONY: When I was brought before your honor for trial, I hoped for a broad and liberal interpretation of the Constitution and its recent amendments, that should declare all United States citizens under its protecting aegis [shield]—that should declare equality of rights the national guarantee to all persons born or naturalized in the United States. But failing to get this justice—failing, even, to get a trial by a jury *not* of my peers—I ask not leniency at your hands—but rather the full rigors of the law....

Source: *United States v. Susan B. Anthony*, 1873

- 16 The constitutional amendments referred to in this statement were ratified to
- (1) end the importation of slaves
  - (2) increase federal revenue
  - (3) institute national Prohibition
  - (4) provide legal rights to African Americans

17 Which statement best describes how the status of African Americans in the South changed soon after the end of Reconstruction in 1877?

- (1) The Supreme Court consistently supported civil rights for African Americans.
- (2) Poll taxes and literacy tests were eliminated for African Americans.
- (3) Increasing numbers of African Americans were elected to public office.
- (4) African Americans faced increasing discrimination and segregation.

18 The theory of laissez-faire economics was used during the late 1800s to

- (1) justify unregulated business growth
- (2) call for more consumer protection
- (3) support Progressive programs
- (4) achieve equal distribution of income

Base your answers to questions 19 and 20 on the speakers' statements below and on your knowledge of social studies.

*Speaker A:* The best way to prevent corruption in government is to allow citizens a direct role in the legislative process.

*Speaker B:* Breaking up trusts and monopolies will increase business competition.

*Speaker C:* An important goal of the federal government should be the protection of our natural resources.

*Speaker D:* Government will only improve when women are granted full suffrage.

19 Which speaker's statement is most directly related to the political concepts of initiative, referendum, and recall?

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

20 Which two speakers' viewpoints reflect actions taken by Theodore Roosevelt when he was president (1901–1909)?

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

21 The term *muckraker* was used in the early 1900s to describe writers who

- (1) supported limits on government regulation
- (2) exposed abuses in American society
- (3) wanted the United States to ban all immigration
- (4) promoted racial integration efforts

22 In the early 1900s, the United States proposed the Open Door policy to

- (1) gain new colonies in the Pacific
- (2) win support for building the Panama Canal
- (3) improve relations with Europe
- (4) secure access to markets in China

23 Which title best completes the partial outline below?

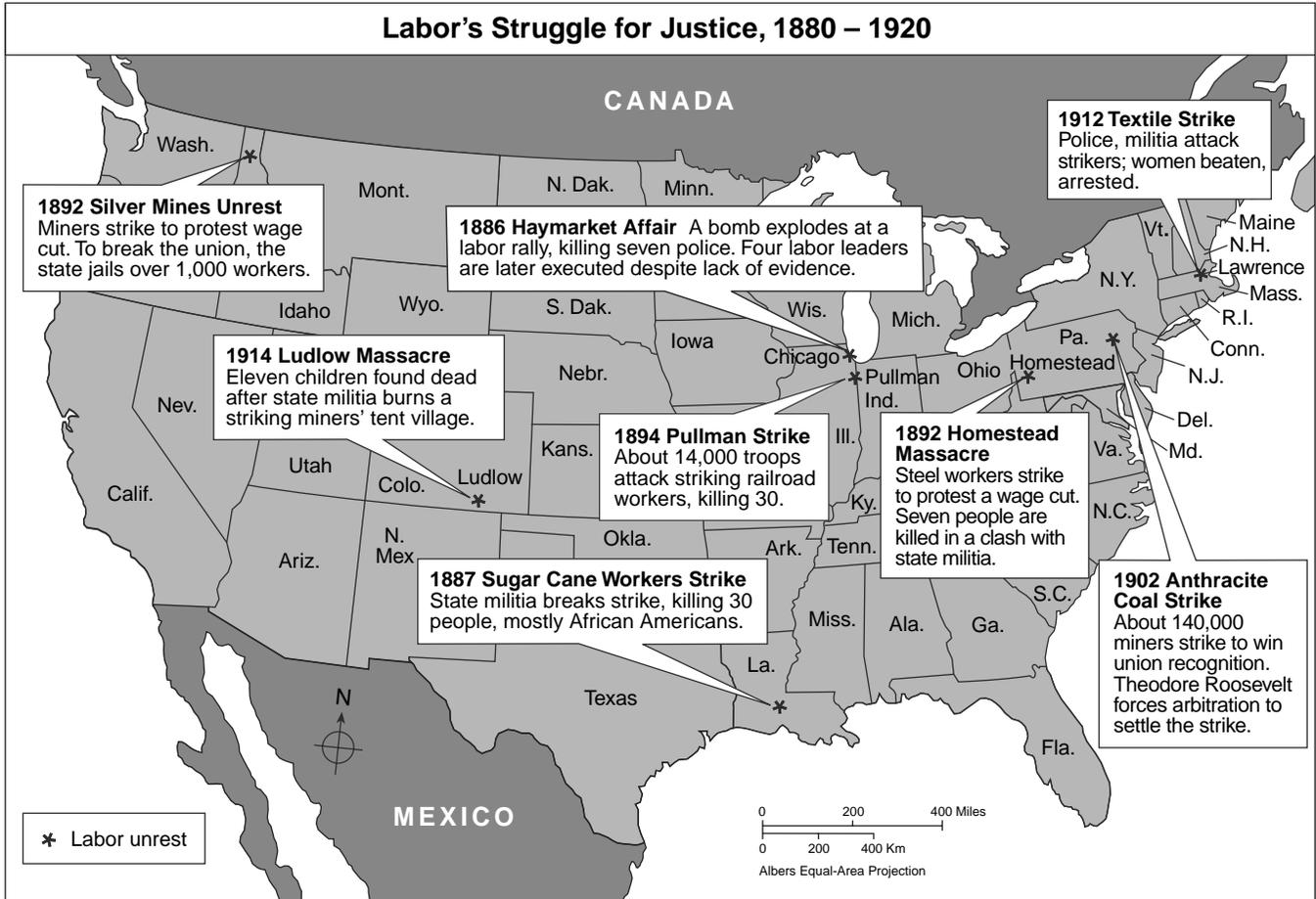
- |   |
|---|
| I. _____  |
| A. No government without consent of the governed                |
| B. High cost of defending territories outside the United States |
| C. United States tradition of non-involvement                   |

- (1) America's New Immigration Policy
- (2) Reasons for Overseas Expansion
- (3) Causes of the Spanish-American War
- (4) Arguments Opposing Imperialism

24 The Federal Reserve System was created in 1913 to

- (1) authorize Congress to set interest rates
- (2) regulate the nation's money supply
- (3) allow the government to own the nation's banks
- (4) take over the responsibility of printing money

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



Source: Gary B. Nash, *American Odyssey: The United States in The Twentieth Century*, Glencoe, 1994 (adapted)

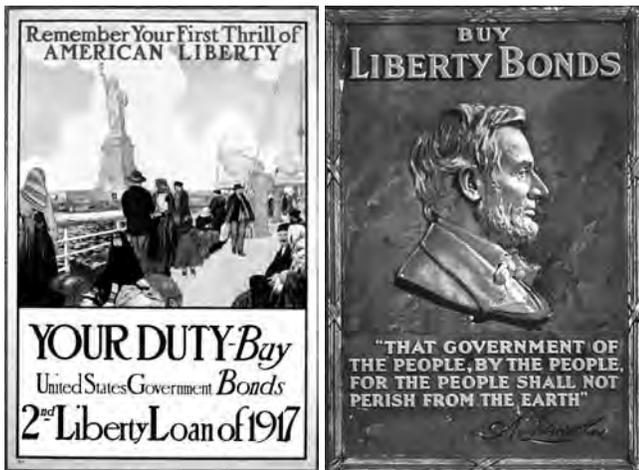
25 Which generalization about labor unions in the United States is most clearly supported by information on the map?

- (1) The federal government supported labor union activities.
- (2) Strikes by labor unions were often suppressed by government actions.
- (3) Labor union membership was limited to mine workers.
- (4) State governments offered to arbitrate labor disputes.

26 Which was the first labor strike to end with the president intervening on behalf of the workers?

- (1) 1886 Haymarket Affair
- (2) 1894 Pullman Strike
- (3) 1902 Anthracite Coal Strike
- (4) 1912 Textile Strike

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



Source: Library of Congress

- 27 The United States government published these World War I posters to encourage Americans to
- (1) increase military enlistments
  - (2) reduce the use of consumer goods
  - (3) invest in the war effort
  - (4) conserve scarce resources for the military

- 28 After World War I, one way in which the Red Scare, the passing of the Quota Acts, and the growth of the Ku Klux Klan were similar is that they all
- (1) exploited fears about people who were considered un-American
  - (2) encouraged the assimilation of new immigrants into American society
  - (3) supported the goals of the suffrage movement
  - (4) exhibited prejudice against African Americans

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

**Depression Era Unemployment Statistics**

Year	Number of Unemployed	Percentage of Civilian Labor Force
1929	1,550,000	3.2
1930	4,340,000	8.9
1931	8,020,000	16.3
1932	12,060,000	24.1
1933	12,830,000	25.2
1934	11,340,000	22.0
1935	10,610,000	20.3
1936	9,030,000	17.0
1937	7,700,000	14.3
1938	10,390,000	19.1
1939	9,480,000	17.2
1940	8,120,000	14.6
1941	5,560,000	9.9
1942	2,660,000	4.7
1943	1,070,000	1.9
1944	670,000	1.2
1945	1,040,000	1.9

Source: U.S. Bureau of the Census

- 29 Which conclusion is most clearly supported by the information in the chart?
- (1) President Herbert Hoover's economic policies expanded job opportunities.
  - (2) The United States unemployment rate reached its highest level in 1938.
  - (3) President Franklin D. Roosevelt's New Deal programs failed to address the unemployment crisis.
  - (4) World War II ended the high unemployment rates of the Great Depression.

30 As part of the New Deal, the Securities and Exchange Commission (SEC) and the Federal Deposit Insurance Corporation (FDIC) were created to

- (1) allow for a quick recovery of stock prices
- (2) provide direct loans to businesses
- (3) protect individual investors from stock fraud and bank failure
- (4) allow banks and companies to invest in the stock market

31 Senator Huey Long, Dr. Francis Townsend, and Father Charles Coughlin are best known as

- (1) members of President Franklin D. Roosevelt's cabinet
- (2) outspoken critics of President Franklin D. Roosevelt's New Deal
- (3) supporters of President Franklin D. Roosevelt's reelection campaign in 1940
- (4) members of the Supreme Court nominated by President Franklin D. Roosevelt

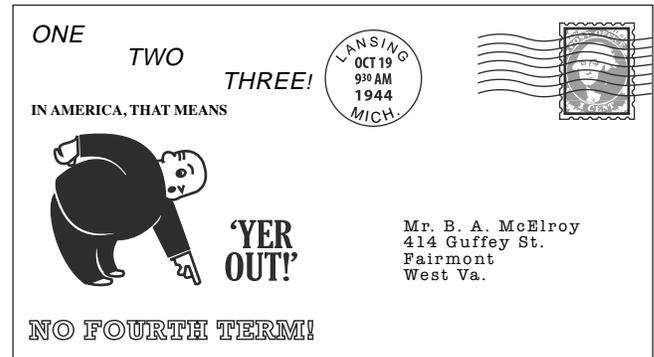
32 The "cash and carry" policy and the Lend-Lease Act were used by the United States to

- (1) help fund League of Nations efforts to maintain peace
- (2) encourage British appeasement of Germany
- (3) fulfill treaty obligations with Great Britain and France
- (4) provide support for the Allies in World War II without entering the war

33 President Franklin D. Roosevelt referred to December 7, 1941, as "a date which will live in infamy" because on that day

- (1) Germany invaded Poland
- (2) Japan attacked Pearl Harbor
- (3) Italy declared war on the United States
- (4) the United States dropped an atomic bomb on Hiroshima

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



Source: The Authentic History Center (adapted)

34 Which constitutional amendment was adopted in response to the issue raised on this postcard?

- (1) graduated income tax
- (2) direct election of United States senators
- (3) ban on poll taxes in presidential elections
- (4) limit on the number of years a president can serve

35 In *Korematsu v. United States* (1944), the Supreme Court upheld the military order excluding Japanese Americans from the West Coast on the basis that the action was considered

- (1) a matter of national security
- (2) a necessity for the economy
- (3) an attempt to limit immigration from Japan
- (4) a way to protect Japanese Americans from anti-Japanese hysteria

Base your answers to questions 36 and 37 on the cartoon below and on your knowledge of social studies.

**“He’s finally getting the hang of it.”**



Source: Dorman Smith, *Phoenix Gazette*, 1949 (adapted)

- 36 Which statement most accurately expresses the main idea of the cartoon?
- (1) American taxpayers hope the Marshall Plan will quickly stabilize Europe’s economy.
  - (2) The Marshall Plan will limit Europe’s economic recovery.
  - (3) Europe will not take advantage of the Marshall Plan.
  - (4) The Marshall Plan will bankrupt the American taxpayer.
- 37 The United States undertook the action shown in the cartoon primarily to
- (1) keep the Soviet Union from developing atomic weapons
  - (2) prevent Adolf Hitler from returning to power in Germany
  - (3) stop the spread of communism in Western Europe
  - (4) force Soviet satellite countries to break away from Soviet control

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

... We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world....

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich....

— President John F. Kennedy, Inaugural Address, January 20, 1961

- 38 According to this quotation, President Kennedy wanted to
- (1) assert United States leadership in world affairs
  - (2) follow a policy of neutrality
  - (3) adopt appeasement as a foreign policy
  - (4) abandon the policy of containment
- 39 Which foreign policy action by President Kennedy was intended to relieve the human suffering described in this quotation?
- (1) creating the Peace Corps
  - (2) authorizing a naval blockade of Cuba
  - (3) meeting with Soviet Premier Nikita Khrushchev in Vienna
  - (4) negotiating the Nuclear Test Ban Treaty

- 40 A major goal of President Lyndon B. Johnson's Great Society program was to
- (1) expand foreign aid
  - (2) eliminate poverty
  - (3) win the Vietnam War
  - (4) promote space exploration

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

**NIXON RESIGNS**  
**HE URGES A TIME OF 'HEALING';**  
**FORD WILL TAKE OFFICE TODAY**

Source: *New York Times*, August 9, 1974

- 41 Which constitutional provision is most clearly illustrated by these headlines?
- (1) presidential power
  - (2) qualifications to be president
  - (3) presidential succession
  - (4) advice and consent of the Senate

- 42 "... There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace. General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!..."

— President Ronald Reagan, June 12, 1987

President Reagan was calling for the end of the

- (1) nuclear arms race
- (2) Soviet invasion of Afghanistan
- (3) division of Berlin, Germany
- (4) Warsaw Pact

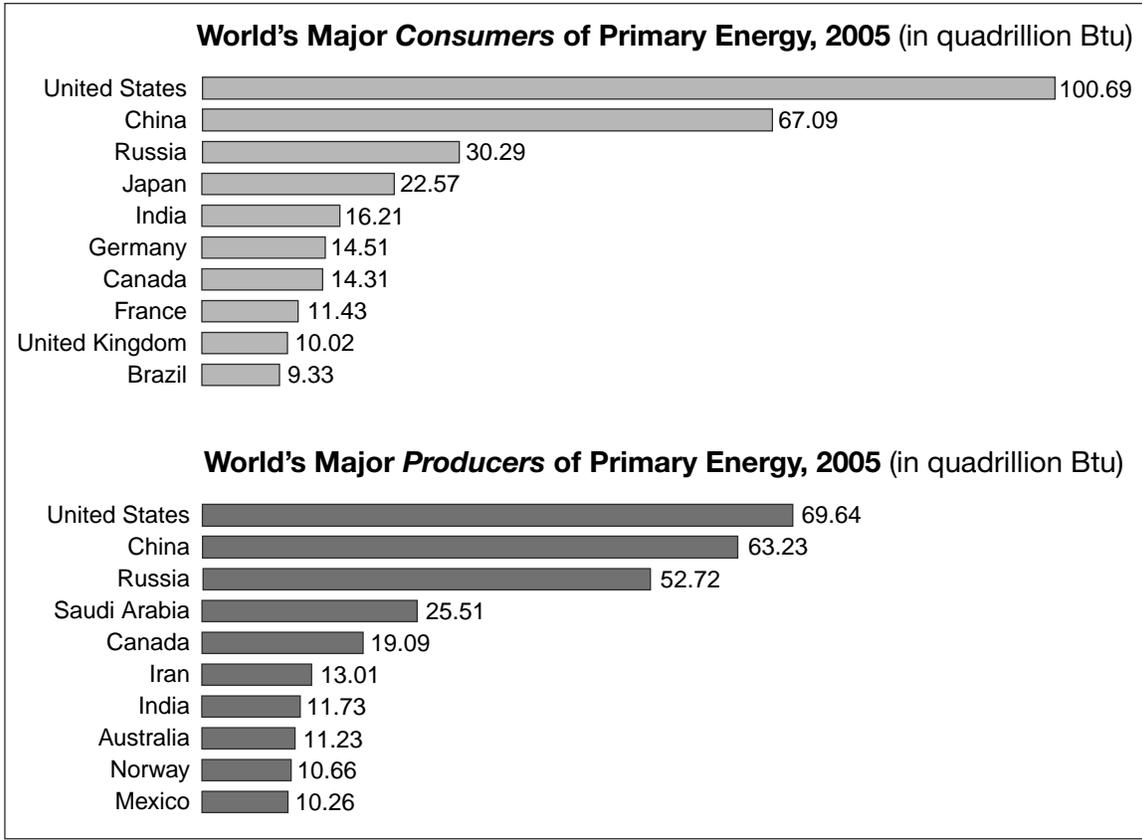
Base your answer to question 43 on the poster below and on your knowledge of social studies.



Source: Library of Congress, 1978

- 43 What was one result of the boycott called for on the poster?
- (1) The sale of lettuce and grapes increased.
  - (2) The power of large landowners over their laborers grew.
  - (3) Federal troops were sent to suppress violence on farms in the West.
  - (4) Public support for the goals of farmworkers increased.

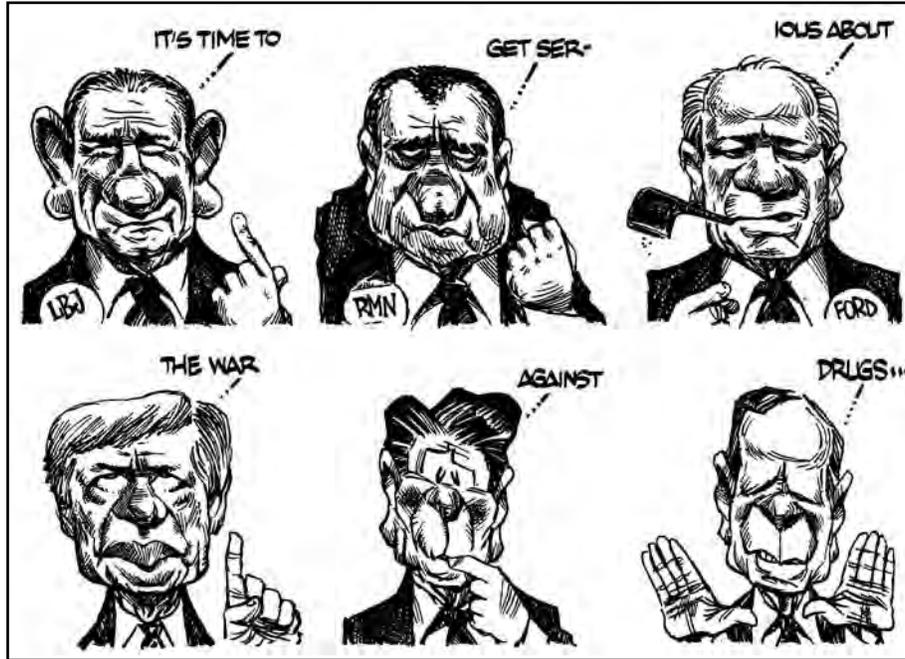
Base your answers to questions 44 and 45 on the graphs below and on your knowledge of social studies.



Source: *International Energy Annual 2005*, Energy Information Administration, Department of Energy (adapted)

- 44 Which conclusion is best supported by the information on these graphs?
- (1) More nations produce energy than consume it.
  - (2) South American nations are the greatest producers of energy.
  - (3) Nations that produce the most energy are the richest nations in the world.
  - (4) The United States uses more energy than it produces.
- 45 One result of the situation shown on the graphs is that the United States
- (1) must consider its need for energy when making foreign policy decisions
  - (2) relies mainly on European nations for its energy
  - (3) leads the world in the production of oil and steel
  - (4) must find markets for its surplus energy
-

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



Source: Jim Morin, *Miami Herald*, in *New York Times*, September 10, 1989

- 46 Which statement most accurately expresses the main idea of the cartoon?
- (1) Successive presidents have failed to deal effectively with illegal drug use.
  - (2) These presidents were successful in fighting the war on drugs.
  - (3) The war on drugs was the major domestic concern of these presidents.
  - (4) Many presidents have proposed legislation to decriminalize illegal drugs.

47 What was the central issue in both the John Peter Zenger case (1734–1735) and the controversy over the Pentagon Papers (1971)?

- (1) right to bear arms
- (2) freedom of religion
- (3) freedom of the press
- (4) right to counsel

48 **“Convention Meets at Seneca Falls”**  
**“19th Amendment Ratified”**  
**“Betty Friedan Organizes National Organization for Women”**

Which statement about women in the United States is best illustrated by these headlines?

- (1) The role of women in society has remained unchanged since colonial times.
- (2) The struggle for women’s rights has spanned many decades.
- (3) The earnings of women today are equal to those of men.
- (4) The movement for women’s rights has lacked leadership.

49 One way in which the Hayes-Tilden election of 1876 and the Bush-Gore election of 2000 are similar is that in each election the winner was

- (1) selected by the state legislatures
- (2) elected without a majority of the popular vote
- (3) aided by a third-party candidate
- (4) chosen by the United States Supreme Court

50 • Theodore Roosevelt mediates adoption of the Treaty of Portsmouth.  
 • Richard Nixon visits China.  
 • Bill Clinton supports peace accords in Northern Ireland.

These actions are examples of various presidents acting as

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

**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: Government (Congressional Legislation)**

Throughout United States history, Congress has passed legislation to address important political, social, or economic issues. These laws have often had a significant impact on American society.

#### **Task:**

Select **two** laws passed by the United States Congress and for **each**

- Discuss the historical circumstances that led to the passage of the law
- Discuss the impacts of the law on American society

You may use any federal law that was intended to address an important issue from your study of United States history. Some suggestions you might wish to consider include:

Embargo Act (1807)

Pure Food and Drug Act (1906)

Indian Removal Act (1830)

Social Security Act (1935)

Kansas-Nebraska Act (1854)

GI Bill/ Servicemen's Readjustment Act (1944)

Interstate Commerce Act (1887)

Americans with Disabilities Act (1990)

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

**You may *not* discuss constitutional amendments.**

#### **Guidelines:**

**In your essay, be sure to:**

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

**In developing your answer to Part II, be sure to keep this general definition in mind:**

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

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

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

### Part III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

#### Historical Context:

After World War II, the American people looked forward to a period of peace and prosperity. However, key events of the 1950s challenged that national mood and had significant social, economic, and political effects on the United States in the 1960s and beyond. These events included the **Korean War**, the **Montgomery bus boycott**, and the **launching of *Sputnik***.

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

- Choose **two** events of the 1950s identified in the historical context and for **each**
- Describe the historical circumstances surrounding the event
  - Discuss the effects of the event on the United States and/or on American society

## Part A

### Short-Answer Questions

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

#### Document 1

In [South] Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support....

Source: President Harry Truman, Statement on the Situation in Korea, June 27, 1950

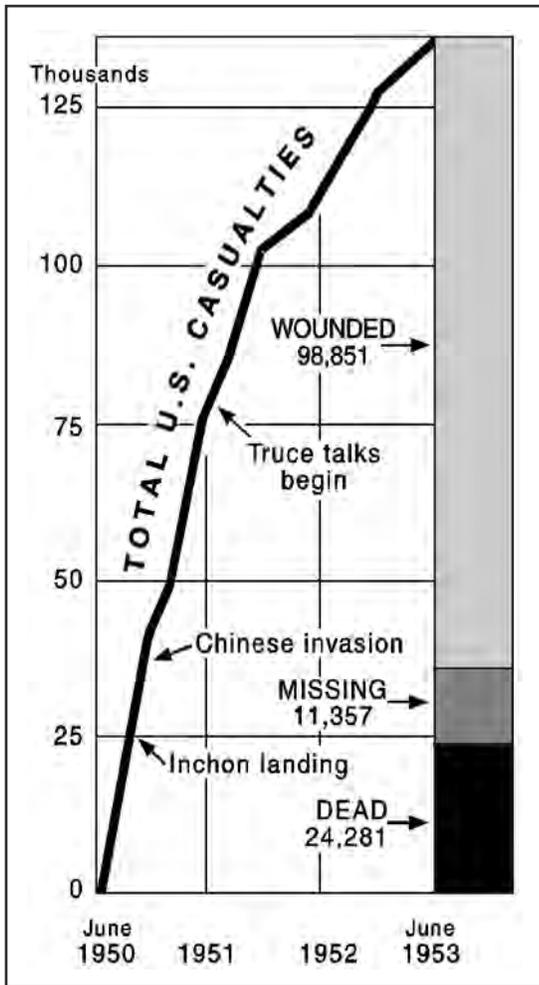
- 1 According to President Harry Truman, what was **one** reason he ordered United States forces to support South Korean government troops in 1950? [1]

---

---

Score

**Document 2a**



Source: "Korea: Three Years of War," *Time*, June 29, 1953 (adapted)

**Document 2b**

... Within a year of the start of the international conflict in Korea, the number of people serving in America's armed forces more than doubled to over 3.2 million; army divisions went from ten to eighteen; the Air Force went from forty-two to seventy-two wing groups; and the Navy expanded its number of ships from 600 to over 1,000. The pace of military build-up at this point exceeded that set by America when it first entered the Second World War. The bureaucracy of the Central Intelligence Agency (CIA) also mushroomed. In 1949 the CIA's Office of Policy Coordination had 302 personnel in its offices. By 1952 it had about 6,000. CIA stations in foreign countries increased from seven in 1951 to forty-seven in early 1953....

Source: Steven Hugh Lee, *The Korean War*, Pearson Education Limited, 2001 (adapted)

2 Based on these documents, what were *two* effects of the Korean War on the United States? [2]

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

Score

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

Score

### Document 3

... Complaints from African-American soldiers about Army racism led the NAACP [National Association for the Advancement of Colored People] to send civil rights activist and lawyer Thurgood Marshall to Korea in early 1951 to investigate. Marshall discovered that the Twenty-Fourth Infantry Regiment was the target of a disproportional amount of courts martial, and that the punishments meted [handed] out were much harsher than those given to non-African Americans. In his report, entitled 'Summary Justice: The Negro GI in Korea', Marshall underlined the fact that institutionalized segregation was responsible for much of the unfair treatment of black troops in Korea...

The Korean War thus provided the crisis that finally pushed a reluctant Army to begin implementing policy recommendations made in [President Harry Truman's] Executive Order 9981. Policies which had been articulated [stated] earlier in the Cold War were now put into practice. Desegregation in the forces did not end discrimination, but it represented an important step towards greater equality for African Americans. The experiences of African-American soldiers in Korea thus benefitted from, and contributed to, the broader domestic movement for greater racial equality...

Source: Steven Hugh Lee, *The Korean War*, Pearson Education Limited, 2001

3a According to Steven Hugh Lee, what did Thurgood Marshall discover about the treatment of African American soldiers in Korea? [1]

---

---

Score

b According to Steven Hugh Lee, what was **one** effect of the Korean War on American society? [1]

---

---

Score

## Document 4

Inez Jessie Baskin comments on her experience using the bus system in Montgomery, Alabama, before the bus boycott that started in December 1955.

... I took the bus to work every day. Our bus system was segregated just like practically everything else. There was no specific line of demarcation separating seats reserved for white and black passengers. It was usually at the bus driver's discretion, and it varied depending on time of day and the driver, but you were just supposed to know. One thing was for certain, when a white person occupied a seat, even if it was one man to an entire long seat, blacks had to walk right on past. About six o'clock one evening, I received a phone call from a friend's mother telling me to go to the Dexter Avenue Church. That's where I heard about Rosa Parks's arrest. I had first met Rosa Parks during the time that I was a member of the NAACP. She had always impressed me. She was just an angel walking. When things happened that would upset most people, she would just give you this angelic smile, and that was the end of that. When I arrived, a small group of people were gathered in the church basement, and they were already talking about boycotting the local bus system and spreading some leaflets around about it...

Source: Jennings and Brewster, *The Century*, Doubleday, 1998

4 According to Inez Jessie Baskin, why were African Americans unhappy with the Montgomery bus system? [1]

---

---

Score

## Document 5a

During the bus boycott in Montgomery, Alabama, many African American residents carpooled to work.



Source: Clayborne Carson et al., *Civil Rights Chronicle: The African-American Struggle for Freedom*, Publications International

## Document 5b

... Officials of the Montgomery City Lines, a subsidiary of National City Lines of Chicago have declined to say publicly how the boycott has affected the company financially. But a 50 per cent increase in bus fares—from 10 to 15 cents—and curtailed operations have offset the loss of business to some extent.

Before the boycott began last Dec. 5, approximately 65 per cent of the bus lines' passengers were Negroes [African Americans]. Since then, an estimated 75 per cent or more of the Negro customers have stopped riding.

Car pools operating with military precision have been organized to get Negroes to and from work. Negro taxicabs have done a thriving business. Police Commissioner Clyde Sellers says many Negroes have complained they are threatened with harm if they rode the buses....

Negro leaders led by a 27-year-old Baptist minister, the Rev. Martin Luther King Jr., demanded a "first come, first serve" arrangement which would seat Negroes from the rear and white passengers from the front until all seats were taken.

Under the present arrangement, the dividing line is determined by the driver. Bus company officials rejected the "first come" proposal....

Source: *Montgomery Advertiser*, February 19, 1956 (adapted)

5 Based on these documents, what were **two** effects of the Montgomery bus boycott on Montgomery, Alabama? [2]

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

Score

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

Score

## Document 6a

... The idea so long cherished by Southern whites—and by many Northerners too—that the Southern Negro (whether through ignorance or intimidation or a shrewd recognition of reality) was content with the way things were, that only a handful of agitators opposed the system of segregation, was swept aside by the mass marches, demonstrations, meetings. Montgomery had been the first sign of this, and now it was made clear beyond argument that Negroes all across the South had only been waiting for an opportunity to end their long silence....

The sit-ins were an important learning experience for white Southerners, and also for those Northerners who were convinced of some mystical, irremovable germ of prejudice in the Southern mind: when the first lunch-counters were desegregated, the world did not come to an end. Whites and Negroes could use public facilities together, it was shown, without violent repercussions, without white withdrawal. Southern whites, once a new pattern became accepted and established in the community, would conform to it as they conformed to the old. Men and women seeking a sandwich at a lunch counter, as young Negroes could see readily in many of the sit-ins, were more interested in satisfying their hunger or their thirst than in who sat next to them. After two months of desegregation in Winston Salem, North Carolina, the manager of a large store said: “You would think it had been going on for fifty years. I am tickled to death over the situation.”...

Source: Howard Zinn, *SNCC: The New Abolitionists*, Beacon Press

## Document 6b

College students at a Woolworth's lunch counter in Greensboro, North Carolina.



Source: *Greensboro Record*, February 2, 1960

6 Based on these documents, what was **one** effect of the Montgomery bus boycott on American society? [1]

Score

## Document 7

Nikita Sergeyevich Khrushchev [Soviet leader] was almost desperate to beat the Americans at something. *Anything*. He boasted that communism would bury capitalism, later claiming he meant only by becoming richer and more productive, not by engaging in war. But how long might that take? Fifty years? A hundred? He needed something now. And in the summer of 1955, at about the time he returned from the Geneva conference, where [President Dwight] Eisenhower had urged the Open Skies proposal on him, some of Khrushchev's scientific advisers informed him of an interesting development.

In the course of reading American science journals, they had learned that the United States had begun a project to put an artificial satellite into orbit in 1958, as part of its contribution to the International Geophysical Year. An orbiting satellite had obvious military possibilities, but the foolish Americans had decided not to make it a military project—they wanted it to be peaceful and scientific. We can beat them to it, the scientists told Khrushchev, because we're already developing the rocket.

The Soviet Union's hydrogen bomb was enormous, and in 1955 its engineers and technicians were working on the design of a huge liquid-fueled rocket powerful enough to carry it five thousand miles. With some modifications, said the scientists, we can use the rocket to put a small satellite into orbit long before it will be ready to carry an H-bomb. Khrushchev saw a possibility here that nobody in Washington had seen—the chance to score the propaganda coup of the century. The Soviet satellite, code-named *Sputnik* ("Fellow Traveler"), got his enthusiastic "*Da!*" [*Yes!*]...

Source: Geoffrey Perret, *Eisenhower*, Random House, 1999 (adapted)

- 7 According to Geoffrey Perret, what was **one** reason the Soviet Union was interested in putting a satellite into orbit? [1]

---

---

Score

## Document 8

On September 2, 1958, less than a year after the launching of *Sputnik*, President Dwight Eisenhower signed into law the National Defense Education Act (NDEA).

... Between 1958 and 1968, NDEA also provided loan money for more than 1.5 million individual college students—fellowships directly responsible for producing 15,000 Ph.D.s a year. NDEA allocated approximately \$1 billion to support research and education in the sciences over four years; federal support for science-related research and education increased between 21 and 33 percent per year through 1964, representing a tripling of science research and education expenditures over five years. States were given money to strengthen schools on a fifty-fifty matching basis, thousands of teachers were sent to NDEA-sponsored summer schools, and the National Science Foundation sponsored no fewer than fifty-three curriculum development projects. By the time of the lunar landing in 1969, NDEA alone had pumped \$3 billion into American education....

Source: Paul Dickson, *Sputnik: The Shock of the Century*, Walker Publishing Company, 2001

8 According to Paul Dickson, what were **two** effects of the launching of *Sputnik* on education in the United States? [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Document 9

... First, I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the earth. No single space project in this period will be more impressive to mankind, or more important for the long-range exploration of space; and none will be so difficult or expensive to accomplish. We propose to accelerate the development of the appropriate lunar space craft. We propose to develop alternate liquid and solid fuel boosters, much larger than any now being developed, until certain which is superior. We propose additional funds for other engine development and for unmanned explorations—explorations which are particularly important for one purpose which this nation will never overlook: the survival of the man who first makes this daring flight. But in a very real sense, it will not be one man going to the moon—if we make this judgment affirmatively, it will be an entire nation. For all of us must work to put him there....

Third, an additional 50 million dollars will make the most of our present leadership, by accelerating the use of space satellites for world-wide communications.

Fourth, an additional 75 million dollars—of which 53 million dollars is for the Weather Bureau—will help give us at the earliest possible time a satellite system for world-wide weather observation....

Source: President John F. Kennedy, Special Message to Congress, May 25, 1961

9 According to President John F. Kennedy, why was spending money on space projects important for the United States? [1]

---

---

Score

## Part B

### Essay

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

#### Historical Context:

After World War II, the American people looked forward to a period of peace and prosperity. However, key events of the 1950s challenged that national mood and had significant social, economic, and political effects on the United States in the 1960s and beyond. These events included the **Korean War**, the **Montgomery bus boycott**, and the **launching of *Sputnik***.

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

Choose **two** events of the 1950s identified in the historical context and for **each**

- Describe the historical circumstances surrounding the event
- Discuss the effects of the event on the United States and/or on American society

#### Guidelines:

**In your essay, be sure to**

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme







# REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Printed on Recycled Paper

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

# FOR TEACHERS ONLY

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

## UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 24, 2013 — 9:15 a.m. to 12:15 p.m., only

VOLUME  
**1** OF **2**  
MC & THEMATIC

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

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

#### Scoring the Part I Multiple-Choice Questions

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

#### Multiple Choice for Part I

Allow 1 credit for each correct response.

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

## Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

### Mechanics of Rating

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

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

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

**United States History and Government**  
**Content-Specific Rubric**  
**Thematic Essay**  
**January 2013**

**Theme: Government (Congressional Legislation)**

Throughout United States history, Congress has passed legislation to address important political, social, or economic issues. These laws have often had a significant impact on American society.

**Task:** Select *two* laws passed by the United States Congress and for *each*

- Discuss the historical circumstances that led to the passage of the law
- Discuss the impacts of the law on American society

You may use any federal law that was intended to address an important issue from your study of United States history. Some suggestions you might wish to consider include:

Embargo Act (1807)

Indian Removal Act (1830)

Kansas-Nebraska Act (1854)

Interstate Commerce Act (1887)

Pure Food and Drug Act (1906)

Social Security Act (1935)

GI Bill/Servicemen's Readjustment Act (1944)

Americans with Disabilities Act (1990)

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

**You may *not* discuss constitutional amendments.**

***Scoring Notes:***

1. This thematic essay has a minimum of *six* components (discussing the historical circumstances that led to the passage of *two* specific pieces of federal legislation and *at least two* impacts of *each* law on American society).
2. Amendments to the Constitution may *not* be used as examples of congressional legislation.
3. State and local laws may *not* be used as examples of congressional legislation.
4. The discussion of the historical circumstances that led to the passage of a law may be from a broad or a narrow perspective (e.g., Interstate Commerce Act resulting from farmers' demands for fair shipping rates or resulting from the Supreme Court ruling in the *Wabash* case).
5. The specific terms of the law do not need to be stated, although they may be included in the discussion as either historical circumstances or as an impact of the law.
6. Two laws passed by Congress with similar historical circumstances and/or impacts may be selected as long as separate and distinct information is discussed for each, e.g., the Meat Inspection Act and the Pure Food and Drug Act.
7. The discussion of the impacts of the law on American society may be immediate, long term, or a combination of the two.
8. The response may discuss the impacts of the law on American society from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.

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

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

**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances that led to the passage of *two* specific pieces of federal legislation and *at least two* impacts of *each* law on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Indian Removal Act*: connects President Andrew Jackson’s goal of opening land east of the Mississippi River for southern farmers and miners and the widely-held belief that Native American Indians could not be assimilated to the passage of the Indian Removal Act that forcibly relocated the Five Civilized Tribes westward along the Trail of Tears, causing suffering and death during the journey and establishing a precedent for future relocation and subjugation; *Pure Food and Drug Act*: connects public alarm about adulterated medicines and contaminated foods that had been triggered by muckrakers and Progressive reformers to the passage of the Pure Food and Drug Act that mandated product labeling and testing, increased consumer protection, and increased federal regulatory power and public confidence
- Richly supports the theme with relevant facts, examples, and details, e.g., *Indian Removal Act*: racism; “red man”; paternalistic attitude; broken treaties; discovery of gold; cotton; Chief Justice John Marshall; *Worcester v. Georgia*; Jackson’s defiance; Cherokee; Seminole wars; fugitive slaves; Oklahoma; military escort; cold; starvation; disease; late 19th-century reservation policy; Manifest Destiny; *Pure Food and Drug Act*: laissez-faire; industrialization; patent medicines; “snake-oil salesmen”; Upton Sinclair; *The Jungle*; unsanitary food processing plants; President Theodore Roosevelt; Meat Inspection Act; Food and Drug Administration; approval of new medications; truth in labeling; increased bureaucracy; product recalls; salmonella; e-coli
- 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 law more thoroughly than for the second law *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Indian Removal Act*: discusses how racist attitudes and President Andrew Jackson’s goal of opening land east of the Mississippi River to white settlers led to the passage of the Indian Removal Act that resulted in the forced relocation of Native American Indians to Oklahoma along the Trail of Tears and set the precedent for the breaking of treaties and subsequent relocation of more Native American Indians as the nation moved westward; *Pure Food and Drug Act*: discusses how the work of Progressive reformers and muckrakers that exposed the dangers of food and drug additives led to the passage of the Pure Food and Drug Act that established testing and labeling of foods and drugs and improved consumer safety and public confidence
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

**Note:** If *both* aspects of the task for *one* law passed by Congress 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 three* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 1:**

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

**Score of 0:** Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

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

Laws have been passed throughout American history that have influenced American society, politics, and economy, ever since the inception of the new nation. These laws often dealt with adversity & controversy throughout their “lives.” Some acts, however, were ultimately ineffective and actually disastrous. Such as the 1807 Embargo & the Kansas-Nebraska Act.

First, the Embargo Act saw its inauguration under the Jefferson Administration when the young nation was still in its “infancy,” with little naval power. Amidst global warfare between the world’s superpowers in the early 19th century the infant nation was struggling to persist. Thus, when both Napoleon and the British Empire infringed upon the United States’ rights of the sea and neutrality, by both besieging American merchant ships and impressing sailors, Jefferson advocated for the passage of the Embargo Act of 1807. Congress passed the act despite the opposition of New England Federalists. This Act called for the stoppage of all trade with foreign nations. By ceasing American exports, Jefferson wanted both France & Britain to suffer without necessary Yankee foodstuffs, therefore exemplifying the importance of the new nation. Unfortunately, the Act never fulfilled Jefferson’s goal of worldwide respect for America. Although affected by the loss of American imports, both France & Britain managed to survive and still refused to respect our neutrality. It was the United States, ironically, that truly struggled under the Embargo. New England ports, once bustling with trade, were silent for the first time in centuries. Merchants around the country truly bore the financial burden of the Embargo Act. Sailors, dock workers and shipbuilders were without work. Raw materials

could not be sold abroad, so even southern cotton growers suffered. Eventually, Jefferson saw the failure of the plan. Not only was it economically ineffective, but Britain continued to impress American sailors and ignore American sovereignty. The law was repealed 2 years later and was replaced with the non-Intercourse Act. Both of these Acts failed to end tensions between the United States and Britain, which eventually boiled over into the War of 1812.

A half-century later, another monumental bill was signed into law in 1854: the Kansas-Nebraska Act. By the 1850's, American society was completely torn apart on the issue of the expansion of slavery. Previous legislative acts attempted to resolve the issue of slavery's expansion. The Missouri Compromise and Compromise of 1850 had attempted to alleviate tensions of both sides, the free North & slavery-dominated South, but neither completely satisfied both sides. However, the Kansas-Nebraska Act of 1854, engineered by Sen. Stephen Douglas, attempted to fill the inevitable divide. The Act called for popular sovereignty in both Kansas and Nebraska, in other words, settlers would vote on whether slavery was to be included in the State Constitution. Thus, the act repealed the long-established Missouri Compromise. Although the act seemed to epitomize the ideals of democracy, in reality it was essentially disastrous. The Act effectively created "Bleeding Kansas" where pro-slavery and abolitionist individuals bitterly fought in Kansas over the issue of continued slavery. Hundreds died and property was destroyed as violence swept across the state over whether a "free" or "slave" constitution would be adopted. This act even split apart the once solid Democratic Party, while it gave rise to a new political party, Republican, which fiercely opposed

---

**Anchor Paper – Thematic Essay—Level 5 – A**

---

any expansion of slavery into new territories. In the election of 1860, northern Democrats backed Stephen Douglas, while southern Democrats backed John Breckinridge. This divide essentially allowed the election of Republican Abraham Lincoln, which directly led to the secession of South Carolina and other Southern states creating the Confederacy. Ineluctably, the civil war ensued.

Obviously landmark legislation throughout the history of the United States has had a notorious and lasting impression on American culture and society. The Kansas-Nebraska Act and Embargo Act, failed to prevent war. The institution of these Acts influenced America's future, and played a significant role in American political life.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led to the passage of the Embargo Act and the Kansas-Nebraska Act and by discussing the impacts of each law on American society
- Is more analytical than descriptive (*Embargo Act*: by ceasing American exports, Jefferson wanted both France and Britain to suffer without necessary Yankee foodstuffs, therefore exemplifying the importance of the new nation; foreign nations continued to ignore American sovereignty; it was the United States, ironically, that truly struggled under the embargo; failure of Acts eventually boiled over into the War of 1812; *Kansas-Nebraska Act*: although the act seemed to epitomize the ideals of democracy, in reality it was disastrous; this act split apart the once-solid Democratic Party while it gave rise to a new political party, Republican, which fiercely opposed any expansion of slavery into new territories; divide allowed the election of Republican Abraham Lincoln, which led to the secession of South Carolina and the Civil War)
- Richly supports the theme with relevant facts, examples, and details (*Embargo Act*: little naval power; global warfare; early 19th century; Napoleon; British Empire; rights of the sea; neutrality; merchant ships; impressing sailors; stoppage of all trade; opposition of New England Federalists; loss of American imports; silent ports; sailors, dock workers and shipbuilders without work; raw materials; cotton growers suffered; repealed two years later; Non-Intercourse Act; *Kansas-Nebraska Act*: Compromise of 1850; free North, slavery-dominated South; Senator Stephen Douglas; popular sovereignty; repealed Missouri Compromise; Bleeding Kansas; hundreds died; property destroyed; election of 1860; John Breckinridge; Confederacy)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that cite the negative outcomes of the two laws

**Conclusion:** Overall, the response fits the criteria for Level 5. The strength of the response lies in its understanding of the need to establish the sovereignty of the United States, the sectional tensions preceding the Civil War, and the positions of 19th-century political parties. In addition, analysis of the negative impacts of both laws is used to make an effective argument that neither piece of legislation prevented the outbreak of war.

Checks and balances are an integral part of the governing system of the United States. The Congress is made up of legislators directly elected by the people, representatives who are responsible for passing new laws. These laws are in response to social, economic, or political stimuli and act as a catalyst for change, often dramatically affecting American society. The Indian Removal Act of 1830 and the Pure Food and Drug Act of 1906 are examples of congressional legislation passed to change America.

The Indian Removal Act came at an important point in history. Andrew Jackson was president, and Americans were full of the adventurous spirit that would later be called Manifest Destiny. However, they were also full of racism towards the Indian tribes. They were determined to take the fertile and mineral rich lands of the Southeast even though these lands were inhabited by the “civilized” tribes, including the Cherokee. Jackson, who had a reputation as an Indian fighter, decided that a generous way to solve the Indian problem was to relocate them far to the West into present-day Oklahoma, then known as the Indian Territory. The Indian Removal Act was passed by Congress to move the Indians of the South westward. Originally, the Supreme Court ruled that Georgia had no right to pass laws concerning Cherokee lands. However, Jackson ignored Chief Justice Marshall’s ruling and famously stated, “John Marshall has made his decision. Now let him enforce it.” The Cherokee and other tribes were forced marched along the Trail of Tears, a tough road where thousands lost their lives from disease and starvation. This law set the tone for the treatment of Indians in the U.S. In the future our government would rob the Indians of possessions, take their land,

force them onto separate reservations, and go back on its word. This poor treatment made the Indian tribes what they are today: only a shadow of the powerful and noble entities they used to be. Many Indians died on the Trail of Tears, and the survivors harbored intense resentment against the White Americans. The Indian Removal Act is an example of the terrible treatment of the Indian tribes.

The Pure Food and Drug Act of 1906 also effected US society. Theodore Roosevelt was president and Congress had many Progressive legislators who had begun to question the nation's laissez-faire policy toward big business. At the time, there were no regulations to protect consumers from the threat of tainted food and dangerous drugs. Muckrakers like Ida Tarbell and Upton Sinclair exposed the dirty secrets of big business. Sinclair published *The Jungle*, a book about the horrors of the meatpacking industry. Other writers exposed the lies behind advertisements for various drugs, revealing real ingredients and many harmful effects. All these writers shed light on the unhealthy and unsanitary production of food and drugs. These stories upset and united consumers, who demanded action. The federal government stepped in to intervene. The Pure Food and Drug Act provided for regulation of products. Businesses could no longer sell products that were falsely labeled or that contained unhealthy additives. The Food and Drug Administration was created to insure the accurate labeling of drugs and protect the quality of the food supply. It heralded a new age when government wasn't afraid of regulating big business to protect the public. In addition, other agencies were created to make life safer and healthier for Americans and their life expectancy increased. Today, the Food and Drug Administration has

---

**Anchor Paper – Thematic Essay—Level 5 – B**

---

huge powers over the food and drug industries. Pharmaceutical companies, for instance, must meet high quality standards, including testing before new drugs can be sold.

Both the Indian Removal Act and the Pure Food and Drug Act influenced the United States. They set precedents and changed the way people live. This illustrates the power of Congress to change and influence our lives.

**Anchor Level 5-B****The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led to the passage of the Indian Removal Act and the Pure Food and Drug Act and the impacts of each law on American society
- Is more analytical than descriptive (*Indian Removal Act*: Andrew Jackson was president and Americans were full of the adventurous spirit that would later be called Manifest Destiny; Cherokee forced-marched along the Trail of Tears; this law set the tone for the treatment of Indians in the United States; poor treatment made tribes what they are today, a shadow of the powerful and noble entities they used to be; survivors harbored intense resentment against the white Americans; *Pure Food and Drug Act*: at the time, there were no regulations to protect consumers from the threat of tainted food and dangerous drugs; other writers exposed the lies behind advertisements for various drugs, revealing real ingredients and many harmful effects; stories upset and united consumers, who demanded action; Food and Drug Administration created to insure the accurate labeling of drugs and protect the quality of the food supply; new age when government was not afraid to regulate business to protect the public; today, the Food and Drug Administration has huge power over the food and drug industries)
- Richly supports the theme with relevant facts, examples, and details (*Indian Removal Act*: racism; Indian fighter; present-day Oklahoma; Indian Territory; Supreme Court; Georgia; Chief Justice Marshall's ruling; thousands lost their lives; rob the Indians of their possessions; take their land; separate reservations; *Pure Food and Drug Act*: Theodore Roosevelt; Progressive legislators; laissez-faire; big business; muckrakers; Upton Sinclair; *The Jungle*; meatpacking industry; falsely labeled; unhealthy additives)
- Demonstrates a logical and clear plan of organization; includes a strong introduction observing that the Congress is directly elected by the people and a conclusion that refers to the power of Congress to influence lives

**Conclusion:** Overall, the response fits the criteria for Level 5. The response includes good analysis of the time periods, the precedents established by each law, and the impacts of these laws on American society.

Throughout U.S. History, the legislation passed by Congress has been crucial. Many important events would not have happened without Congressional legislation to spur them on or galvanize them to occur. I am sure the founding fathers knew this when they wrote the constitution, and they approved of this. Two pieces of legislation that are key to the study of U.S. history are the Kansas-Nebraska Act and the Social Security Act.

The origins of the Kansas-Nebraska Act go back to 1820, with the Missouri Compromise. The Missouri Compromise probably stalled the Civil War for decades and allowed both sides to cool off. However, the Mexican War brought a huge new area into the U.S. and with it, another debate over the spread of slavery. The Compromise of 1850 temporarily quieted the debate when both the North and the South gained something. California came in as a free state and a stronger fugitive slave law was included in the compromise. But then Stephen Douglas came to the scene. He believed in popular sovereignty, which was the practice of allowing a territory to vote for or against slavery. At that time, the tension between the North and the South was significant, but not at the boiling point yet, as ties of economic and political bonds still held them together.

When the Kansas-Nebraska Act was passed, both the North and the South sprang into action. The act had allowed the 2 territories, Kansas and Nebraska, to vote for or against slavery. Antislavery free-soilers streamed into Kansas to vote down slavery, assisted by Northern settlement groups. Pro-slavery Southerners likewise sent their own groups to Kansas to vote for slavery. On election day, the atmosphere was tense. Pro-slavery "border ruffians" from Missouri crossed over the

border and voted early and often. The pro-slavery men also terrorized the antislavery men. Having won the election, the pro-slaverites quickly moved to draft the Lecompton Constitution, which would have slavery in the territory even if enough people voted no slavery. The antislaverites boycotted the polls and the Lecompton constitution passed with slavery. But Douglas got angry over this fraudulent means of popular sovereignty and pushed to have the whole Lecompton Constitution voted on and the free soilers defeated the constitution. The main effect all of this caused is essentially the beginning of the Civil War. With the immense tension coming from the Kansas region, with things like John Brown's massacre of 5 people and "Bleeding Kansas," it was only a matter of time before the bullets flying in Kansas ignited the rest of the country, and it did, culminating with the Civil War.

The Social Security Act also came in an environment of great tension, though not the same kind. The Social Security Act was passed during the Great Depression, which was the worst economic downturn in U.S. history. There was little hope in anybody's mind and many people were trying desperately to make ends meet. The whole atmosphere was one of gloom and doom for many people, especially as the unemployment rate was sometimes as high as 25% and hundreds of banks closed. Then Roosevelt became President, and everything changed. He tried many different approaches to solving the economic downturn. One was Social Security, which was first proposed by a California doctor.

The effect of Social Security was long term unlike some of the other New Deal projects, such as the WPA, AAA, and CCC, which had a

much more immediate impact. Social security started paying federal benefits in the 1940s and for many years provided retirement money for the elderly, while building up a huge trust fund to pay future benefits. Social security is extremely important today, for several reasons. First, it provides a lifeline of the elderly who have no income, which generally acts as a stabilizing influence on society, as people worry less about what happens when you turn 65. In 1965 under Johnson, social security was expanded to include Medicare, which provides hospital and medical insurance for the elderly. Another important result of Social Security is that the government projected deficit has skyrocketed. Because more and more people are living past 65, the Social Security system can no longer support itself and will go bankrupt unless action is taken. This happened because the money that was supposed to be in the trust fund was used to pay other government costs.

Some people say that the Legislative Branch of the U.S. government is the most powerful, and I agree. Merely look at how many important legislative accomplishments it has done over the years and you will see the truth. There will always be crises, and there will be solutions to them. We merely need the courage to carry them out, like our forefathers did.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Kansas-Nebraska Act in more depth than the Social Security Act
- Is both descriptive and analytical (*Kansas-Nebraska Act*: the Mexican War brought a huge new area into the United States and with it, another debate over the spread of slavery; California came in as a free state and a stronger fugitive slave law was included in the Compromise of 1850; at that time, the tension between the North and South was significant, but not at the boiling point, as ties of economic and political bonds still held them together; anti-slavery free-soilers streamed into Kansas to vote down slavery; the bullets flying in Kansas ignited the rest of the country, culminating with the Civil War; *Social Security Act*: many people were trying desperately to make ends meet; started paying federal benefits in the 1940s and for many years provided retirement money for the elderly; in 1965 under Johnson, Social Security was expanded to include Medicare, which provides hospital and medical insurance for the elderly; government projected deficit has skyrocketed; because more and more people are living past 65, the Social Security system can no longer support itself and will go bankrupt unless action is taken)
- Supports the theme with relevant facts, examples, and details (*Kansas-Nebraska Act*: Missouri Compromise in 1820; Stephen Douglas; popular sovereignty; two territories; pro-slavery Southerners, “border ruffians” from Missouri voted early and often; Lecompton Constitution; boycotted the polls; John Brown’s massacre of five people; Bleeding Kansas; *Social Security Act*: Great Depression; worst economic downturn; unemployment rate of 25%; hundreds of banks closed; Roosevelt became president; first proposed by a California doctor; New Deal; built up a huge trust fund)
- Demonstrates a logical and clear plan of organization; includes an introduction that credits congressional legislation with causing many important events and a conclusion that overstates the relative importance of the legislative branch

**Conclusion:** Overall, the response fits the criteria for Level 4. The response blends a great deal of descriptive information with some analysis in the discussion of the Kansas-Nebraska Act, but the discussion of the Social Security Act is primarily descriptive and lacks similar depth.

The chief purpose of the United States Congress is to pass laws that better American society. Since the inception of our nation, Congress has been at work fulfilling this function, sometimes through internal stimuli and sometimes from outside pressure. Two excellent examples of Congress exercising its law-making abilities to bring about change in American society are the Kansas-Nebraska Act of 1854 and the Pure Food and Drug Act of 1906.

In 1854 the United States was a nation divided over the issues of slavery. In the early 19th century, the northern states were free states, meaning slavery was uncommon or outlawed, and the southern states were slave states. There was an equal number of slave and free states, this caused an uneasy balance in the Senate, where representation from every state is equal. As the nation expanded westward, and more new states were being admitted to the Union, Congress tried to maintain this balance, through the Missouri Compromise, which stated that all states north of the 36° 30' line except for Missouri would be admitted as free states, all new states south would be admitted as slave states. This compromise applied to the Louisiana Purchase in which most of the land was above the 36° 30' line. Most Northerners thought this meant that few new slave states would be admitted in the future. During the 1840s there was rapid westward expansion and the question of whether slavery could spread was re-opened. In the 1850's, it became apparent that two new states both north of the compromise line would be joining the Union. People from slave states felt that admitting two free states would cause an upset in the balance of power, while those from free states felt that the Missouri Compromise had guaranteed that these two new states, Kansas and Nebraska, would be

free. One solution, which would shift the decision from Congress to local settlers, was to let the people decide for themselves by exercising popular sovereignty. Thus the Kansas-Nebraska Act was passed. An unforeseen consequence of this act was that many people from both sides of this conflict moved to these two states to try to influence the vote in their direction. Violence often broke out, so much so that Kansas in this time period was often referred to as "bleeding Kansas." For instance, John Brown and his sons massacred proslavery settlers, contributing to the civil war in Kansas. These actions further enflamed the conflict over slavery. The Kansas Nebraska Act was supposed to remove the issue of slavery from Congress. Instead it led to public outrage in the North and open fighting in Kansas, keeping the issue of slavery in the public's mind. All of this contributed to the Civil War. Both states were eventually admitted as free states, just as they would have been under the Missouri Compromise.

Before the food and Drug Act of 1906, food and medications were almost completely unregulated, since Congress believed in a laissez-faire policy toward business. There were no standards in which animals could be used to make food, no regulations on the sanitation of food processing facilities, and no provisions requiring that the consumer be made aware of what was in their food. Many men travelled around selling homemade medicine. These "snake oil salesmen" promised that their product was a panacea, but in reality these medicines rarely had any positive impact, and often caused harm. This all started to change once the muckrakers got involved. A muckraker is an artist, author, or other prominent person who uses their career to expose a problem in society. One such muckraker was

Upton Sinclair, an author whose book The Jungle exposed the horrors of the meat packing industry. After these horrible issues had been brought to the light, Progressives in Congress pushed for passage of the Food and Drug Act, which set up the Food and Drug Administration, or FDA. The FDA is responsible for setting up guidelines for pure food, making it so that products have accurate labels of what was in consumer's food and for testing medicines to make sure they are safe and effective. People from the tenements to the White House supported the passage of the Pure Food and Drug Act because they were consumers, who had been at the mercy of those who produced their food and drugs. Most Americans knew it was time for more government regulation. In recent years, the FDA has forced the recall of some medicines because they have caused more harm than good over the long run. The FDA continues to achieve its purpose to this day.

It has been said that the federal government does not affect the average citizen. This is clearly not the case, as exemplified in the Kansas-Nebraska Act and the Pure Food and Drug Act. The United States Congress clearly has bearing on everyday life.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task by thoroughly discussing the historical circumstances that led to the passage of the Kansas-Nebraska Act and the Pure Food and Drug Act but is somewhat weaker in the discussion of the impacts of the Pure Food and Drug Act
- Is both analytical and descriptive (*Kansas-Nebraska Act*: an equal number of slave and free states caused an uneasy balance in the Senate where representation from every state is equal; an unforeseen consequence of this act was that many people from both sides of this conflict moved to these two states to try to influence the vote in their direction; violence broke out; actions further enflamed the conflict over slavery; Act was supposed to remove the issue of slavery from Congress; led to public outrage in the North and open fighting in Kansas, keeping the issue of slavery in the public's mind; *Pure Food and Drug Act*: before the Food and Drug Act of 1906, food and medications were almost completely unregulated since Congress believed in a laissez-faire policy toward business; Food and Drug Administration is responsible for setting guidelines for food and for testing medicines; people from the tenements to the White House supported the passage of the Pure Food and Drug Act because they were consumers, who had been at the mercy of those who produced their food and drugs; most Americans knew it was time for more government regulation; FDA continues to achieve its purpose to this day)
- Supports the theme with relevant facts, examples, and details (*Kansas-Nebraska Act*: free states; slave states; nation expanded westward; Missouri Compromise; 36°30' line; popular sovereignty; Bleeding Kansas; John Brown; admitted as free states; Civil War; *Pure Food and Drug Act*: no standards; “snake oil salesmen”; panacea; often caused harm; muckrakers; expose a problem; Upton Sinclair; *The Jungle*; meatpacking industry; Progressives; recall of some medicines)
- Demonstrates a logical and clear plan of organization; includes an introduction that points out that legislation results from both internal and external pressures and a conclusion that recognizes that laws affect the everyday life of average citizens

**Conclusion:** Overall, the response fits the criteria for Level 4. The response provides ample description and analysis of the historical circumstances leading to each act as well as a good discussion of the impacts of the Kansas-Nebraska Act. However, the impacts of the Pure Food and Drug Act are treated superficially.

As deemed by the U.S. Constitution, the legislative branch has the power to put laws into effect that are necessary for the time. Two of these laws, the Sedition Act and the Embargo Act, had profound impacts on America. Both acts were passed when America was on the brink of war and each had significant effects (socially and politically for the Sedition Act and economically for the Embargo Act) on American society prior to a major physical conflict.

The Sedition Act was passed by Federalists under President Adams when America was in conflict with France. The “Quasi-War” with France, which started due to trading conflicts and abuse of our neutral rights, was elevated to a level close to complete open warfare. The possibility of war with France led Congress to increase the size of the Navy and the Army. During this time, Congress (under Adams’ administration) passed several controversial legislations, but the most significant was the sedition act. The Sedition Act called for the arrest of anyone who spoke out against the government’s (and therefore Adams’) policies. This not only allowed Adams to arrest any political opponents, but it also limited the constitutional right to freedom of speech. Adams finally realized that France wanted to negotiate a settlement. Many Federalists were upset when Adams began negotiations with France that ended the old alliance treaty from the Revolutionary War. When conflicts with the French lessened and Jefferson was elected President, the Sedition Act was repealed, but its legacy did not die. During World War I, President Wilson passed a similar Sedition Act to arrest people who spoke out against the government (though with more rationale than Adams). The reemergence of the Sedition Act in 1918 confirms that the government

tends to limit citizens' rights during times of conflict.

Not long after the Quasi-War, President Jefferson was faced with a series of issues with the French and British. Both nations were in battle on the seas and so trade with America was disrupted.

Additionally, the British were impressing American sailors for the British navy. Responsively, Jefferson's Congress passed the Embargo Act of 1807. This legislation placed an embargo on all American trade for the time, in an attempt to hurt the French and British economies.

Jefferson believed that the European powers needed our food exports and other raw materials so much that they would be forced to change their attacks on our merchant ships. Jefferson's administration was wrong about this because Britain would not give up its naval superiority to gain America's food. However, there were repercussions; the American mercantile economy plummeted as a result of the act's passage. New England was hit particularly hard by the embargo, and as a result smuggling and lawlessness broke out around New England ports. In fact, several New Englanders began to contemplate secession from the union (which Federalists later recommended at the Hartford Convention). This first mention of secession set a precedent for the South in its stance for states' rights prior to the civil war.

Additionally, the failure of Jefferson's policy allowed the conflict with Britain and France to grow, eventually leading to the outbreak of the War of 1812. Therefore, Americans' responses to economic legislation had political ramifications that would reemerge later and more drastically in U.S. history.

Thus, American legislation has had profound effects on American society. The Sedition Act limited citizens' rights, while the Embargo

---

**Anchor Paper – Thematic Essay—Level 4 – C**

---

Act limited American's rights to free trade. Legislation has often been controversial and the issues addressed by legislation are not always completely resolved as a result.

---

**Anchor Level 4-C**

**The response:**

- Develops all aspects of the task for the Sedition Act and the Embargo Act but does so somewhat unevenly by discussing the historical circumstances that led to the passage of these acts less thoroughly than the impacts
- Is more analytical than descriptive (*Sedition Act*: possibility of war with France led Congress to increase the size of the Navy and the Army; during this time, Congress, under Adams' administration, passed several controversial legislations, but the most significant was the Sedition Act; allowed Adams to arrest political opponents; limited the constitutional right to freedom of speech; Adams began negotiations with France that ended the old alliance treaty from the Revolutionary War; Jefferson elected president and Sedition Act repealed; legacy did not die; the reemergence of the Sedition Act in 1918 confirms that the government tends to limit citizens' rights during times of conflict; *Embargo Act*: this legislation placed an embargo on all American trade in an attempt to hurt the French and British economies; Jefferson believed that the European powers needed our food exports and other raw materials; Britain would not give up its naval superiority to gain America's food; American mercantile economy plummeted as a result of the act; this first mention of secession set a precedent for the South in its stance for States rights prior to the Civil War; failure of Jefferson's policy allowed the conflict with Britain and France to grow; led to the outbreak of the War of 1812)
- Supports the theme with relevant facts, examples, and details (*Sedition Act*: Federalists; Quasi War with France; Federalists; trading conflicts; repealed under Jefferson; World War I; President Wilson; similar Sedition Act; *Embargo Act*: after the Quasi War; President Jefferson; battle on the seas; trade with America was disrupted; British impressing American sailors; British navy; New England; smuggling and lawlessness; Federalists; Hartford Convention)
- Demonstrates a logical and clear plan of organization; includes an introduction that observes that both acts were passed when the United States was on the brink of war and a conclusion that states that the Sedition Act limited citizens' rights while the Embargo Act limited American's rights to free trade

**Conclusion:** Overall, the response fits the criteria for Level 4. While the response lacks the depth and detail of a Level 5 paper, it includes high-level analysis especially by connecting each law to future events.

Throughout the history of the United States, laws have had huge impacts on the lives of Americans. As Americans faced social, political, and economic hardships, Congress has responded by passing influential legislation to combat these hardships and leave lasting results that have and continue to shape the United States into the nation it is today. Two such pieces of legislation is the Social Security Act (1935) and the GI Bill/Servicemen's Readjustment Act (1944).

First, the Social Security Act of 1935 came at an economically trying time for Americans. As the Great Depression raged around them, Americans fought against poverty, although it seemed like a losing battle. People suffered horrible losses, sometimes their homes, their life savings, and their hope as they tried to rebound from the economic sinkhole they had fallen into. Congress, realizing that Americans were suffering, decided to take action and passed the Social Security Act of 1935. The act was an attempt to help those who seemed to be suffering the most because of the Depression, especially the elderly and the unemployed. The unemployed received unemployment insurance through their state governments. The pension plan for the elderly was paid for by both workers and employers; however, federal pensions did not start until the 1940s. The act provided money in an attempt to help those who could no longer work for their money. It helped them save their homes and have enough money to buy food and other basic needs. The Social Security Act helped pull many Americans out of the clutches of the Great Depression. Even today, the Social Security Act lives and tries to make life a little easier for those who can no longer support themselves economically.

Also, the GI Bill/Servicemen Readjustment Act of 1944 had a huge impact on America, both socially and economically. The GI Bill helped former servicemen that served during World War II find a place for themselves in the United States. Many GIs used their money from the Bill to buy homes and start a family. A great number of these veterans settled down in suburbs like Levittown, and helped usher in the culture of the 1950s. Other GIs however, used the support of the GI Bill to go to college. Many of these GIs came from families and lifestyles that would not have been able to send them to college if not for the GI Bill. This wave of college graduates set a higher standard for education in the United States. It helped people realize how important a college education was in the job market and how much a college degree could improve their salary and lifestyle. The GI Bill drastically changed and improved social aspects of the American culture. It helped usher in the stability of the 1950s and improve education standards for the United States.

In conclusion, American laws in the history of the United States left lasting impacts. The Social Security Act of 1935 helped save Americans from the Great Depression while the GI/Servicemen Readjustment Act of 1944 helped change social aspects in the American culture and send more Americans to college. The U.S. Congress, through the legislation that it passes, has left and will continue to leave lasting results that shaped the United States into the nation it is today.

### Anchor Level 3-A

**The response:**

- Develops most aspects of the task in some depth for the Social Security Act and by discussing the impacts of the GI Bill
- Is more descriptive than analytical (*Social Security Act*: people suffered horrible losses, sometimes their homes, their life savings, and their hope as they tried to rebound from the economic sinkhole they had fallen into; the unemployed received unemployment insurance through their state governments; pension plan for the elderly was paid for by both workers and employers; federal pensions did not start until the 1940s; provided money to help those who could no longer work for their money; helped them save their homes and buy food and other basic necessities; even today, the Social Security Act tries to make life a little easier for those who can no longer support themselves economically; *GI Bill*: helped former servicemen that served during World War II find a place for themselves in the United States; GI's used their money to buy homes; others used the Bill to go to college; this wave of college graduates set a higher standard for education; college degree could improve their salary and lifestyle; helped usher in the stability of the 1950s)
- Includes some relevant facts, examples, and details (*Social Security Act*: Great Depression; poverty; unemployment insurance; *GI Bill*: start a family; suburbs; Levittown)
- Demonstrates a satisfactory 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 3. The response shows insight about the impacts of the GI Bill, but lacks the historical circumstances that led to its passage. The discussion of the Social Security Act is more fully developed.

As the principal lawmaking body of the American government, it is the duty of Congress to pass into effect legislation to both protect and improve the livelihood of its citizens. In its existence Congress has passed many laws that have held very far-reaching consequences. As the system is not a perfect one, there have been occasions in which Congress has caused more harm than good, though not strictly of any malicious intent. Just the opposite, on occasions ground-breaking advancements in protective and beneficial governing have been made by this very same legal entity.

During the administration of Andrew Jackson, a bill was passed into law which not only violated many existing treaties but also some basic human rights. The Indian Removal Act stands as one of the greatest mistreatments of the Native population in American history. Jackson supported the Indian Removal Act because he wanted to see Georgia, Florida, Alabama, and Mississippi settled by white Southerners. He thought they would make better use of the land and help strengthen the Southern border of the United States with large plantations. Jackson even ignored a Supreme Court decision which had been made on the side of Indians against the state of Georgia. By the Indian Removal Act's effect and passing, the homelands of many Native-American tribes were swiftly and brutally vacated. In particular, the eviction of the Cherokee tribe to "Indian territory" was so vicious, it earned the nickname "trail of tears." This single congressional act thus destroyed the lives of many people, an uncommon consequence for an act of the American government.

However, in the early twentieth century Congress proved its focus lay in a new more progressive direction. Under the leadership of

Theodore Roosevelt and with guidance from the muckrakers (a group of journalists dedicated to exposing corruption and anything else that would sell papers) Congress passed the Pure Food and Drug Act. Inspiration for the act is primarily accredited to Upton Sinclair a muckraker and author of The Jungle (which coincidentally had almost nothing to do with the law it motivated, from a literary perspective, but it scared the public about what they were eating). Consumers became afraid of being harmed by unsafe food and drugs which they had no way of avoiding and no way to stop. Rich and poor people shared this problem and wanted the federal government to do something to protect them. As the effect of the new law, regulations on the testing of medicines and labeling of food products were made much stricter. The creation of the FDA (Food and Drug Administration) allowed for tight government control of the effected industries and likely prevented numerous deaths from preventable illness. The benefit of the law is therefore self-evident.

Thus the actions of Congress can and have affected the lives of Americans. Through the effects are not always beneficial, their creation is often with good intentions in mind. Negative repercussions seemingly only follow an act passed under great crisis or ignorance such as the clear and present danger clause or the aforementioned IRA, respectively. For the most part however it is clear that the faith of Americans in their government is well placed and well deserved.

### Anchor Level 3-B

#### The response:

- Develops all aspects of the task in little depth for the Indian Removal Act and the Pure Food and Drug Act
- Is both descriptive and analytical (*Indian Removal Act*: violated some basic human rights; one of the greatest mistreatments of the native population; Jackson supported the Indian Removal Act because he wanted to see Georgia, Florida, Alabama, and Mississippi settled by white Southerners; he thought they would make better use of the land and help strengthen the southern border of the United States with large plantations; Jackson ignored a Supreme Court decision; the homelands of many Native American tribes were swiftly and brutally vacated; *Pure Food and Drug Act*: in the early 20th century, Congress proved its focus lay in a new, more progressive direction; muckrackers dedicated to expose corruption; consumers became afraid of being harmed by unsafe food and drugs which they had no way of avoiding; rich and poor people wanted the federal government to do something to protect them; regulation on the testing of medicines and labeling of food products was made much stricter; the creation of the Food and Drug Administration allowed for tight government control of affected industries; prevented numerous deaths from preventable illness)
- Includes some relevant facts, examples, and details (*Indian Removal Act*: eviction of Cherokee tribe; Indian territory; Trail of Tears; destroyed lives; *Pure Food and Drug Act*: Theodore Roosevelt; journalists; Upton Sinclair; *The Jungle*; scared the public); includes an inaccuracy (cites “clear and present danger clause” as an act passed under great crisis)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state laws have sometimes caused more harm than good

**Conclusion:** Overall, the response fits the criteria for Level 3. The response includes a degree of analysis not common in a Level 3 paper. However, it lacks sufficient details to support this analysis and lacks a full discussion of the impacts of these acts.

Congress has had to address so many political, economic and social issues through American history passing laws that often made an impact on American Society. Under Theodore Roosevelt for instance Congress enacted the Pure Food and Drug Act of 1906 which significantly impacted America's laissez-faire economy. In the face of rising sectional tensions between the North and the South, Congress introduced the Kansas-Nebraska Act of 1854. So the Congressional Legislative body has played a significant role in the shaping and impacting of American society and history.

President Theodore Roosevelt was leading the nation as it was undergoing a significant era in American history known as the Progressive Era. It was an era that called for political improvement, social change, and more government regulation in economic and social affairs. Some writers had investigated the drug and food industries, telling stories of drugs with harmful ingredients and food that was spoiled and dirty. Many people became upset by these stories. In response to this growing movement, Congress passed the Pure Food and Drug Acts, one of many laws in the 1900s that challenged the nation's laissez-faire policy. It allowed for the testing and labeling of food and drugs in the factories where they were making them and the assurance and security that American consumers were eating foods that were properly made by the companies that sold them. This would not only impact the economy and its capitalist policy but increase the size of government with new agencies to ensure safe foods and drugs for consumers. Congress therefore socially, economically, and politically impacted American society in an attempt to improve the production, testing, selling, and safe consumption of food and drugs.

to American consumers living in the Progressive Era.

In the early 1800s, Congress passed legislations in response to burgeoning sectional conflicts between the Northern States and the Southern States. The representation of states, the legitimacy of slavery, and the extension of slavery were three of the many heated issues that would lead to the Civil War. The South developed a sense of distrust with the North because they did not respect their slave laws and their right to slaves as property; At the same time they felt that they were not being properly or equally represented in the west and that the North was trying to create an unbalance between them. For instance Congress passed the Kansas Nebraska Act in 1854 which attempted to solve the extension of slavery issue by opening Kansas to the option of either allowing or disallowing slavery. But the Act only furthered tensions between the southerners and northerners because pro-slavery Americans and anti-slavery Americans fought and killed each other to gain control of Kansas and establish their own state constitution. The immediate impact that the Act had on America was probably the first official civil battle in America before the Civil War; it even received the name "Bleeding Kansas." But the Act would impact America by furthering tensions between the North and South, giving the South every reason to no longer trust the North and secede, and bring about the Civil War.

Therefore Congress has faced so many movements like the Progressive and so many issues and events that had both positive and negative results in American society and history. The Pure Food and Drug Act and the Kansas Nebraska Act were two of the many legislations that Congress passed in response to growing movements

---

**Anchor Paper – Thematic Essay—Level 3 – C**

---

and growing problems. Impacting laissez faire economy, Congress strengthened government regulation in businesses. In foreshadowing the Civil War, Congress brought about "Bleeding Kansas." So Congress has played a role in shaping and influencing American society and history.

**Anchor Level 3-C****The response:**

- Develops all aspects of the task in little depth for the Pure Food and Drug Act and the Kansas-Nebraska Act
- Is more descriptive than analytical (*Pure Food and Drug Act*: it was an era that called for political improvement, social change, and more government regulation in economic and social affairs; some writers had investigated the drug and food industries, telling stories of drugs with harmful ingredients and food that was spoiled and dirty; one of many laws in the 1900s that challenged the nation's laissez-faire policy; allowed for testing and labeling of food and drugs in the factories; increased the size of government with new agencies; *Kansas-Nebraska Act*: Congress passed legislation in response to burgeoning sectional conflicts between the Northern states and the Southern states; furthered tensions between the North and South, giving the South every reason to no longer trust the North and secede, and bring about the Civil War); includes faulty application (*Kansas-Nebraska Act*: implies passage of the Kansas-Nebraska Act was a product of Northern bias)
- Includes some relevant facts, examples, and details (*Pure Food and Drug Act*: Theodore Roosevelt; Progressive Era; consumers; capitalist policy; *Kansas-Nebraska Act*: representation of states; legitimacy of slavery; extension of slavery; slaves as property; the West; pro-slavery; anti-slavery; killed each other to gain control; established their own state constitution; Bleeding Kansas)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that highlight the main issues in the response

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of how the Pure Food and Drug Act increased government regulation and how the Kansas-Nebraska Act prompted a civil war. However, the discussion of the impacts is repetitive and limited.

United States Congress, over the period since the US was first created had passed many laws dealing with very important, and sensitive cases, having a significant impact on American society. Two major laws passed, were the Pure Food and Drug Act of 1906, and the Social Security Act of 1935.

The Pure Food and Drug Act was a very crucial law passed, thanks to Progressive reformers and “muckrakers” persistence to help improve quality of both food and medicine for Americans. The Progressives fought to help give the freedom of information of the foods and medicines they take in everyday to all citizens. People like Upton Sinclair who wrote “The Jungle,” which was a book about the atrocities of the meat packing industries, and how people need to know what they are buying. This has had a lasting impression on American Society because to this day, all food’s and medicine must be accurately labeled with its ingredients, and the FDA was also created out of this.

The Social Security Act of 1935 was also a huge and crucial law that is extremely important in today’s American Societies. As the Great Depression lasted through the 1930’s, FDR took it into his own hands to make sure elderly people who could no longer work anymore, still had a source of income to live, and buy goods with. Since jobs were scarce, many people fought to get this Act passed, because no one had money to support these people, or to even support themselves. This law is still a major law in today’s society because as new medicines and treatment come about, elderly people are living much longer, so they need a source of income after they retire in order to support themselves, and their families.

These two laws are just some of the major laws passed by Congress

---

**Anchor Paper – Thematic Essay—Level 2 – A**

---

to solve political, social, and economic problems, many which still are in effect today, affect Americans everyday.

---

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

- Minimally develops most aspects of the task for the Pure Food and Drug Act and the Social Security Act
- Is primarily descriptive (*Pure Food and Drug Act*: was a very crucial law thanks to Progressive reformers' and muckrakers' persistence to help improve quality of both food and medicine for Americans; to this day, all foods and medicines must be accurately labeled with their ingredients; the FDA was also created out of this; *Social Security Act*: as the Great Depression lasted through the 1930s, FDR took it into his own hands to make sure elderly people, who could no longer work anymore, still had a source of income to live and buy goods with; this law is still a major law in today's society)
- Includes few relevant facts, examples, and details (*Pure Food and Drug Act*: freedom of information; Upton Sinclair; *The Jungle*; atrocities of the meatpacking industries; *Social Security Act*: jobs were scarce; no one had money)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Although the response demonstrates an understanding of the issues, it lacks the depth and analysis of a higher level paper. The historical circumstances for both acts are very brief and only one impact is given for the Social Security Act.

Throughout American history Congress has passed laws that have had a great impact on American society. These laws mostly seem to address important political, social, or economic issues. Two of these laws are the Embargo Act of 1807 and the Pure Food and Drug Act of 1906.

The Embargo Act was something the United States wanted to avoid. Both England and France did business with the United States and when they went to war it didn't make American trade easy. France and England both wanted the United States to side with them and when the US tried to remain neutral England and France both tried to force the United States' hand by kidnaping people off of American ships and enrolling them against their will into their armies. Thomas Jefferson the current president and Congress felt they had no choice but to pass an embargo Act. This Act prohibited trade with either England or France. This Act hurt mostly the people in the North who worked in the shipping business.

The Pure Food and Drug Act was passed in 1906, when a muckraker (journalist or writer) started to investigate factories where food was processed and packaged. Upton Sinclair then decided to write a book called the Jungle depicting the horrors he had witnessed. Upon reading this book in one night Theodore Roosevelt the current president decided to encourage congress to pass the Pure Food and Drug Act. This Act stopped the Laissez-faire type of handling the government had with the food industry. Laws regulating the industry were passed and inspection became common.

Throughout American history Congress passed many laws that impacted greatly upon American society. Some of these laws had a negative effect such as the Embargo Act of 1807 and other had a positive effect, such as Pure Food and Drug Act of 1906.

## Anchor Level 2-B

### **The response:**

- Minimally develops most aspects of the task for the Embargo Act and the Pure Food and Drug Act
- Is primarily descriptive (*Embargo Act*: both England and France did business with the United States and when they went to war, it did not make American trade easy; prohibited trade with either England or France; this act hurt mostly the people in the North who worked in the shipping business; *Pure Food and Drug Act*: Upton Sinclair wrote a book called *The Jungle* depicting the horrors he had witnessed; stopped the laissez-faire type of handling the government had with the food industry; laws regulating the industry were passed; inspections became common)
- Includes some relevant facts, examples, and details (*Embargo Act*: remain neutral; kidnapping people off American ships; Thomas Jefferson; *Pure Food and Drug Act*: muckraker; journalist; Theodore Roosevelt); includes an inaccuracy (*Embargo Act*: enrolling them against their will into their armies)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states that the Embargo Act had a negative effect while the Pure Food and Drug Act had a positive effect on American society

**Conclusion:** Overall, the response fits the criteria for Level 2. The strongest aspect of the response is its discussion of the historical circumstances leading to the Embargo Act. The remainder is either over-generalized or underdeveloped.

As time progressed in United States history, legislation has been passed through Congress to solve problems in political, social, and economic development. Many of these laws have left a long term impact on American society. Two such acts were the Kansas-Nebraska Act and the Social Security Act.

The Kansas-Nebraska Act was passed in 1854. The time in which the act was passed was a controversial period over the issue of slavery. At that time the U.S. was also expanding its territory and everytime new territory was aquired the first issue was slavery. Should this new territory have slavery or not? When Kansas and Nebraska were aquired they were given the concept of popular soverignty which meant the territory and settlers themselves would decide if they want slavery or not. At this moment, after the act was passed, there was an equal share of advocates for slavery and opressors. Both had fought for their concepts to be established in Kansas and Nebraska which led to serious violence. Violence over the territories and slavery was known as "Bleeding Kansas." The passage of the Kansas-Nebraska Act spurred violence all over the United States. The act had its impact on the American society as historical circumstances caused it to be passed.

The Social Security Act was passed in 1935. The act was passed during the Great Depression under the administration of Franklin D. Roosevelt. The act had given potential retirers a monthly pension after their retirement which would be paid through taxes. The act was passed after seeing the economic crisis during the Great Depression hence the act was there to prevent future crisis. The act was passed as a program of FDR's Second New Deal. The Social Security Act till this day lives strongly as the ederly retire and recieve spending money.

---

**Anchor Paper – Thematic Essay—Level 2 – C**

---

Congress has passed legislation throughout United States History. Legislation was passed to solve issues regard politics, social, and economics. These laws influenced American society as well.

**Anchor Level 2-C**

**The response:**

- Minimally develops most aspects of the task for the Kansas-Nebraska Act and the Social Security Act
- Is primarily descriptive (*Kansas-Nebraska Act*: the United States was expanding its territory and every time new territory was acquired the first issue raised was slavery; led to serious violence; violence over the territories and slavery was known as Bleeding Kansas; *Social Security Act*: gave potential retirees a monthly pension paid through taxes; Social Security Act lives strongly as the elderly retire and receive spending money)
- Includes few relevant facts, examples, and details (*Kansas-Nebraska Act*: popular sovereignty; settlers themselves would decide; advocates for slavery; *Social Security Act*: Franklin D. Roosevelt; Second New Deal); includes some inaccuracies (*Kansas-Nebraska Act*: when Kansas and Nebraska were acquired they were given the concept of popular sovereignty; equal share of advocates for slavery and oppressors; spurred violence all over the United States)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of the two laws but lacks depth and detail about the impacts.

Throughout United States History, Congress has passed legislation to address important political, social, or economic issues. These laws have often had a significant impact on American society. Laws passed by the United States Congress have all had historical circumstances that led to the passage of each law. Two laws passed by Congress were the Pure Food and Drug Act of 1906 and the GI Bill/Servicemen's Readjustment Act of 1944.

During 1906 the Pure Food and Drug Act was passed to make sure food packing companies inspected their food. Before this, meat packing companies were mixing spoiled meat in and selling it. Many people were getting very sick. Then came "The Jungle" which was a book that talked about the meat packing industry. After people started to read this the Law was passed. This was important because it made the companies more sanitary and the people wouldn't get sick.

During 1944 the GI Bill/Servicemen's Readjustment Act was passed. This was passed to give financial aid to the men coming back from war, who had nothing. It provided health care and everything else needed for the men after World War II. This was important because many men who came home, had nothing and they had lost everything.

## Anchor Level 1-A

### **The response:**

- Minimally addresses some aspects of the task for the Pure Food and Drug Act and the GI Bill
- Is descriptive (*Pure Food and Drug Act*: many people were getting very sick; made the companies more sanitary and the people would not get sick; *GI Bill*: this was passed to give financial aid to men coming back from war; it provided health care)
- Includes few relevant facts, examples, or details (*Pure Food and Drug Act*: food-packing companies; *The Jungle*; meatpacking industry; *GI Bill*: World War II)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response explains the problems leading to the passage of each law in a general way and shows no distinction between the Pure Food and Drug Act and the Meat Inspection Act. Furthermore, the impacts of the laws are only mentioned.

Since the Declaration of Independence in 1776, America has been through many trying times. It is quite common for Congress to pass necessary legislation or laws in order to control or meet the needs of the American people. Both the Jim Crow laws, and the G.I. Bill are examples of Congressional legislation which immensely impacted American life.

Following the end of the Civil War, and the liberation of Blacks, much of the American South was in turmoil. White Supremacists feared the Black population would attempt to overtake the south. In an effort to appease fearful whites, and to stop any over confident Blacks, Congress passed the Jim Crow laws. Essentially, the Jim Crow laws continued the effects of slavery, in a slightly less evil manner, but did so in a more legalized way. Because the South continued to be racially segregated, newly freed slaves had to turn to sharecropping in order to support their families. They couldn't find decent living, equal education was out of the question, and the concept of racial superiority was still thick in the air.

The G.I. Bill was passed by Congress following WW2. It was an opportunity for returning war veterans to get an education and further themselves, rather than being employed in low income manual-labor type work. For many returning veterans it was the opportunity to go to college or medical school and gain skills they never could have imagined. After WWI many veterans returned to jobless & poverty stricken country. But with the G.I. Bill the lives of veterans and their families were rejuvenated and given a better second chance.

Both the G.I. Bill and Jim Crow laws, were pieces of legislation by

---

**Anchor Paper – Thematic Essay—Level 1 – B**

---

Congress that severely impacted American life. Although Jim Crow laws hindered equality, and G.I. Bill mainly concerned veterans, both of these worked to alter the course of America.

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

- Develops one aspect of the task by discussing the impact of the GI Bill on American society
- Is primarily descriptive (*GI Bill*: was the opportunity to go to college or medical school and gain skills; lives of veterans and their families were rejuvenated and given a better second chance); includes faulty application (*GI Bill*: after World War I, many veterans returned to a jobless and poverty-stricken country)
- Includes few relevant facts, examples, or details (*GI Bill*: World War II; get an education; low-income manual labor)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response recognizes the importance of the GI Bill for veterans' education after World War II. Although the response demonstrates some knowledge of Jim Crow laws, they are state laws, are not relevant to the task, and cannot be given credit.

Arguably, the most important power Congress has is the ability to pass legislation. The acts Congress passes greatly help to shape American society. These articles of legislation address numerous issues spanning the political, social, and economic spectrum. Some legislation has been so instrumental in helping America that it still has an impact on life today. Two examples of such legislation includes the Kansas-Nebraska Act and the Interstate Commerce Act. Both of these laws greatly influenced American society during the era of their respected passages.

The Kansas-Nebraska Act was passed in the year 1854. Throughout this time period, controversy over the expansion of slavery in the Western territories was coming to a boil. Previous instances such as the Missouri Compromise and the Compromise of 1850 tried to decrease sectional tensions between the North and South over this issue but had only stalled the crisis. Another controversy broke out after people started moving to Kansas. This ever-present issue of slavery's expansion had been escalated by the territorial growth of the United States in the previous decade, so this crisis was harder to handle. Stephen Douglas, a major political figure with presidential ambitions proposed a solution. He believed that both the territories of Kansas and Nebraska should decide the issue over slavery through popular sovereignty. This was the idea that the people of each territory should decide whether or not slavery should be permitted in that state's constitution. This solution was packaged into a law that became known as the Kansas-Nebraska Act. Although this law seemed like a fair solution, the act only led to more tension. The law led to a mass migration of both anti-slavery Northerners and pro-slavery

Southerners to Kansas in order to vote for either an anti-slavery or pro-slavery Constitution, causing a drastic increase in violence between them. One example of this is abolitionist John Brown's attack on Pottawatomie Creek where he and his sons massacred five pro-slavery settlers. These and many other attacks gave the territory of Kansas the nickname "Bleeding Kansas." This law in essence increased sectional differences, showed how far apart the two sides were, and was a leading factor in causing the Civil War.

The Interstate Commerce Act was also an instrumental piece of legislation passed in the year 1887. Throughout the 1870s and 1880s, government was corrupt. Numerous scandals took place within the government and big business thrived while the consumer was hurt.

In response to the laissez-faire policies of government that hurt the common man, the Interstate Commerce Act was passed. This law set up the Interstate Commerce Commission. This Commission's job was to regulate the railroads. Farmers complained that the higher rates for short trips hurt their ability to make a profit. Previous efforts to regulate rates had been made by some states, but had been thrown out by the Supreme Court because states were not supposed to regulate interstate commerce. Once the Interstate Commerce Commission was established, there would be no more unfair rates to some customers, but cheap rates for others. A standard rate was established and enforced. Now, no one received special treatment from the railroad companies. This law had a major impact on the consumer. It showed that government was slowly but surely beginning to stray away from always promoting big business instead of the consumer. This trend would gradually continue until its peak during the Progressive Era

---

**Thematic Essay—Practice Paper – A**

---

(early 1900s). This also allowed farmers to ship their goods on the railroads cheaper since they would now receive a fair rate. This drove farmer's costs down and gave them a better chance to make a profit. This law was a major piece of legislation that is still felt today.

Many pieces of legislation have been passed in the history of our great country. However, only a select few have a major impact on our society. The Kansas-Nebraska Act and the Interstate Commerce Act were both examples of this type of legislation. These two laws targeted political, social, and economic issues in drastic ways. These legislative acts played a major part in shaping our country today and our storied history.

---

The United States government is made up of three branches. The biggest branch is the legislative branch, also known as Congress. Congress has the ability to pass laws and legislations that address many important issues in society that impact the way Americans live.

One law that was passed by Congress and had a big impact, was the Pure Food and Drug Act of 1906. This law was passed because of the horrific conditions of meat-packing plants and other food processing factories. Upton Sinclair was a journalist who went undercover in a meat-packing plant in Chicago. The horrors he saw inspired him to write "The Jungle". This book told of the unsanitation of the factories and the harsh labor. Rodents and even human limbs that were cut off by the machinery were mixed in with the meat. When the American public read this they were outraged and disgusted. This prompted Congress to pass the Pure Food and Drug Act. Along with this act, the FDA or Food and Drug Administration was created. It's the FDA's job now to regulate food processing to make sure things like the events told in "The Jungle" are never happen again. It changed the way food was made and the American public felt about the food industry.

Another important law passed by Congress was the Social Security Act of 1935. During this time period America was going through the Great Depression. President Franklin D. Roosevelt came up with the idea to add this act to his Second New Deal because his critics said he wasn't doing enough for the elderly. Social Security is sort of like a small retirement fund for senior citizens. Social Security takes a small amount of money out of the workers paycheck and puts that money into a fund that will eventually be given back to that worker

---

**Thematic Essay—Practice Paper – B**

---

after he or she becomes a legal senior citizen around the age of 62. Social Security is still in use today and has changed the way senior citizens receive money after retirement.

The power of Congress and the legislative branch to pass laws has made a big impact throughout American history. Whether it's through improving food processing or helping the elderly, laws passed by Congress have helped the way Americans live.

Throughout all of the history of the United States, Congress has passed many legislations. These legislations that have been passed were to either address current problems, or to prevent future issues. All of these laws have had a significant impact on the United States of America, and their effects make our country what it is today.

An important legislation in America that greatly protected the health of most American citizens for years to come was the meat inspection act, passed under the presidency of Theodore Roosevelt. When our country was in a time of Progressive reform, and not many people could afford expensive foods, the meat packing industry did whatever they could just to spend the least money and increase profits. The horrors of the meat packing industry were revealed in Upton Sinclair's novel, The Jungle. A small segment in this novel discussed how in meat factories, old, spoiled meat would be thrown into grinders, along with poisoned bread and dead rats. All of these things were ground up and placed in the meat that was being sold to citizens across the United States. Once Federal powers investigated this, they found that these accusations were true. The government then passed the meat inspection act, so Federal agents would have to inspect the meat to ensure its health before being sold to the public. The horrors exposed in the meat packing industry also led the passage of the food and drug act. These acts improved the public's confidence in the food and drug supply and were a big step in starting to regulate businesses.

Another revolutionary law in America was the voting rights Act in the 1960's. All of America's history, from the beginning, to the 1960's caused the passage of this law. Blacks have always been poorly treated, and at one time only considered a fraction of a person. Some

---

**Thematic Essay—Practice Paper – C**

---

constitutional amendments were made to attempt to protect blacks rights and secure their freedom, but just as many state laws were passed to counterbalance these. Some of the laws made to counteract these laws were the black codes, and jim Crow laws. Once blacks were entitled to vote, these laws were passed to require poll taxes and literacy tests, which wasn't fair because blacks didn't have much of an education. To finally ensure African-American voting rights, the voting rights act was passed, which banned literacy tests and gave blacks the right to vote without trouble. The number of African Americans who registered to vote increased dramatically and soon led to African Americans being elected to public office in larger numbers.

Legislations are one of the most important pieces in American History. Without them, we wouldn't have the society we have today. Whether these laws be positive or negative, they all have an important lasting impact on our Nation's society.

---

Laws in government are what shape the very foundation of our society. Through times of foreign and domestic crisis, national leaders have stepped forward to solve the problems. Due to the ability of the United States government taking advantage of these solutions, different laws have helped redefine our United States.

The 18th amendment of the Constitution of our United States was enforced towards the prohibition of alcohol. This meant that it could not be sold or consumed by the public. While many saloons and bars were being closed, speakeasies managed to make their way in to mainstream society. Although many people were caught and arrested, it helped create a healthier nation. No one would drink their regular gallon a week, so they would function better in society. This period was also the era that led to the introduction of gangs, crime bosses, and gangsters such as Al Capone. People such as Capone made their livings and fame on the importing and exporting of alcohol. It greatly impacted America for that certain time.

During the period of racial discrimination in America, the Jim Crow Laws determined the social, political, and economical aspects of life. They taught everyone that it was not ok for blacks and whites to be associated with the same places. This asserted that segregation of races would be legal in the United States. Limiting job opportunities and pay to blacks as well as their chances to be equal in the world. It seperated everyone in the nation during the mid-20th century. This would bring about the rise of different groups such as the Black Panthers and the Ku Klux Klan.

Laws are what shapes the world around us. Some can be seen positively, some lasted shortly for good. Although these two laws

---

**Thematic Essay—Practice Paper – D**

---

protected the general public of the United States, they changed our nation forever.

---

Throughout the years of United States history, the government has passed many laws regulating many important social, economic, and political issues. These laws have impacted American society in several different ways. From making sure that you know exactly what you are eating, or taking for an illness with the Pure Food and Drug Act (1906), to giving American citizens a helping hand to try and boost the economy with the Social Security Act (1935).

In the late nineteenth and early twentieth centuries, American business was booming. We were finally developing into a more industrialized nation. With the use of machinery in factories, we were able to create more, more quickly, and more efficiently. For example, the meat packing industry was now able to butcher animals as well as prepare and pack the meat to be shipped and sold more efficiently. However, conditions in the factories were not always sanitary, and businesses did not care because there were no government laws setting standards and regulations. Due to the often unsanitary conditions of the factories, other things would fall into the meat grinders, such as rats, or the occasional tip of the finger, due to the unsafe machinery. This meat would go out to the unknowing public, be sold, and eaten. During the Progressive Era one muckraker, Upton Sinclair, exposed the horrid conditions of the meat packing industry in his book, The Jungle. Several other muckrakers exposed similar things like dangerous medicines sold by traveling salesmen that promised miracle cures. The public and government was horrified. President Theodore Roosevelt spoke with Sinclair and sent agents to Chicago to check on the meatpackers. Their report confirmed Sinclair's story and made Roosevelt determined to get reforms. Shortly after,

Congress passed the Pure Food and Drug Act in 1906. This allowed the federal government to set regulations and standards for companies providing food or medication. They also required testing of the products that were being sold to make sure that they would not harm people. This had a significant impact in our society. It had been rare for the government to intervene with any business because in the past business was allowed to operate with no interference from the government. Now, the public could feel more secure in knowing that what they were getting was the real thing because the act required that products include labels with a list of ingredients. It also led to the creation of the FDA, which is still around today, making sure that the products going out to the public are safe because they have been carefully tested and approved. Later, Congress created more regulatory agencies to protect consumers.

The second law passed by the United States government that had a significant impact on American society was the Social Security Act (1935). In the twenties, businesses were booming, and life seemed wonderful. People were putting money in the stock market, as well as buying almost everything they saw. When they ran out of money, they would buy things using credit. However, people started getting deeper into debt with credit and stopped buying things. Markets were failing, and people were trying to sell their stocks until the stock market crashed. This was known as the Great Depression. Hundreds of banks failed and people lost their life savings. Unemployment was high and it was hard to find a job, especially if you were old. President Herbert Hoover favored "rugged individualism" to get the nation's economy back up. At the next election, however, Roosevelt won, and

was determined to work with Congress to create the New Deal. The New Deal programs were created to provide the people and the nation with relief, recovery, and reform. The Social Security Act was designed as a major reform, to create pensions and unemployment insurance. The New Deal created programs and laws to try and help the American citizens get jobs and money to try and stimulate the economy once again. Senior citizens were especially needy because they were too old to work and had no money to spend. Congress passed the Social Security Act in 1935. This allowed people classified as senior citizens to be able to collect a government check after years of work. This then gave retired citizens the opportunity to get money to buy things and stimulate the economy. The act provided help for the unemployed and gave them money to spend. This impacted American society significantly because it was successful in helping boost the nation's economy once again. Also, this act continues to work today. The government continues to collect taxes to support this program. Many people depend on Social Security checks to help them survive, whether they are disabled, elderly, or unemployed.

The Pure Food and Drug Act (1906) and the Social Security Act (1935) has really helped our nation. It created a healthier nation, as well as a way to ensure that the economy does not get as bad as it did in the Great Depression in the 1930s. They have significantly impacted American Society and continue to do so to this day.

## Practice Paper A—Score Level 4

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Kansas-Nebraska Act more thoroughly than the Interstate Commerce Act
- Is both descriptive and analytical (*Kansas-Nebraska Act*: issue of slavery's expansion had been escalated by the territorial growth of the United States in the previous decade; crisis was harder to handle; led to the mass migration of anti-slavery Northerners and pro-slavery Southerners to Kansas; this law increased sectional differences, showed how far apart the two sides were, and was a leading factor in causing the Civil War; *Interstate Commerce Act*: in response to the laissez-faire policies of government that hurt the common man, the Interstate Commerce Act was passed; job was to regulate the railroads; farmers complained that the higher rates for short trips hurt their ability to make a profit; previous efforts to regulate rates had been made by some states, but had been thrown out by the Supreme Court because states were not supposed to regulate interstate commerce; standard rate for railroads was established and enforced; showed that government was slowly but surely beginning to stray away from always promoting big business instead of the consumer; drove farmer's costs down and gave them a better chance to make a profit)
- Supports the theme with relevant facts, examples, and details (*Kansas-Nebraska Act*: western territories; Missouri Compromise; Compromise of 1850; Stephen Douglas; presidential ambitions; popular sovereignty; increase in violence; abolitionist John Brown; Pottawatomie Creek; sons massacred five pro-slavery settlers; Bleeding Kansas; *Interstate Commerce Act*: government was corrupt; numerous scandals; big business thrived; Interstate Commerce Commission; unfair rates; Progressive Era)
- 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 4. The response shows good understanding of the causes and impacts of the Kansas-Nebraska Act. However, the discussion of the impacts of the Interstate Commerce Act is somewhat less developed.

## Practice Paper B—Score Level 2

### **The response:**

- Minimally develops all aspects of the task for the Pure Food and Drug Act and the Social Security Act
- Is primarily descriptive (*Pure Food and Drug Act*: this law was passed because of the horrific conditions of meatpacking plants and other food processing factories; it is the FDA's job now to regulate food processing to make sure the events told in *The Jungle* never happen again; changed the way the American public felt about the food industry; *Social Security Act*: President Franklin Delano Roosevelt came up with the idea to add this act to his Second New Deal because his critics said he was not doing enough for the elderly; a small amount of money is taken out of a worker's paycheck; Social Security has changed the way senior citizens receive money after retirement)
- Includes few relevant facts, examples, and details (*Pure Food and Drug Act*: Upton Sinclair; journalist; Chicago; rodents; public outraged and disgusted; *Social Security Act*: Great Depression)
- Demonstrates a general plan of organization; includes an introduction that incorrectly states that the legislative branch is the biggest branch of government and a conclusion that notes that these two laws helped Americans

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion of the Pure Food and Drug Act includes some details relevant to the legislation, but does not demonstrate a clear distinction between it and the Meat Inspection Act. The discussion of the Social Security Act lacks full development.

### Practice Paper C—Score Level 3

**The response:**

- Develops all aspects of the task in little depth for the Meat Inspection Act and the 1965 Voting Rights Act
- Is more descriptive than analytical (*Meat Inspection Act*: a small segment in this novel discussed how in meat factories, old, spoiled meat would be thrown into grinders along with poisoned bread and dead rats; the government then passed the Meat Inspection Act so federal agents would have to inspect the meat to ensure its health before being sold to the public; horrors exposed in the meatpacking industry also led the passage of the Food and Drug Act; these acts improved the public's confidence in the food and drug supply and were a big step in starting to regulate businesses; *1965 Voting Rights Act*: blacks have always been poorly treated, and at one time only considered a fraction of a person; to finally ensure African American voting rights, banned literacy tests; gave blacks the right to vote without trouble; the number of African Americans who registered to vote increased dramatically; led to African Americans being elected to public office in larger numbers)
- Includes few relevant facts, examples, and details (*Meat Inspection Act*: Theodore Roosevelt; Progressive reform; Upton Sinclair; *The Jungle*; accusations were true; *1965 Voting Rights Act*: constitutional amendments; state laws; black codes; Jim Crow laws; poll taxes)
- 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 3. The response shows the direct relationship between *The Jungle* and the Meat Inspection Act as well as the connection between racial discrimination and the need for voting rights legislation. However, the discussion of the impacts of each law is less detailed.

### Practice Paper D—Score Level 0

**The response:**

Fails to develop the task by including no relevant information about laws passed by the United States Congress

**Conclusion:** The response fits the criteria for level 0. Constitutional amendments and state laws may not be used as examples.

## Practice Paper E—Score Level 4

### The response:

- Develops all aspects of the task for the Pure Food and Drug Act and the Social Security Act
- Is both descriptive and analytical (*Pure Food and Drug Act*: conditions in factories were not always sanitary, and businesses did not care because there were no government laws setting standards and regulations; President Theodore Roosevelt spoke with Sinclair and sent agents to Chicago to check on the meatpackers; report confirmed Sinclair's story and made Roosevelt determined to get reforms; required testing of products; required that products include labels with a list of ingredients; Congress created more regulatory agencies to protect consumers; *Social Security Act*: unemployment was high and it was hard to find a job, especially if you were old; New Deal programs were created to provide the people and the nation with relief, recovery, and reform; senior citizens can collect a government check after years of work; gave retired citizens the opportunity to get money to buy things and stimulate the economy; the government continues to collect taxes to support this program; many people depend on Social Security checks to help them survive, whether they are disabled, elderly, or unemployed; government continues to collect taxes to support this program)
- Supports the theme with relevant facts, examples, and details (*Pure Food and Drug Act*: industrialized; meat grinders; rats; tip of the finger; unsafe machinery; unknowing public; Progressive Era; muckraker; Upton Sinclair; meatpacking industry; *The Jungle*; dangerous medicines; traveling salesmen; miracle cures; *Social Security Act*: stock market crashed; Great Depression; hundreds of banks failed; lost their life savings; President Herbert Hoover; rugged individualism; Roosevelt; New Deal; continues to work today)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that point out the benefits of the two acts

**Conclusion:** Overall, the response fits the criteria for Level 4. The response demonstrates a clear understanding of the issues leading to the adoption of the two laws as well as the impacts these laws have had on American society. More details and analysis would have benefited this essay.

# United States History and Government Specifications January 2013

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Government (Congressional Legislation); Civic Values; Constitutional Principles; Human Systems; Immigration and Migration; Reform Movements	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Constitutional Principles; Citizenship; Diversity; Presidential Decisions and Actions; Science and Technology; Places and Regions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

### *Notes:*

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

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

**The *Chart for Determining the Final Examination Score for the January 2013 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.**

### **Submitting Teacher Evaluations of the Test to the Department**

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

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

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME  
**2 OF 2**  
DBQ

## UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 24, 2013 — 9:15 a.m. to 12:15 p.m., only

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

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

#### Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

#### Mechanics of Rating

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

Copyright 2013

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

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

### Rating the Scaffold (open-ended) Questions

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

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

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

**United States History and Government**  
**Part A Specific Rubric**  
**Document-Based Question**  
**January 2013**

**Document 1**

In [South] Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support....

Source: President Harry Truman, Statement on the Situation in Korea, June 27, 1950

**1 According to President Harry Truman, what was *one* reason he ordered United States forces to support South Korean government troops in 1950?**

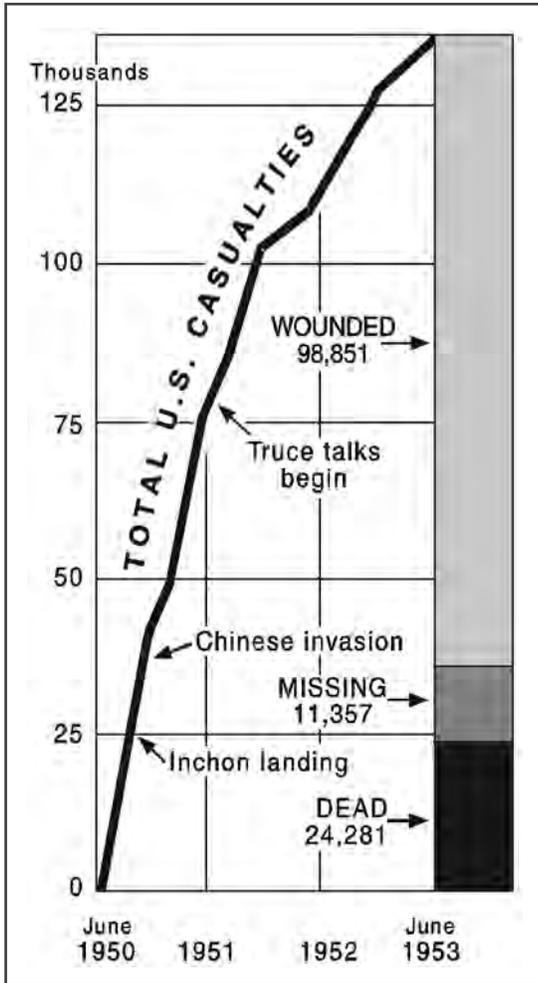
**Score of 1:**

- States *one* reason President Harry Truman ordered United States forces to support South Korean government troops in 1950 according to this document  
*Examples:* South Korean/Korean government forces had been attacked by invading forces from North Korea; North Korea ignored the Security Council's call to cease hostilities/withdraw to the 38th parallel; North Korea continued to press its attack against South Korea; to support the resolution of the Security Council; to render/give assistance to the United Nations; to give the South Korean/Korean government troops cover/support

**Score of 0:**

- Incorrect response  
*Examples:* to protect North Korea from attack; to prevent border raids on North Korea; to support invading troops
- Vague response  
*Examples:* to meet the circumstances; to preserve; to make a statement; to use United States air and sea forces
- No response

**Document 2a**



Source: "Korea: Three Years of War," *Time*, June 29, 1953 (adapted)

**Document 2b**

... Within a year of the start of the international conflict in Korea, the number of people serving in America's armed forces more than doubled to over 3.2 million; army divisions went from ten to eighteen; the Air Force went from forty-two to seventy-two wing groups; and the Navy expanded its number of ships from 600 to over 1,000. The pace of military build-up at this point exceeded that set by America when it first entered the Second World War. The bureaucracy of the Central Intelligence Agency (CIA) also mushroomed. In 1949 the CIA's Office of Policy Coordination had 302 personnel in its offices. By 1952 it had about 6,000. CIA stations in foreign countries increased from seven in 1951 to forty-seven in early 1953....

Source: Steven Hugh Lee, *The Korean War*, Pearson Education Limited, 2001 (adapted)

## 2 Based on these documents, what were *two* effects of the Korean War on the United States?

### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the Korean War on the United States based on these documents

*Examples:* thousands/24,281 died; 98,851 American soldiers were wounded; there were more than 125,000 United States casualties/more than 125,000 Americans were wounded, missing, or dead; within a year of the start of the international conflict in Korea, the number of people serving in America's armed forces more than doubled to over 3.2 million; army divisions went from ten to eighteen; Air Force went from forty-two to seventy-two wing groups; Navy expanded its number of ships from 600 to over 1,000; pace of military build-up exceeded that set by America when it first entered World War II; the bureaucracy of the Central Intelligence Agency mushroomed

**Note:** To receive maximum credit, two *different* effects of the Korean War on the United States must be stated. For example, *there were over 125,000 U.S. casualties* and *more than 125,000 Americans were wounded, missing, or dead* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

### Score of 0:

- Incorrect response  
*Examples:* more than 125,000 Americans died; the Air Force doubled in size to over 3.2 million; the CIA decreased the number of stations in foreign countries; Inchon landing; Chinese invasion
- Vague response  
*Examples:* it started within a year; it was international; stations increased; a build-up; it mushroomed; thousands were involved
- No response

## Document 3

... Complaints from African-American soldiers about Army racism led the NAACP [National Association for the Advancement of Colored People] to send civil rights activist and lawyer Thurgood Marshall to Korea in early 1951 to investigate. Marshall discovered that the Twenty-Fourth Infantry Regiment was the target of a disproportional amount of courts martial, and that the punishments meted [handed] out were much harsher than those given to non-African Americans. In his report, entitled 'Summary Justice: The Negro GI in Korea', Marshall underlined the fact that institutionalized segregation was responsible for much of the unfair treatment of black troops in Korea....

The Korean War thus provided the crisis that finally pushed a reluctant Army to begin implementing policy recommendations made in [President Harry Truman's] Executive Order 9981. Policies which had been articulated [stated] earlier in the Cold War were now put into practice. Desegregation in the forces did not end discrimination, but it represented an important step towards greater equality for African Americans. The experiences of African-American soldiers in Korea thus benefitted from, and contributed to, the broader domestic movement for greater racial equality....

Source: Steven Hugh Lee, *The Korean War*, Pearson Education Limited, 2001

### 3a According to Steven Hugh Lee, what did Thurgood Marshall discover about the treatment of African American soldiers in Korea?

#### Score of 1:

- States what Thurgood Marshall discovered about the treatment of African American soldiers in Korea according to Steven Hugh Lee  
*Examples:* the Twenty-Fourth Infantry Regiment was the target of a disproportional amount of courts-martial (or court martials); punishments given to African Americans were much harsher than those given to non-African Americans; institutionalized segregation was responsible for much of the unfair treatment of black troops

#### Score of 0:

- Incorrect response  
*Examples:* African American soldiers were not punished as a result of courts-martial (or court martials); African American soldiers were treated fairly; there was no discrimination
- Vague response  
*Examples:* punishments were meted out; it was disproportional; they were treated
- No response

### 3b According to Steven Hugh Lee, what was *one* effect of the Korean War on American society?

#### Score of 1:

- States *one* effect of the Korean War on American society according to Steven Hugh Lee  
*Examples:* implementation of Truman's Executive Order 9981/desegregation order began; desegregation in the forces was an important step toward greater equality for African Americans; experiences of African American soldiers in Korea contributed to the broader domestic movement for greater racial equality; it pushed the army to change its policies/practices

#### Score of 0:

- Incorrect response  
*Examples:* Truman issued a segregation order; it ended racism; it ended the Cold War
- Vague response  
*Examples:* a crisis; it was an important step; there was an investigation; policies were implemented; it pushed the army
- No response

## Document 4

Inez Jessie Baskin comments on her experience using the bus system in Montgomery, Alabama, before the bus boycott that started in December 1955.

... I took the bus to work every day. Our bus system was segregated just like practically everything else. There was no specific line of demarcation separating seats reserved for white and black passengers. It was usually at the bus driver's discretion, and it varied depending on time of day and the driver, but you were just supposed to know. One thing was for certain, when a white person occupied a seat, even if it was one man to an entire long seat, blacks had to walk right on past. About six o'clock one evening, I received a phone call from a friend's mother telling me to go to the Dexter Avenue Church. That's where I heard about Rosa Parks's arrest. I had first met Rosa Parks during the time that I was a member of the NAACP. She had always impressed me. She was just an angel walking. When things happened that would upset most people, she would just give you this angelic smile, and that was the end of that. When I arrived, a small group of people were gathered in the church basement, and they were already talking about boycotting the local bus system and spreading some leaflets around about it. ...

Source: Jennings and Brewster, *The Century*, Doubleday, 1998

### 4 According to Inez Jessie Baskin, why were African Americans unhappy with the Montgomery bus system?

#### Score of 1:

- States why African Americans were unhappy with the Montgomery bus system according to Inez Jessie Baskin  
*Examples:* the bus system was segregated; black riders were just supposed to know where to sit; the specific line of demarcation separating seats for white and black passengers depended on time of day/the driver; it was up to the driver's discretion where a black person could sit; if there was an available seat next to a white person, blacks had to walk past; blacks could not sit in the same row as a white person; Rosa Parks was arrested because of discriminatory/segregationist bus seating rules

#### Score of 0:

- Incorrect response  
*Examples:* the bus system was the only example of segregation left in Montgomery, Alabama; African Americans could not ride buses; blacks and whites shared the same bus seats; they were talking about boycotting the bus system; the NAACP was involved; leaflets were being spread
- Vague response  
*Examples:* there was no line; times varied; there were black riders; walk past
- No response

## Document 5a

During the bus boycott in Montgomery, Alabama, many African American residents carpooled to work.



Source: Clayborne Carson et al., *Civil Rights Chronicle: The African-American Struggle for Freedom*, Publications International

## Document 5b

... Officials of the Montgomery City Lines, a subsidiary of National City Lines of Chicago have declined to say publicly how the boycott has affected the company financially. But a 50 per cent increase in bus fares—from 10 to 15 cents—and curtailed operations have offset the loss of business to some extent.

Before the boycott began last Dec. 5, approximately 65 per cent of the bus lines' passengers were Negroes [African Americans]. Since then, an estimated 75 per cent or more of the Negro customers have stopped riding.

Car pools operating with military precision have been organized to get Negroes to and from work. Negro taxicabs have done a thriving business. Police Commissioner Clyde Sellers says many Negroes have complained they are threatened with harm if they rode the buses....

Negro leaders led by a 27-year-old Baptist minister, the Rev. Martin Luther King Jr., demanded a "first come, first serve" arrangement which would seat Negroes from the rear and white passengers from the front until all seats were taken.

Under the present arrangement, the dividing line is determined by the driver. Bus company officials rejected the "first come" proposal....

Source: *Montgomery Advertiser*, February 19, 1956 (adapted)

**5 Based on these documents, what were *two* effects of the Montgomery bus boycott on Montgomery, Alabama?**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the Montgomery bus boycott on Montgomery, Alabama, based on these documents

*Examples:* many African American residents carpooled to work; bus company revenue decreased; bus fares increased/bus fares rose from 10 to 15 cents; 75 per cent or more of the Negro/African American customers stopped riding the buses; Negro/African American taxicabs did a thriving business; Police Commissioner Sellers said many Negroes/African Americans complained they were threatened with harm if they rode the buses; it led to the Rev. Martin Luther King Jr.'s demand for a "first come, first serve" arrangement

**Note:** To receive maximum credit, two *different* effects of the Montgomery bus boycott on Montgomery, Alabama, must be stated. For example, *bus fares increased* and *bus fares rose from 10 to 15 cents* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* more Negroes/African Americans started to ride the bus; carpools were banned; bus fares decreased; the City Lines were a subsidiary
- Vague response  
*Examples:* it was thriving; it was an arrangement; curtailed; 50 percent increase; financial
- No response

## Document 6a

... The idea so long cherished by Southern whites—and by many Northerners too—that the Southern Negro (whether through ignorance or intimidation or a shrewd recognition of reality) was content with the way things were, that only a handful of agitators opposed the system of segregation, was swept aside by the mass marches, demonstrations, meetings. Montgomery had been the first sign of this, and now it was made clear beyond argument that Negroes all across the South had only been waiting for an opportunity to end their long silence...

The sit-ins were an important learning experience for white Southerners, and also for those Northerners who were convinced of some mystical, irremovable germ of prejudice in the Southern mind: when the first lunch-counters were desegregated, the world did not come to an end. Whites and Negroes could use public facilities together, it was shown, without violent repercussions, without white withdrawal. Southern whites, once a new pattern became accepted and established in the community, would conform to it as they conformed to the old. Men and women seeking a sandwich at a lunch counter, as young Negroes could see readily in many of the sit-ins, were more interested in satisfying their hunger or their thirst than in who sat next to them. After two months of desegregation in Winston Salem, North Carolina, the manager of a large store said: “You would think it had been going on for fifty years. I am tickled to death over the situation.”...

Source: Howard Zinn, *SNCC: The New Abolitionists*, Beacon Press

## Document 6b

College students at a Woolworth's lunch counter in Greensboro, North Carolina.



Source: *Greensboro Record*, February 2, 1960

**6 Based on these documents, what was *one* effect of the Montgomery bus boycott on American society?**

**Score of 1:**

- States *one* effect of the Montgomery bus boycott on American society based on these documents  
*Examples:* it showed that Negroes/African Americans had not been content with the way things were; it led to mass marches/demonstrations/meetings; it gave Negroes/African Americans all across the South an opportunity to end their long silence/there was an opportunity to end their long silence; it led to protests in other cities; it led to sit-ins at lunch counters; a new pattern of race relations became accepted and established; whites and Negroes/African Americans could use public facilities together without violent repercussions/white withdrawal

**Score of 0:**

- Incorrect response  
*Examples:* only Negroes/African Americans could be served at lunch counters; it showed that Southern African Americans were content; it ended the protests/sit-ins; segregation increased; a mystical irremovable germ of prejudice in the Southern mind
- Vague response  
*Examples:* it happened at a lunch counter; it ended; it was clear; it happened without withdrawal
- No response

## Document 7

Nikita Sergeyevich Khrushchev [Soviet leader] was almost desperate to beat the Americans at something. *Anything*. He boasted that communism would bury capitalism, later claiming he meant only by becoming richer and more productive, not by engaging in war. But how long might that take? Fifty years? A hundred? He needed something now. And in the summer of 1955, at about the time he returned from the Geneva conference, where [President Dwight] Eisenhower had urged the Open Skies proposal on him, some of Khrushchev's scientific advisers informed him of an interesting development.

In the course of reading American science journals, they had learned that the United States had begun a project to put an artificial satellite into orbit in 1958, as part of its contribution to the International Geophysical Year. An orbiting satellite had obvious military possibilities, but the foolish Americans had decided not to make it a military project—they wanted it to be peaceful and scientific. We can beat them to it, the scientists told Khrushchev, because we're already developing the rocket.

The Soviet Union's hydrogen bomb was enormous, and in 1955 its engineers and technicians were working on the design of a huge liquid-fueled rocket powerful enough to carry it five thousand miles. With some modifications, said the scientists, we can use the rocket to put a small satellite into orbit long before it will be ready to carry an H-bomb. Khrushchev saw a possibility here that nobody in Washington had seen—the chance to score the propaganda coup of the century. The Soviet satellite, code-named *Sputnik* ("Fellow Traveler"), got his enthusiastic "*Da!*" [*Yes!*]...

Source: Geoffrey Perret, *Eisenhower*, Random House, 1999 (adapted)

### 7 According to Geoffrey Perret, what was *one* reason the Soviet Union was interested in putting a satellite into orbit?

#### Score of 1:

- States *one* reason the Soviet Union was interested in putting a satellite into orbit according to Geoffrey Perret

*Examples:* Khrushchev was desperate to beat the Americans (Americans) at something/it would put them one up on the Americans; an orbiting satellite had military possibilities; it would be a propaganda coup; it would help communism bury capitalism; it would show that the Soviet Union was ahead of the United States in an important way

#### Score of 0:

- Incorrect response  
*Examples:* to start a war; the United States was contributing to the International Geophysical Year; the Americans had already launched a satellite; the hydrogen bomb was enormous
- Vague response  
*Examples:* it received an enthusiastic *Da!* from Khrushchev; it was not a military project; they read scientific journals
- No response

## Document 8

On September 2, 1958, less than a year after the launching of *Sputnik*, President Dwight Eisenhower signed into law the National Defense Education Act (NDEA).

... Between 1958 and 1968, NDEA also provided loan money for more than 1.5 million individual college students—fellowships directly responsible for producing 15,000 Ph.D.s a year. NDEA allocated approximately \$1 billion to support research and education in the sciences over four years; federal support for science-related research and education increased between 21 and 33 percent per year through 1964, representing a tripling of science research and education expenditures over five years. States were given money to strengthen schools on a fifty-fifty matching basis, thousands of teachers were sent to NDEA-sponsored summer schools, and the National Science Foundation sponsored no fewer than fifty-three curriculum development projects. By the time of the lunar landing in 1969, NDEA alone had pumped \$3 billion into American education....

Source: Paul Dickson, *Sputnik: The Shock of the Century*, Walker Publishing Company, 2001

### 8 According to Paul Dickson, what were *two* effects of the launching of *Sputnik* on education in the United States?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect the launching of *Sputnik* had on education in the United States according to Paul Dickson  
*Examples:* President Eisenhower signed the National Defense Education Act/Eisenhower signed an act to support the study of science; loan money was given to more than 1.5 million college students; fellowships were directly responsible for producing 15,000 Ph.D.s per year; approximately \$1 billion was allocated to support research and education in the sciences/federal support for science research and education increased between 21 and 33 percent per year through 1964/science research and education expenditures tripled over five years; states were given money to strengthen schools; thousands of teachers were sent to NDEA-sponsored summer schools; fifty-three curriculum development projects were sponsored by the National Science Foundation/curriculum development increased; by 1969, \$3 billion was pumped into American education by NDEA

**Note:** To receive maximum credit, two *different* effects of the launching of *Sputnik* on education in the United States must be stated. For example *support for science research and education increased between 21 and 33 percent per year* and *science research and education expenditures tripled* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* less money was spent on science education; education expenditures declined over five years; after the lunar landing, the NDEA spent an additional \$3 billion on science education; teachers were forced to go to summer school
- Vague response  
*Examples:* Eisenhower signed a law; a fifty-fifty match was provided; it was sponsored; money was allocated; support was given
- No response

## Document 9

... First, I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the earth. No single space project in this period will be more impressive to mankind, or more important for the long-range exploration of space; and none will be so difficult or expensive to accomplish. We propose to accelerate the development of the appropriate lunar space craft. We propose to develop alternate liquid and solid fuel boosters, much larger than any now being developed, until certain which is superior. We propose additional funds for other engine development and for unmanned explorations—explorations which are particularly important for one purpose which this nation will never overlook: the survival of the man who first makes this daring flight. But in a very real sense, it will not be one man going to the moon—if we make this judgment affirmatively, it will be an entire nation. For all of us must work to put him there....

Third, an additional 50 million dollars will make the most of our present leadership, by accelerating the use of space satellites for world-wide communications.

Fourth, an additional 75 million dollars—of which 53 million dollars is for the Weather Bureau—will help give us at the earliest possible time a satellite system for world-wide weather observation....

Source: President John F. Kennedy, Special Message to Congress, May 25, 1961

### 9 According to President John F. Kennedy, why was spending money on space projects important for the United States?

#### Score of 1:

- States why spending money on space projects was important for the United States according to President John F. Kennedy  
*Examples:* landing a man on the Moon and returning him safely would be important for the long-range exploration of space; it would accelerate the use of space satellites for worldwide communications; it would give us a satellite system for worldwide weather observation; it would achieve the goal of landing a man on the Moon; it would ensure the survival of the man who makes the first daring flight to the Moon; it would accomplish the impressive feat of landing a man on the Moon for all mankind/the entire nation; it would further the long-range exploration of space

#### Score of 0:

- Incorrect response  
*Examples:* it would decrease worldwide communication; it would end weather observation
- Vague response  
*Examples:* to achieve the goal; to observe; to make it possible; because it is expensive; because it is difficult to do
- No response

**United States History and Government**  
**Content-Specific Rubric**  
**Document-Based Question**  
**January 2013**

**Historical Context:** After World War II, the American people looked forward to a period of peace and prosperity. However, key events of the 1950s challenged that national mood and had significant social, economic, and political effects on the United States in the 1960s and beyond. These events included the **Korean War**, the **Montgomery bus boycott**, and the **launching of *Sputnik***.

**Task:** Choose *two* events of the 1950s identified in the historical context and for *each*

- Describe the historical circumstances surrounding the event
- Discuss the effects of the event on the United States and/or on American society

***Scoring Notes:***

1. The response to this document-based question has a minimum of *six* components (describing the historical circumstances surrounding *each* of *two* events **and** discussing *at least two* effects of *each* event on the United States and/or on American society).
2. An effect of the event on the United States and/or on American society may be immediate or long term. Although the focus of this question is on the 1950s and 1960s, effects beyond that time period may be included if they are relevant to the response.
3. The discussion of the effects of the event may be on the United States, on American society, or on both.
4. The response may discuss an effect of the event from a variety of perspectives as long as the positions taken are supported by accurate historical facts and examples.
5. Only two events should be chosen from the historical context. If three events are addressed, only the first two events that are addressed should be rated.
6. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 2a, 2b, 5a, 5b, 6a, and 6b may be considered as separate documents *if* the response uses specific, separate facts from each document.
7. Any document provided for this essay question may be used in the response if the information is relevant to the event being discussed. For example, document 3 provides some useful information that can be used in a discussion of the historical circumstances related to the Montgomery bus boycott. Such usage should be evaluated on its relevance in each case.

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

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

**Score of 5:**

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding each of two events and discussing *at least two* effects of **each** event on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Korean War*: connects the evolution of the post–World War II containment policy and its application in Asia with Truman’s decision to militarily support the United Nations police action in Korea to the need for higher troop levels to sustain a stalemated war and expanding Cold War global military commitments; *Montgomery bus boycott*: connects the impact of wartime segregation experiences, the *Brown v. Board of Education of Topeka* precedent, and the growing frustration of African Americans with continued unequal treatment to successful activism in Montgomery and its expansion to cities throughout the South resulting in public and governmental support for civil rights legislation
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to events of the 1950s (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Korean War*: undeclared war; police action; Security Council; 38th parallel; General Douglas MacArthur; Chinese troop invasion; containment; stalemate; *Montgomery bus boycott*: 14th amendment; Jim Crow laws; *Plessy v. Ferguson*; “separate but equal”; *Brown v. Board of Education of Topeka*; integration; Southern Christian Leadership Conference; Rev. Martin Luther King Jr.; nonviolent protests; sit-ins; freedom rides; marches; March on Washington; Civil Rights Act of 1964
- 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 event more thoroughly than for the other event *or* by discussing one aspect of the task less thoroughly than the other aspects of the task for both events
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Korean War*: discusses President Truman’s decision to militarily support containment and the United Nations police action in Korea resulting in the need for higher troop levels to sustain expanding Cold War commitments in Asia; *Montgomery bus boycott*: discusses the *Brown v. Board of Education of Topeka* decision’s impact on successful civil rights activism in Montgomery and an expanded nonviolent approach to achieving civil rights resulting in national support for the passage of civil rights legislation
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

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

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

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

## Korean War

### Key Ideas from Documents

Historical Circumstances	Effects
<p><b>Doc 1</b>—Arming of South Korean government forces to prevent border raids and preserve internal security</p> <p>Attack on South Korean government forces by invading forces from North Korea</p> <p>Call for cessation of hostilities and withdrawal to the 38th parallel by United Nations Security Council ignored by North Korean troops</p> <p>Order by President Truman for United States air and sea forces to give Korean government troops coverage and support</p>	<p><b>Doc 2</b>—Rise in United States casualties in Korea between June 1950 and June 1953</p> <p>Increase in number of people serving in America’s armed forces during conflict in Korea</p> <p>Expansion of Central Intelligence Agency bureaucracy</p> <p>Increase in Central Intelligence Agency stations in foreign countries between 1951 and 1953</p> <p><b>Doc 3</b>—Sending of Thurgood Marshall to Korea by NAACP to investigate African-American complaints about Army racism</p> <p>Reluctance of army to implement desegregation policies in Truman’s Executive Order 9981</p> <p>Implementation of desegregation policies important step toward greater equality for African Americans</p> <p>Contribution to broader domestic movement for greater racial equality</p>

### Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Effects
<p>Occupation of South Korea by United States and North Korea by Soviet Union after World War II</p> <p>Establishment of republic in South Korea and communist government in North Korea</p> <p>Withdrawal of United States forces because South Korea outside of United States defense perimeter</p> <p>Belief of the United States that Soviets behind North Korean attack (containment)</p> <p>Commitment of primarily United States troops in United Nations “police action”</p> <p>Initial objective of “limited war” to restore 38th parallel</p> <p>Success of Inchon landings and approach to Yalu River leading to Chinese intervention and longer war</p>	<p>Disillusionment of American public because of casualties, setbacks, and length of war</p> <p>Containment of North Korea at 38th parallel</p> <p>Calls for President Truman’s impeachment after firing of General MacArthur</p> <p>Link between dissatisfaction with war and Eisenhower’s presidential victory in 1952</p> <p>Fear of Korean War escalating into atomic war</p> <p>Split in public reaction to Korea remaining divided</p> <p>Concern over expansion of presidential war powers</p> <p>Debate over limited war as result of disillusionment with Korean War</p> <p>Increase in cost of global containment (South Korea, Indochina)</p> <p>Increase in federal taxes to support defense spending</p> <p>Fear of domestic communist influence (Loyalty Board, House Un-American Activities Committee, McCarthyism)</p> <p>Support for civil rights movement from African American war veterans</p>

## Montgomery bus boycott

### *Key Ideas from Documents*

Historical Circumstances	Effects
<p><b>Doc 4</b>—Segregation of bus system in Montgomery, Alabama (no specific line of demarcation separating seats reserved for white and black passengers) Demarcation usually at driver’s discretion Arrest of Rosa Parks</p>	<p><b>Doc 5</b>— Use of carpooling as African American response to bus boycott Decline in Montgomery bus passengers, empty buses Fifty percent increase in bus fares in Montgomery Thriving business for African American taxicabs Report of threats against African Americans who rode buses Demand by Rev. Martin Luther King Jr. for “first come, first serve” arrangement</p> <p><b>Doc 6</b>—Encouragement of sit-ins at lunch counters Staging of mass marches, demonstrations, meetings as result of African American discontent End of long African American silence Absence of violent repercussions from desegregation of lunch counters and public facilities</p>

### *Relevant Outside Information*

(This list is not all-inclusive.)

Historical Circumstances	Effects
<p>Undermining of 14th amendment equal protection guarantees (Jim Crow laws) Enforcement of legal separation of races (<i>Plessy v. Ferguson</i>) Encouragement of activism with <i>Brown v. Board of Education of Topeka</i> decision Selection of Rev. Martin Luther King Jr. to lead boycott (nonviolent strategy, civil disobedience, precedent of Gandhi)</p>	<p>Economic damage to Montgomery businesses Declaration of bus segregation unconstitutional by federal district court Increase in African American confidence with positive experience of unified organized protest Support for congressional passage of civil rights acts (1957, 1960, 1964, 1965, 1968) Expanding national leadership role of Rev. Martin Luther King Jr. (Southern Christian Leadership Conference, Birmingham, March on Washington) Widening of protests by civil rights organizations (Southern Christian Leadership Conference, Student Nonviolent Coordinating Committee, Congress of Racial Equality) Ending of segregation in interstate transportation facilities in part because of Freedom Rider activities Ending of segregation in Southern universities (University of Mississippi, University of Alabama) Increase in media attention on civil rights movement</p>

## Launching of *Sputnik*

### Key Ideas from Documents

Historical Circumstances	Effects
<p><b>Doc 7</b>—Desire of Soviet leader Khrushchev to beat the Americans</p> <p>Mission of United States to put an artificial satellite into orbit in 1958</p> <p>Peaceful and scientific, not military, approach</p> <p>Development of Intercontinental Ballistic Missiles (ICBMs)</p> <p>Some modifications of Soviet rocket to launch a small satellite into orbit</p>	<p><b>Doc 8</b>—Allocation of money by National Defense Education Act (NDEA) for loans to college students, science-related research and education, strengthening schools, sending thousands of teachers to NDEA-sponsored summer schools, curriculum development projects</p> <p><b>Doc 9</b>—Commitment of United States to landing a man on the Moon and returning him safely</p> <p>Proposals of President Kennedy to accelerate development of appropriate lunar spacecraft, develop alternate liquid and solid fuel boosters, provide additional funds for other engine development and unmanned explorations, accelerate use of space satellites for worldwide communications, provide additional funds for the Weather Bureau for worldwide weather observation</p>

### Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Effects
<p>Tension between United States and Soviet Union after World War II (satellite nations; iron curtain; containment policy)</p> <p>Influence of Cold War competition on science and technology</p> <p>Confidence in America’s superiority until launching of <i>Sputnik</i></p>	<p>Fears about Soviet missiles striking United States</p> <p>Concern about United States losing scientific and technological edge</p> <p>Criticism of nation’s school system as “too soft”</p> <p>Acceleration of scientific competition (race to launch bigger satellites, weapons delivery systems, manned space ships, surveillance satellites)</p> <p>Use of federal funding for research and development in new industries (computers, electronics, communications)</p> <p>Growth of southern and western states as a result of federal spending in space and defense industries</p> <p>Success of Apollo program with lunar landing</p>

Following the second World War, the United States, unlike the rest of the belligerent nations, had an economically sound and prosperous homefront. Into the 1950's, the American people obviously looked forward to a sort of "Pax Americana," or in Layman's terms a time of peace. However, the proposition of the "containment" theory by George F. Kennan, that it was necessary to halt the spread of communism, pointed America to an unexpected war in Korea. This war and the aforementioned Second World War led America toward the direction of civil rights, aided by the monumental bus boycott in Montgomery, Alabama. While the Korean War had some detrimental economic and politic effects on the United States, the bus boycott in Montgomery launched a positive social movement in favor of civil rights.

After the Second World War, Korea was divided between North and South until an independent and unified Korea could be established. The "forgotten war" in Korea began in 1950, when the aggressive, communist North Koreans invaded their Southern counterpart to force unification under communist rule. Though the United Nations Security Council unanimously passed a resolution condemning the invasion and demanded a ceasefire, the Northerners would not desist. As a result, the U.N. decided to intervene, with the support of President Truman and the military of the United States (1). During this three year war, complicated by challenging geographic conditions, bad weather, and the Chinese, 98,851 American soldiers were wounded, 11,357 went missing and 24,281 died. (2a) The war resulted in a stalemate and the border between the two Koreas was maintained. Under Truman, the Navy, Army, Air Force, CIA experienced great increases and the U.S. added to the number of ships, troops, planes

and atomic weapons as brinkmanship toward the Soviets took hold. (2b) These increases helped create an economy dependent on wartime supply making, or a “military-industrial complex,” that President Eisenhower would warn the American people of before he stepped down from the Presidency in 1961. Despite this warning, the relationship between the military and its industrial suppliers remained strong. The U.S. would soon engage in the Vietnam War and later support other efforts to defeat communist expansion in Latin America and South Asia—often not realizing how complicated and expensive military support for containment would be. Civil rights also ties in to this war. Equality within the armed forces for African Americans had been proposed after World War II, influenced by the wartime “Double-V” campaign. This helped lead to the legal work of the NAACP, which would further push for equality. With Korea the armed forces were finally desegregated, in keeping with Truman’s previous order, and a full-blown civil rights movement began (3).

However, segregation was not limited solely to the armed forces. African Americans at home were forced to use different bathrooms, drinking fountains and to go to different schools than white people. Minute as it may seem, it was the public bus system in Montgomery, Alabama, with its outdated 19th-century segregation rules that spurred the protest. Although smaller personal rebellions against entrenched segregation had been taking place for decades, Rosa Parks was the key reason for a large-scale boycott of the bus system, having been arrested for refusing to change seats for a white man. (4) Police officials were enforcing a Jim Crow law that mandated African Americans sit where the bus driver told them to sit. Even though the

civilly-disobedient boycott was greeted with harassment and some violence, the protesters prevailed. As time went on, the bus companies realized that this boycott greatly diminished their business (5). This revolutionary movement launched the sit-in movement in the 1960's that resulted in more integrated public facilities and more public support for equality (6). Desegregation in the 1960's was further helped by President Eisenhower's precedent of enforcing the Brown v. Board of Education ruling to integrate public schools in Little Rock, Arkansas. Many programs and civil rights laws of President Lyndon B. Johnson's "Great Society" reinforced integration policies and furthered equality throughout the United States.

The face of history is often drastically altered by the decisions and movements of a certain nation or people. The Korean War, causing great death and the build-up of a military-industrial complex, and the Montgomery Bus Boycott, paving the way for the civil rights movement, prove this in a profound way.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Korean War and the Montgomery bus boycott
- Is more analytical than descriptive (*Korean War*: United Nations decided to intervene with the support of President Truman and the United States military; it was complicated by challenging conditions; the United States added to the number of ships, troops, planes, and atomic weapons as brinkmanship toward the Soviets took hold; the United States did not realize how complicated and expensive military support for containment would be; *Montgomery bus boycott*: it was the public bus system with its outdated 19th-century segregation rules that spurred the protest; smaller personal rebellions against entrenched segregation had been taking place for decades; it led America toward the direction of civil rights; even though the civilly-disobedient boycott was greeted with harassment and some violence, protesters prevailed)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Korean War*: Kennan’s containment theory pointed America to an unexpected war; after World War II Korea was divided until an independent and unified Korea could be established; the “forgotten war” began when North Koreans invaded the South to force unification under communist rule; United Nations Security Council condemned the invasion and demanded a cease-fire; the war resulted in a stalemate and the border between the Koreas was maintained; increases in military and CIA expenditures helped create an economy dependent on a “military-industrial complex”; the United States would engage in the Vietnam War and support other efforts to defeat communist expansion; equality within the armed forces had been proposed after World War II; the NAACP pushed for equality; the armed forces were desegregated in keeping with Truman’s previous order; *Montgomery bus boycott*: African Americans were forced to use different bathrooms and drinking fountains and go to different schools; Rosa Parks was arrested for refusing to change seats for a white man; police officials were enforcing a Jim Crow law that mandated African Americans sit where the bus driver told them to sit; desegregation was further helped by Eisenhower’s enforcement of the *Brown v. Board of Education* ruling to integrate public schools in Little Rock, Arkansas, and the many programs and civil rights laws of Johnson’s Great Society)
- Richly supports the theme with many relevant facts, examples, and details (*Korean War*: 98,851 American soldiers wounded, 11,357 missing, and 24,281 died; great increases in the United States Navy, Army, and Air Force; *Montgomery bus boycott*: Rosa Parks a key reason for a large-scale boycott of the bus system; diminished business of bus companies; launched sit-in movement of 1960s)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that summarizes and compares the Korean War and the Montgomery bus boycott

**Conclusion:** Overall, the response fits the criteria for Level 5. The discussion of the historical circumstances surrounding the Korean War evolves into an analytic appraisal of its effects and its linkage to further containment efforts. Citing increased civil rights as an outcome of the Korean War provides an effective transition to a good discussion of the Montgomery bus boycott and its effects.

In the 1950's the United States underwent a period of time in which the national mood toward social, economical, and political events changed. The Korean War, was a conflict that was largely aimed at the containment of communism. Also the launching of the Sputnik satellite helped ignite the Kennedy era space-race.

The Korean War. This conflict is one of the first times that the UN intervened in an international crisis, calling for member nations to protect South Korea. The United States, led by President Truman, responded to that call after a Security Council vote in which the Soviets did not take part. With armed ground troops and the movement of the American fleet, the United States demonstrated its power to protect the interests of world wide peace and to preserve the South Korean government. This conflict was the first war fought for communist containment in Asia. The United States thought North Korea was receiving aid and encouragement from the Soviet Union. This alarmed the United States and seemed to prove that the Soviets now wanted to spread communism through aggressive war. The Korean War was just the first of many different containment efforts. Later, the "Domino Theory" came up in the 1950's about concerns that if one nation fell to communism others in the region would fall to it as well. Based on this theory and its possible effects on the United States, the U.S. fought for containment in Southeast Asia and around the world in order to preserve democracy. All of this attention to stopping communism abroad also had an impact on the home front. Fear of communist influence or beliefs within the United States led to aggressive efforts to find communist "sympathizers." These included the use of loyalty oaths by the Truman administration and the

reckless charges by Senator Joseph McCarthy that were never proved. Although Truman ordered equal treatment for blacks in the military, it was found out that black, African American, soldiers were being given more court martials and more severe punishments than those given to their white counter parts. This evidence eventually led to implementation of Truman's executive order and helped further spark the civil rights movement of the 1950's and 1960's. The progress in the military, followed by the victory in the Supreme Court case *Brown v. Board of Education*, helped prepare the way for protests in cities such as Montgomery, Alabama and move toward full equality. (Docs 1 + 3)

Another important event of the 1950's was the launching of the Russian Sputnik satellite. In the Cold War race to be the most supreme nation in the world between the U.S. and the Soviet Union, Americans seemed to be confident that we were winning. In order to successfully compete with America's technological achievements, Krushchev and the Soviets had been trying to catch up and had developed better rockets. They determined that putting an artificial satellite in orbit before the Americans would be a large victory for their nation. However, the launching of the satellite only made the American's more competitive and determined as a space race began, which the Soviets failed to keep pace in. For starters, between 1958 and 1968 the NDEA was passed to improve American schools. It provided funding and loans for those who were pursuing an education in science. The American government wanted to have the best scientists in the world, and they did. Kennedy, when he was president also excited the entire nation about the new frontiers of space, getting the

public behind the space effort by saying that we would put a man on the moon. Even though he didn't live to see it in 1969 the United States had put a man on the moon. The launching of Sputnik had inspired Americans to trump the Soviets, in a way saying democracy was better than communism. (Docs 7, 8, 9)

In conclusion both of these events in the 1950's had profound impacts on life into the 1960's and beyond. The Korean war helped contain communism and brought civil rights to the forefront. The launching of Sputnik inspired America to win the space race and put a man on the moon first. The government of South Korea was maintained, although communist North Korea continues to be a threat to South Korea and to the world because of its development of nuclear weapons. The space race paved the way for many space explorations and joint efforts of nations around the world, including the United States and the Soviet Union, in the form of the International Space Station. All in all these two events of the 1950's greatly affect the United States socially, economically and politically. The national mood was challenged by these events, changing for the better in the form of equal civil rights and containment, and an excellent space program for the future.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Korean War and the launching of *Sputnik*
- Is more analytical than descriptive (*Korean War*: with armed ground troops and the movement of the American fleet, the United States demonstrated its power to protect the interests of worldwide peace; fear of communism within the United States led to aggressive efforts to find communist “sympathizers”; although Truman ordered equal treatment for blacks in the military, African American soldiers were being given more court martials and more severe punishments; implementation of Truman’s executive order helped further spark the civil rights movement; the progress in the military and victory in *Brown v. Board of Education* helped prepare the way for protests for full equality; *launching of Sputnik*: to successfully compete with America’s technological achievements, Khrushchev and the Soviets had been trying to catch up and had developed better rockets; Soviets determined that putting an artificial satellite in orbit before the Americans would be a large victory for them; it made the Americans more competitive and determined as the Soviets failed to keep pace in the space race; it inspired Americans to trump the Soviets)
- Incorporates relevant information from documents 1, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Korean War*: it was one of the first times the United Nations intervened in an international crisis; the United States responded after a Security Council vote; it was thought North Korea was receiving aid and encouragement from the Soviet Union; it seemed to prove the Soviets wanted to spread communism through aggressive war; according to the “domino theory” if one nation fell to communism others would follow, so the United States fought for containment; fear of communism led to reckless charges by Senator Joseph McCarthy; the government of South Korea was maintained although communist North Korea continues to be a threat because of its development of nuclear weapons; *launching of Sputnik*: in the Cold War race to be the most supreme nation in the world between the United States and the Soviet Union, Americans seemed to be confident that we were winning; President Kennedy excited the nation about the new frontiers of space; it paved the way for many space explorations and joint efforts in the form of the International Space Station)
- Richly supports the theme with many relevant facts, examples, and details (*Korean War*: United Nations called upon member nations to protect South Korea; *launching of Sputnik*: NDEA passed to improve American schools and provided funding and loans for education in science)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the Korean War was largely aimed at the containment of communism and *Sputnik* helped ignite the Kennedy era space race and a conclusion that discusses the short- and long-term effects of both events

**Conclusion:** Overall, the response fits the criteria for Level 5. Connecting the precedent of military containment in Korea to the domino theory in Southeast Asia and fear of communism on the home front is indicative of an understanding of how anti-communist efforts dominated the time period. Analytic, insightful conclusions bring the effects of both events to the present through the integration of important current developments.

The period before the 1950's was a turbulent time for America. The country was thrust from devastating economic depression into one of the greatest conflicts the world has ever seen. At the end of World War II, many hoped that a period of peace and prosperity would finally sweep over the weary nation. However, the 1950's brought about several events that would disrupt this peace and change the future of America. Two of these events were the Korean War and the launch of Sputnik.

Right after World War II came to an end, a new conflict broke out between the world's two superpowers: the United States and the U.S.S.R. The two sides were in conflict over many things, especially over Soviet control of eastern Europe. The Cold War was more or less about proving the superiority of capitalism or communism over the other. Something Khrushchev often boasted about was the superiority of the Soviet system (Doc. 7). While the war was "cold" for the most part, it heated up in the 1950's with the Korean War. The United States believed the Soviets were behind North Korea's attack. This was the first time the American military was used in a Cold War conflict, and was waged in order to keep communist North Korea from taking over South Korea (Doc. 1). This was a prime example of President Truman's Containment Policy in Asia, which was to prevent the spread of communism. The war also had an impact back on the home front. "Jim Crow" had long been the military's way of doing business, even as African Americans were risking their lives in Korea. Accusations of Army racism continued even after Truman's executive order. Thurgood Marshall's report about harsher punishments and more courts martial for blacks, led to the military finally desegregating the Armed Forces. (Doc. 3). The experiences of African American World War II and Korean War

veterans helped spur along the National Civil Rights movement that would come to dominate the next decade and result in civil rights legislation which would desegregate American society. Korea was also not the last military attempt at containing communism, as it became a precedent for another hot war in Asia—Vietnam. Our concern over Vietnam was made larger because of a belief in the Domino Effect—that losing one country to communism would cause other countries to fall. This war was fought for some of the same reasons as the Korean war, and would become unpopular like Korea and divide Americans throughout the 1960's and early 1970's.

The fight between capitalism and communism extended far beyond the battlefield. In 1957, the Soviets launched Sputnik, the first man-made object to be sent into space. When the USSR read about plans for a possible scientific satellite launching by the United States, Sputnik was created. The Soviets wanted to win the competition and already possessed the necessary rocket technology. (Doc. 7). Some saw this as a national security issue and worried that the United States was losing its technological edge. In response, the United States bolstered its education programs with funding in order to improve its scientific capabilities by teaching more math and advanced science courses. Government loans were financing over 15,000 Ph.D.'s a year (Doc. 8). The next president, John F. Kennedy, also expressed his desire to improve space technology not only to outshine the Soviets, but to also improve weather observation and communication systems (Doc. 9). Less advertised was the fact that an expanded Soviet presence in space was still threatening as the Cold War continued. The advantage the U.S.S.R. would have if they could launch intercontinental missiles would be

---

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

---

extraordinary. On a broader level, the space race caused by Sputnik helped fuel United States nationalism and innovation by attempting to come out on top. This happened when an American was the first to walk on the moon.

There were many events in the 1950's that shaped America's future and unfortunately disrupted hope for peace. This proved to be a very critical time in history for the country as it took the role of a superpower and became locked into a political and economic competition with the Soviet Union.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task for the Korean War and the launching of *Sputnik*
- Is both descriptive and analytical (*Korean War*: while the war was “cold” for the most part, Korea heated it up in the 1950s; it was waged to keep communist North Korea from taking over South Korea; accusations of army racism continued after Truman’s executive order; *launching of Sputnik*: fight between capitalism and communism extended beyond the battlefield; Soviets wanted to win the competition and possessed the necessary rocket technology; the United States bolstered its education programs with funding to improve scientific capabilities; Kennedy desired to improve space technology not only to outshine the Soviets but also to improve weather observation and communications; it helped fuel United States nationalism and innovation)
- Incorporates relevant information from documents 1, 3, 7, 8, and 9
- Incorporates relevant outside information (*Korean War*: the two sides were in conflict over many things; Cold War was about proving the superiority of capitalism or communism; the United States believed the Soviets were behind North Korea’s attack; it was the first time the American military was used in a Cold War conflict; it was a prime example of Truman’s containment policy; “Jim Crow” had long been the military’s way of doing business; experiences of African American veterans helped spur the civil rights movement; it became a precedent for another “hot war” in Asia; concern over Vietnam made larger by belief in Domino Effect; Vietnam was fought for some of the same reasons and would also become unpopular and divide Americans; *launching of Sputnik*: some saw this as a national security issue and worried the United States was losing its technological edge; an expanded Soviet presence in space was threatening as the Cold War continued; if the USSR could launch intercontinental missiles it would be an extraordinary advantage; it led to an American being the first to walk on the Moon)
- Supports the theme with relevant facts, examples, and details (*Korean War*: impacted the home front; not the last military attempt at containing communism; Marshall’s report about harsher punishments and more courts martial for blacks led to desegregation of the Armed Forces; *launching of Sputnik*: launched in 1957; first man-made object to be sent into space; created when USSR read about possible scientific satellite launching by the United States; government loans financed over 15,000 Ph.D.s a year)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses that many Americans hoped for peace and prosperity after the devastating economic depression and World War II and a conclusion that states that the 1950s proved to be a very critical time in history as the United States took on the role of superpower

**Conclusion:** Overall, the response fits the criteria for Level 4. A thoughtful description of the dilemmas facing the United States during the Korean War and the launching of *Sputnik* is supported by historically accurate document and outside information. While analytic statements are incorporated, the discussion would have been strengthened by providing more explanatory supporting details.

Domestic and foreign issues are equally important in determining a government's policies and actions. In turn, foreign and domestic issues affect not only the government, but the citizens as well. After WWII, the Soviet launching of Sputnik and the Montgomery bus boycott resulted in immense changes in political policies, economic spending and social movements and ideals.

Soviet's Sputnik launching was a major milestone in the Cold War for the USSR, but its effects were perhaps greatest on the U.S.

Starting from the end of WWII, Cold War tensions between the communist USSR and democratic U.S. were steadily increasing. The U.S. had successfully created the atomic bomb and proved its strength to the USSR at the end of WWII with the bombing of Hiroshima and Nagasaki. Nuclear war then became a huge fear for not only these two nations, but the whole world. The Soviet Union increased nuclear fears with their development of a H-bomb and the launching of Sputnik, a space satellite. The USSR was so desperate to beat the U.S. in something that they launched Sputnik and sparked the beginning of the Space Race (Doc 7). The immediate response of the U.S. was fear that rockets like the one that launched Sputnik could be used to launch nuclear bombs on the U.S. All over America people became even more nervous. Schools taught children drills called 'duck and cover' so students knew just what to do during a nuclear attack. Also, the government encouraged the creation of fallout shelters—many underground—places where people would go in case of a nuclear attack. Some scientific studies were published that depicted the better odds of surviving a nuclear attack in a fall out shelter. Government spending on education shifted gears as well because of Sputnik. Feeling the

need to compete and create its own space satellites, the U.S. government raised its spending on science education and research to \$1 billion dollars for 4 years (Doc 8). This dramatic increase was thanks to Eisenhower's National Defense Education Act. Also passed during his administration was the Interstate Highway Act to build interstate highways throughout the U.S. This was justified for national defense purposes. After Eisenhower, Kennedy continued the Space Race funding, for he believed it was an important way for the U.S. winning the propaganda war, but also for scientific discoveries that might benefit the entire world (Doc 9). Therefore, Sputnik led in the short term to increased fear which in turn created the need for long-term government action and spending.

One domestic issue greatly shaped American policies in the 1950s: civil rights for African Americans. Many African Americans were fed up with racial segregation and wanted change. So civil rights leaders who became famous—Parks, Martin Luther King Jr.—started a mass bus boycott in Montgomery Alabama. The boycott gained momentum and hurt the Montgomery public transportation system where it hurt most—profits. The buses lost 75% of their black customers which hurt them financially. As a result, the company had to counteract the deficits by increasing fares by 50% (Doc 5b). The effectiveness of the boycott is evident in both immediate local change and gradual national change. The boycott successfully led to the desegregation of Montgomery buses and gave people the hope that protests mattered and could achieve results. It also sparked the Civil Rights Movement. Numerous other acts of civil disobedience occurred after the boycott. For example, the sit in in Greensboro, NC (Doc 6B)

This protested segregation of restaurants and 'white only' public places (Jim Crow laws). Many other nonviolent protests such as Freedom Rides sometimes led to arrests and violence. Public sympathy and support for the civil rights movement occurred when television footage and newspaper photographs showed the brutal treatment of the peaceful protestors by police. The movement's support is evident by the famous March on Washington led by MLK which had thousands marching respectfully and peacefully for African American rights. Many laws were enacted such as the Civil Rights Act of 1960 and 1964 which gave African Americans many of the rights of citizenship they deserved. The Montgomery Bus Boycott was a catalyst that led to major changes in America during the 1950s and 60s.

The Sputnik launching and the Montgomery bus boycott both sparked major events in U.S history: the Space Race and the Civil Rights movement.

---

## Anchor Level 4-B

### The response:

- Develops all aspects of the task but does so unevenly by discussing the historical circumstances for the Montgomery bus boycott less thoroughly than other aspects of the task
- Is both descriptive and analytical (*launching of Sputnik*: it was a major milestone in the Cold War for the USSR but its effects were perhaps greatest on the United States; Cold War tensions between the communist USSR and democratic United States were steadily increasing; nuclear war became a huge fear not only for the USSR and the United States but also for the world; created the need for government action and spending; *Montgomery bus boycott*: gained momentum and hurt the public transportation system where it hurt most—profits; its effectiveness is evident in both immediate local change and gradual national change; it led to the desegregation of Montgomery buses and gave people hope that protests mattered and could achieve results)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*launching of Sputnik*: the United States proved its strength to the USSR with the bombing of Hiroshima and Nagasaki; schools taught children “duck and cover” drills so students knew what to do; the government encouraged the creation of fallout shelters to better survive a nuclear attack; Eisenhower justified the Highway Act for defense purposes; Kennedy continued space race funding as an important way for winning the propaganda war and for scientific discoveries that might benefit the world; *Montgomery bus boycott*: sit-ins protested “white only” Jim Crow laws; nonviolent protests such as Freedom Rides sometimes led to arrests and violence; television footage and newspaper photographs showed brutal treatment of peaceful protesters by police; March on Washington led by King; Civil Rights Act of 1960 and 1964)
- Supports the theme with relevant facts, examples, and details (*launching of Sputnik*: Soviet development of H-bomb increased nuclear fears; sparked beginning of space race; United States government raised spending on science education and research; *Montgomery bus boycott*: started by civil rights leaders Rosa Parks and Martin Luther King Jr.; buses lost 75 percent of black customers; company counteracted deficits by increasing fares by 50 percent; Greensboro sit-ins protested segregation of restaurants)
- Demonstrates a logical and clear plan of organization; includes an introduction that states domestic and foreign issues are equally important in determining a government’s policies and actions and a brief conclusion that states the launching of *Sputnik* sparked the space race and the Montgomery bus boycott sparked the civil rights movement

**Conclusion:** Overall, the response fits the criteria for Level 4. Outside historical references are used to expand on document information that supports the discussion of the short- versus long-term effects of the *Sputnik* launching. While the evaluation of the immediate local effects and gradual national change is good, the lack of development of historical circumstances surrounding the Montgomery bus boycott detracts from the effort.

Following the turmoil and loss faced in the Second World War, Americans were ready for a return to a peaceful and prosperous society. However, in the years after the war, several key events occurred that would bring important, and sometimes controversial, issues to the forefront of American society. The Montgomery bus boycott and the successful launching of Sputnik became major issues for the US and would greatly shape American society.

After returning from World War II, African American veterans returned to a country very much the same as they left it, just like veterans after World War I. For their service in the wars, many blacks expected greater equality once they returned, but segregation laws were all around them. They and other African Americans decided to take a stand which would be the beginning of a major civil rights movement. The frustration of African Americans was obvious when Rosa Parks refused to obey the Montgomery bus law and was arrested. This led to the Montgomery bus boycott, a well organized and effective protest for greater equality led by Martin Luther King Jr., who was also arrested (Document 4). As part of the boycott, African Americans began carpooling to work. The bus companies relied on African Americans for around 65 percent of their riders. When 75 percent of these African Americans turned to other forms of transportation, the bus companies were badly hurt. However they still refused to compromise and rejected Martin Luther King Jr.'s proposal for a "first come, first serve" arrangement (Document 5). Although protesters in Montgomery faced opposition, their actions and determination acted as an impetus for other, sometimes more militant, civil rights activists. In addition to boycotts, the protests at Montgomery would influence the

organization of sit-ins and marches. As more and more African Americans around the country rallied behind the goals of the Montgomery bus boycott, the civil rights movement gained strength and court-ordered desegregation began to occur (Document 6). The earlier ruling in *Brown v. The Topeka Board of Education* in 1954 that the “separate but equal” ruling of *Plessy v. Ferguson* violated the 14th amendment started African Americans thinking they could escape the restrictions of the Jim Crow laws. Inspired by the beginning of school desegregation, activists fought for the equality African Americans deserved.

Another major issue that arose following World War II was the Cold War between the superpowers. Although the US adopted a policy of containment highlighted by the Marshall Plan and North Atlantic Treaty Organization to prevent the spread of communism, the US was dealt a painful blow with the successful launching of the Soviet satellite, Sputnik. For the Soviets, Sputnik represented Communism’s superiority over capitalism. (Document 7). However, for the US, it represented the beginning of the Space Race. In reaction to this Soviet challenge, President Eisenhower in 1958 proposed the NDEA and legislation to create NASA. The NDEA was meant to deal with the educational crisis created by Sputnik. This led to a greater emphasis on the sciences and math in order to compete more successfully with Soviet technological advances. Furthermore, the NDEA provided a substantial amount of funding for higher education (Document 8). With this new shift in American politics toward education and space, through the combined efforts of NASA and the NDEA, the US was able to successfully accomplish a lunar landing in 1969.

---

**Anchor Paper – Document-Based Essay—Level 4 – C**

---

After World War II, the US experienced many significant events. These events proved to be important in creating opportunities for change in the country and they continue to be seen as major influences on 20th-century US history.

## Anchor Level 4-C

### **The response:**

- Develops all aspects of the task but discusses the Montgomery bus boycott more thoroughly than the launching of *Sputnik*
- Is both descriptive and analytical (*Montgomery bus boycott*: after World War II, African American veterans returned to a country very much the same as they left it; many blacks expected greater equality once they returned but segregation laws were all around them; bus companies refused to compromise and rejected King's proposal; protests at Montgomery influenced the organization of sit-ins and marches; inspired by the beginning of school desegregation, activists fought for the equality African Americans deserved; *launching of Sputnik*: the United States was dealt a painful blow with the successful launching; represented the superiority of communism over capitalism; the NDEA led to an emphasis on science and math to compete with Soviet technological advances; through the combined efforts of NASA and the NDEA, the United States was able to accomplish a lunar landing in 1969)
- Incorporates relevant information from documents 4, 5, 6, 7, and 8
- Incorporates relevant outside information (*Montgomery bus boycott*: Rosa Parks refused to obey the Montgomery bus law; a well-organized and effective protest for greater equality led by Martin Luther King, Jr. who was also arrested; Montgomery protesters' actions and determination acted as an impetus for other sometimes more militant civil rights activists; as more African Americans rallied behind the goals of the boycott, the civil rights movement gained strength and court-ordered desegregation began to occur; earlier ruling in *Brown* that the "separate but equal" ruling of *Plessy* violated the 14th amendment made African Americans think they could escape the restrictions of the Jim Crow laws; *launching of Sputnik*: the United States adopted a policy of containment highlighted by the Marshall Plan and NATO to prevent the spread of communism; Eisenhower proposed legislation for the creation of NASA)
- Supports the theme with relevant facts, examples, and details (*Montgomery bus boycott*: Rosa Parks's arrest led to the boycott; African Americans carpooled to work; African Americans about 65 percent of bus company riders; bus companies badly hurt when 75 percent of African Americans turned to other forms of transportation; King's proposal a "first come, first serve" arrangement; *launching of Sputnik*: beginning of space race for the United States)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states events such as the Montgomery bus boycott and the launching of *Sputnik* continue to be seen as major influences on 20th-century United States history

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of the Montgomery bus boycott uses outside information to establish historical references as well as to evaluate its effects. The discussion of the launching of the *Sputnik* would benefit from the inclusion of more facts and details.

The 1950s were a time of growth and prosperity for America. All signs pointed to a time of peace and stability, but some events that took place proved otherwise. The Montgomery bus boycott, and the launching of Sputnik rattled America, causing conflict in a time of American prosperity.

During the 1950s much of the Deep South continued to be segregated (Doc 4). Montgomery, Alabama at the time was a place of heavy segregation and inequalities. One of the main forms of mistreatment of blacks came from the bus systems. The Montgomery bus boycott started as a result of the unequal treatment of blacks. Each bus was different in Alabama in that each driver made up their own rules as to where the blacks could sit. Each driver was able to decide how much, or how little of the bus they wanted segregated. Inez Jessie Baskin was one individual who experienced bus segregation. Baskin was a member of the NAACP, which was trying to end segregation in public places, and this is where she first met Rosa Parks. Rosa Parks is such an iconic figure to segregation because she was one of the first individuals to revolt against black inequality on buses. She was arrested after refusing to move to the back of the bus, where blacks were supposed to sit. This social unrest that was caused by African American protests was a main reason for why the 1950s did not go as planned. Events such as these questioned the way things had always been done. With the success of the Montgomery bus boycott, more African American individuals began protesting and other groups formed to eliminate segregation (Doc 6a). At the beginning of the 1950s, America was peaceful and hoping for “normalcy” after a depression and a world war. Once individuals

began successfully protesting unfair treatment and public inequality, it opened a door for other blacks to revolt. Sit-ins were another form of protest that started in the South and spread into the North. They consisted of a group of African Americans, who would enter public places for whites only, and simply sit down and refuse to leave. Many of these sit-ins resulted in the arrest of many blacks, even though they were nonviolent. African Americans were willing to do whatever it took so that blacks achieved full equality and were not discriminated against in public places. The sit-ins eventually proved to be successful, because public places were converted into equal facilities for both whites and blacks, especially after civil rights laws were passed. Winston Salem North Carolina was a good example of a place that seemed to have accepted desegregation as part of everyday life.

A political challenge during this time of prosperity came in the form of the Space Race (Doc 7). America and the Soviet Union had a great deal of tension as a result of the Cold War. This caused a contest-like situation to see which country could outsmart the other. One main form of this was the Space Race, which led to both countries fighting over who could be more advanced. Khrushchev believed that the Soviet Union was much better than the U.S., and felt that communism would beat out America's policy of capitalism. America was trying to create peaceful scientific structures to be sent into space, but the Soviet Union wanted to get ahead of the U.S. militarily. A hydrogen bomb was created in 1955, and was heavily used for propaganda, as was the device that became known as the Soviet Union's most famous scientific achievement, Sputnik. The U.S. had to respond with its own

satellite.

President John F. Kennedy continued the struggle to make sure America came out on top during the Space Race (Doc 9). A goal was created by the U.S., which was mainly to have a man get to the moon. Because President Eisenhower and Kennedy wanted science programs to succeed, millions of dollars were pumped into science and math programs. Sputnik ultimately is the reason America came up with better programs for high school students in science and math. Agencies such as NASA were successful as a result of better science research. Weather satellites were also a key goal for America. New technology was created to be sent into space and used to predict weather patterns. These programs would lead to the completion of the Space Race begun with Sputnik.

The 1950s should have been a time of peace and economic, political, and social prosperity. Key events such as the Montgomery Bus Boycott and Sputnik prevented that from happening. These events led to dramatic change in America that defined the 1950s.

### Anchor Level 3-A

#### The response:

- Develops all aspects of the task with some depth for the Montgomery bus boycott and the launching of *Sputnik*
- Is more descriptive than analytical (*Montgomery bus boycott*: each bus was different in that each driver made up his own rules; Rosa Parks is an iconic figure because she was one of the first to revolt against black inequality; with its success more African Americans began protesting and other groups formed to eliminate segregation; Winston-Salem was a good example of a place that seemed to have accepted desegregation as an everyday part of life; *launching of Sputnik*: space race led to both countries fighting over who could be more advanced; Khrushchev felt that communism would beat out capitalism; it was the Soviet Union's most famous scientific achievement and was used for propaganda; Eisenhower and Kennedy wanted science programs to succeed; Sputnik is the reason America came up with better programs for high school students in science and math)
- Incorporates some relevant information from documents 4, 6, 7, and 9
- Incorporates relevant outside information (*Montgomery bus boycott*: the NAACP was trying to end segregation in public places; Rosa Parks was arrested after refusing to move to the back of the bus; sit-ins were another form of protest that spread to the North; sit-ins eventually proved to be successful because public places were converted into equal facilities, especially after civil rights laws were passed; *launching of Sputnik*: the Cold War caused a contest-like situation to see which country could outsmart the other; the United States responded with its own satellite; agencies such as NASA were successful as a result of better science research)
- Includes some relevant facts, examples, and details (*Montgomery bus boycott*: much of Deep South continued to be segregated in 1950s; sit-ins consisted of African Americans who entered public places for whites only, sat down, and refused to leave; *launching of Sputnik*: America trying to create peaceful scientific structures to be sent into space; Soviet Union wanted to get ahead of the United States militarily; goal of the United States to get to the Moon; millions of dollars pumped into science and math programs); includes a minor inaccuracy (*launching of Sputnik*: hydrogen bomb created in 1955)
- 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. Although some conclusions regarding the effects of the Montgomery bus boycott are thoughtful, the discussion is primarily descriptive. A few analytical statements complement document information in the discussion of *Sputnik*.

World War II was a time of conflict and worry for the United States. Once it was over, Americans could practically taste a new era of prosperity and peace. But instead of a time of growth and tranquility, important events in the 1950s changed the atmosphere in America and opened up aspects that would affect the United States to the next decade and many years after. These events were milestones such as the Montgomery Bus Boycott and the launching of the Sputnik and they had many social, political and economical effects on the lives of all Americans.

The Montgomery Bus Boycott symbolized a huge step towards the Civil Rights movement. Tensions between whites and blacks were extremely high, especially in the South. With the ruling of Plessy v. Ferguson in the 1890s stating that segregation was legal if the facilities were "seperate, but equal," the line between African-Americans and white people was especially distinct. One large part of segregation was the seperation of whites and blacks on buses (Doc. 4) Blacks were to sit in the back & whites sat in the front & if a white person wanted your seat, you were instructed to move. Rosa Parks, an inspirational woman, refused to give up her seat on a Montgomery bus line & was promptly arrested. As more blacks heard about the arrest of Rosa Parks, they became inspired to take a stand against the segregation. In 1956, 75% of African-Americans who rode the Montgomery Bus Line stopped in protest (Doc 5.) Groups used carpools to get to and from work, they rode bicycles, walked, or took Negro taxis. They were willing to help each other to get by & many adopted the nonviolent point of view of Martin Luther King, Jr. As the boycott raged on, the busline had to raise prices by 50% to comensate for the

loss of African-American riders (Doc. 5) The boycott inspired blacks to protest segregation in other ways as well. Segregation of lunch counters was protested by sit-ins (Doc. 6) and people began pushing for legislation to desegregate facilities. This one event, led to marches, sit-ins, boycotts & protests across the nation that eventually led to desegregation of public facilities. The Montgomery Bus Boycott was an extremely influential & important event in American history that paved the way to equal rights for African Americans and others.

The launching of the Russian satellite Sputnik was an important event in scientific history that would open the eyes of Americans to the need for advancement in math & science. The arms race during the Cold War made both the Soviet Union & the United States desperate to find the latest destructive technology to create an ultra-powerful bomb. The Soviets were also desperate to beat the United States out of any feat, (Doc. 7) whether it was in nuclear warfare or in any other area of technology. To kill two birds with one stone, Soviet scientists began developing a satellite that could be placed into orbit that might eventually have military advantages. When the Soviets launched Sputnik, Americans were shocked. The United States government realized that science was being neglected in our country & the only way to beat the Soviets in the space race was to improve science instruction, technology and education overall. Eisenhower launched the NDEA (national defense education act) which gave roughly \$3 billion to the devotion & improvement of science and the education system (Doc. 8) Kennedy also pumped money into a project that he thought would change the image of the United States—putting a man on the moon & returning him safely (Doc. 9) After years of research,

---

**Anchor Paper – Document-Based Essay—Level 3 – B**

---

the US succeeded in Kennedy's goal & we beat the Soviets to the moon. This went beyond what many thought to be possible. The race to the moon resulted in new careers, government agencies, and new businesses. The lunar landing was one of the most significant events in American history & it was sparked by the launch of Sputnik by the Soviets.

---

The Montgomery bus Boycott & the launching of Sputnik were key events in the change in the mood of Americans looking forward to peace & quiet after World War II. They affected the US socially, politically & economically & inspired change all across the nation.

## Anchor Level 3-B

### The response:

- Develops all aspects of the task with some depth for the Montgomery bus boycott and the launching of *Sputnik*
- Is more descriptive than analytical (*Montgomery bus boycott*: tensions between whites and blacks were extremely high especially in the South; African Americans became a united force willing to help each other; buses had to raise their prices to compensate for the loss of African American riders; *launching of Sputnik*: it opened the eyes of Americans to the need for advancements in math and science; it came as a shock to Americans; the United States government realized that science was being neglected in our country and the only way to beat the Soviets in the space race was to improve science instruction, technology, and education overall; it sparked the lunar landing)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Montgomery bus boycott*: with the ruling of *Plessy v. Ferguson* in the 1890s stating that segregation was legal if the facilities were “separate but equal,” the line between African Americans and whites became distinct; Rosa Parks refused to give up her seat and was arrested; many African Americans adopted the nonviolent point of view of Martin Luther King Jr.; people began pushing for legislation to desegregate facilities; *launching of Sputnik*: the Cold War arms race made the Soviet Union and the United States desperate to find the latest destructive technology; the United States succeeded in achieving Kennedy’s goal and beat the Soviets to the Moon; the race to the Moon resulted in new careers, government agencies, and businesses)
- Includes some relevant facts, examples, and details (*Montgomery bus boycott*: if a white person wanted the seat African Americans instructed to move; African Americans used carpools or took Negro taxis; led to marches, sit-ins, boycotts, and protests across the nation; led to desegregation of public facilities; *launching of Sputnik*: Eisenhower launched the NDEA which gave roughly \$3 billion to improvement of science and the education system; Kennedy wanted to put a man on the Moon)
- 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. A historical understanding of the circumstances surrounding the Montgomery bus boycott and its wide-ranging effects complements the use of document information. The discussion of *Sputnik* primarily focuses on the use of document information and includes a thoughtful interpretation of document 9.

During the early 1900s, the United States went through many events that were both beneficial and helpful to the nation. Starting with World War I that led to a generally prosperous economy throughout the 1920's, and the Great Depression that brought America to one of its lowest points, and finally World War II that helped end the Depression, many changes took place. After all the ups and downs, the American people only wanted to be up again in order to enjoy a time of peace and prosperity. Unfortunately, the Korean War and the Montgomery bus boycott interfered with that happening. At a time when all should be peaceful, these two events occurred and affected the United States greatly.

It's not surprising at all that after World War II and the Iron Curtain came down, the American people were living in fear of the Communists at home and abroad. For years they were informed of why Communism was bad and of how it must be stopped from spreading. Therefore, when North Korea attacked South Korea and they went to war with each other, President Harry Truman sent forces over to aid the democratic South. The American people were supportive of his actions since they believed it was necessary to protect another democratic country (document 1). If the North were to win, Communism might succeed in spreading in Asia and even possibly beyond. During the war, the American nation was changed immensely. The country's military was expanded and the cost expanded as well. The number of those serving jumped to over 3.2 million, while the Air Force also increased by almost double. Even more, the Navy added around 400 ships to its total, and the CIA drastically increased (document 2b). Of course, along with an

increase in the military, came a likewise increase in the casualties. During the war, 24,281 soldiers were killed, 11,357 were missing, and 98,851 were injured (document 2a). One of the most important results of the Korean War however, was that it sparked the push for greater racial equality. In the war, African Americans fought along side with the whites. They were still faced with racism, even though Truman's Executive Order 9981 supposedly had helped to better the conditions for Negroes by requiring equal treatment. When they returned, many felt it was only right for them to be treated equally since they fought for their own country (document 3). This new spark for equality though, helped to cause even more issues as civil rights protests soon began in cities like Montgomery, Alabama.

While the Korean War prevented Communism from spreading into South Korea, it led to difficult issues at home for American citizens. After fighting in World War II and Korea, and then returning to the United States and its segregated society, African Americans were unhappy. For example, many blacks needed to ride the buses of the Montgomery bus system every day to travel to and from work. This was just one of the segregated facilities. Negroes were forced to sit in the back at the bus driver's discretion. At different times and with different drivers the separation line was changed. Most went along with the rules but Rosa Parks did not (document 4). She was sitting in a seat on the bus one day when she was told to give up her seat for a white person. She refused to do so and was arrested. The black community then joined together to plan the Montgomery Bus Boycott. The African Americans refused to ride the buses until they became unsegregated. Many car-pooled to their jobs and other locations to

avoid riding the buses (document 5a). This boycott didn't really affect the bus companies since they raised their fares to make up for the money they lost. It did however, give a boost to African American taxicab companies (document 5b). Even some white people responded to desegregation in a positive way (document 6a). These changes would pave the way for the next generation to enjoy greater racial equality and more opportunities.

All in all, the United States went through a few events that prevented their dream of peace. The Korean War increased the fear of Communism at home and paved the way for racial equality. The Montgomery bus boycott helped to start to make equality a reality. Americans had to realize that their society would be constantly changing.

### Anchor Level 3-C

#### **The response:**

- Develops all aspects of the task with little depth for the Korean War and the Montgomery bus boycott
- Is more descriptive than analytical (*Korean War*: for years Americans were informed of why communism was bad and how it must be stopped from spreading; with an increase in the military, casualties also increased; African Americans still faced racism even though Truman's Executive Order 9981 supposedly had helped to better conditions by requiring equal treatment; when African Americans returned many felt it was only right for them to be treated equally since they fought for their country; *Montgomery bus boycott*: black community joined together to plan it; African Americans refused to ride the buses until they were desegregated; many carpooled to avoid riding the buses; changes would pave the way for the next generation to enjoy greater racial equality and more opportunities); includes faulty analysis (*Montgomery bus boycott*: boycott did not really affect the bus companies since they raised their fares)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*Korean War*: after World War II and the Iron Curtain came down the American people were living in fear of communists at home and abroad; *Montgomery bus boycott*: Rosa Parks was told to give up her seat for a white person and she refused)
- Includes some relevant facts, examples, and details (*Korean War*: North Korea attacked South Korea and they went to war; President Truman sent forces to aid South Korea; America's military expanded; number serving jumped to over 3.2 million; 24,281 soldiers killed; *Montgomery bus boycott*: blacks forced to sit in back of the bus at driver's discretion; most African Americans went along with the rules but not Rosa Parks; Rosa Parks arrested)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses how the up-and-down experience of World War I, the Great Depression, and World War II set the stage for peace and prosperity and a conclusion that mentions the role of the Korean War and the Montgomery bus boycott in helping Americans realize that their society was constantly changing

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of historical circumstances surrounding the Korean War indicates an understanding of the role played by communism in the decision of the United States to go to war. Although the effects of the Korean War and the Montgomery bus boycott rely primarily on document information, a good concluding historical reference is made in the case of the boycott.

The 1950's were an exciting decade filled with major life alternating events. World War II was finally over and people wanted change. Two significant events that happened were the Montgomery Bus Boycott and the Launching of Sputnik. These occasions made a long lasting impact on the United States.

One day in the 1950's a brave woman, Rosa Parks, refused to give up her seat to a white man on a bus and was arrested. This led to the Montgomery Bus Boycott. People were extremely unhappy with the buses. Even if there was a long seat with one single white man on it, blacks had to look for another seat & often times couldn't get a seat at all because of it (Document 4). So now, African Americans decided to boycott the buses with great success. Blacks carpoled, walked, or took taxis to the places they needed to go. About 75% of African Americans stopped using the bus. It hurt the buses a lot. Their amount of customers were drastically reduced, so they lost lots of profit and were forced to raise their fares by fifty percent, which even drove away their white customers (Document 5). This civil disobedience method of boycotting had further effects. African Americans didn't stop at boycotting buses, but other things like restaurants, movies, etc. In document 6b, it is a picture of 4 black men at an all whites diner. They often sat until they were served. Their methods of civil disobedience were highly successful and led to the desegregation of all facilities in time.

From 1945 to 1990, it was a time period called the Cold War. Both the United States and the Soviet Union were constantly trying to prove one was better than the other. When the Soviets got wind that the US was going to launch a satellite, the Soviets, desperate to beat the

---

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

---

Americans in SOMETHING, launched a satellite of their own, known as Sputnik (Document 7). In the following years, the US hustled to improve its scientific technology to match the Soviet's. Over \$3 billion dollars was poured into education, mostly scientific education and research (Document 8). It was a great thing for the United States because we were finally the first ones to the moon, which was not just a great accomplishment for a few men, but for the nation as a whole (Document 9).

America went through great prosperity even in hard times. With lots of hard work and commitment from all, the US was able to accomplish a lot. Society improved in many aspects & America made great changes for the better.

## Anchor Level 2-A

### **The response:**

- Develops all aspects of the task with little depth for the Montgomery bus boycott and the launching of *Sputnik*
- Is primarily descriptive (*Montgomery bus boycott*: people were extremely unhappy with the buses; often blacks could not get a seat because of the policy; the decision of African Americans to boycott the buses had great success; methods of civil disobedience led to the desegregation of all facilities in time; *launching of Sputnik*: the Soviet Union was desperate to beat the Americans; the United States hustled to improve its scientific technology to match the Soviets); includes faulty application (*Montgomery bus boycott*: increase in bus fares drove away white customers; boycotts of restaurants, movies, etc.; blacks sat at an all-whites diner until they were served)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents limited relevant outside information (*Montgomery bus boycott*: Rosa Parks refused to give up her seat to a white man on a bus; method of boycotting was civil disobedience; *launching of Sputnik*: 1945 to 1990 was a time period known as the Cold War; Americans were the first ones to the Moon)
- Includes few relevant facts, examples, and details (*Montgomery bus boycott*: Rosa Parks arrested; blacks carpooled, walked, or took taxis to places they needed to go; amount of bus customers drastically reduced and led to loss of profit; *launching of Sputnik*: over \$3 billion poured into scientific education and research)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the United States was able to accomplish much with hard work and commitment

**Conclusion:** Overall, the response fits the criteria for Level 2. Limited factual support for document information characterizes the development of the Montgomery bus boycott and the launching of *Sputnik*. Flawed conclusions weaken the responses.

After World War II Americans were looking forward to a time of peace. Though many events such as the Korean War and the Montgomery Bus Boycott made it difficult. These two events had many social, economic and political effects on the United States.

The United States was involved in the Korean War. During the Korean War there were many racial inequalities. Many complaints during this time period led to the NAACP to send civil rights activist lawyer to South Korea. The lawyer found that many of the punishments were more harsh towards African American soldiers compared to non-African American soldiers. This finding led to President Truman to desegregate the armed forces. Desegregating the forces did not end discrimination but help lead to greater equality in the forces (Doc #3). Another effect the Korean War had on Americans was many casualties of United States soldiers. There were around 24,000 United States soldiers who died in the Korean War, many more were wounded. A positive effect of the Korean War was an increase in many government jobs such as the C.I.A. The navy also grew in size and the United States military doubled in size (Doc 2a & 2b).

The Montgomery Bus Boycott was another event that led to some social and economic changes. One major thing that was wrong with buses was the segregation. Segregated buses had it so whites would sit up front and African Americans would sit in the back. Many African Americans did not like the rule of segregation. One African American who did not follow the segregation law was Rosa Parks. Rosa Parks was arrested (Doc #4). After she was arrested many African Americans organized a boycott. The economic effects of the

---

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

---

boycott were a decreased number in African Americans riding busses. Another was an increase in bus fares as well as many African American taxicabs gained more bussiness (Doc #5b). These boycotts were a negative thing for bussines for busses. 65% of African Americans stopped ridding busses.

After World War II many Americans wanted to return to a time of peace and for things to go back to normal. The Montgomery Bus Boycott and Korean War made it difficult to maintain peace. They had many social and economic changes.

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

- Develops most aspects of the task for the Korean War and the Montgomery bus boycott
- Is primarily descriptive (*Korean War*: during the war there were many racial inequalities; many complaints led the NAACP to send a civil rights activist lawyer to Korea; punishments for African Americans soldiers were harsher; desegregation of the armed forces did not end discrimination but helped lead to greater equality in the forces; government jobs such as in the CIA increased; *Montgomery bus boycott*: one major thing wrong with the buses was segregation; on segregated buses whites would sit up front and African Americans would sit in the back; after Rosa Parks's arrest African Americans organized a boycott; it was negative for bus business); includes faulty and weak application (*Korean War*: Marshall's findings led President Truman to desegregate the armed forces)
- Incorporates limited relevant information from documents 2, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Korean War*: many casualties to United States soldiers; about 24,000 United States soldiers died; many United States soldiers wounded; navy grew; *Montgomery bus boycott*: Rosa Parks did not follow the segregation law; bus fares increased; many African American taxicabs gained business; number of African Americans riding buses decreased); includes an inaccuracy (*Montgomery bus boycott*: 65% of African Americans stopped riding buses)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The historical circumstances are not addressed for either selection. However, utilization of document information indicates an understanding of the effects of each event.

During the Korean War and the Montgomery bus boycott several events took place that changed the U.S. and how we did things. During the time these events took place the United States was going through difficult times.

The Korean War took place in the 1950's. The war was caused because North Korea invaded South Korea and when asked to withdrawl they didn't. (Doc 1) Cause of this war many effects occurred on the United States. More than 98,000 were wounded. 24,281 dead and 11,357 missing. (Doc 2a) Also, cause of this war the armed forces doubled to over 3.2 million. The navy expanded its number of ships also. (Doc 2b) In conclusion the Korean War had many effects on the United States and our armed forces.

The Montgomery bus boycott was based on racism especially in the South. (01) During this time period African American people had very little to no rights. They were segregated everywhere. There were even different drinking fountains, bathrooms, and even schools for whites and blacks. (01) Rosa Parks is one of the known leaders from this movement. She was known for not giving up her bus seat to a white person which back then you had to do. She was then arrested and sent to jail cause of this. (01). This movement also had a lot of effects on the United States: like for the first time blacks were able to sit at the counter tops at restaurants. (Doc 6). Also the black people stopped riding all the buses which made the bus company fall short on money. (Doc 5). Cause of the blacks boycotting and Martin Luther King African Americans now have equal rights as whites.

---

**Anchor Paper – Document-Based Essay—Level 2 – C**

---

In conclusion cause of the past events that occurred in the United States makes us how we are today. Whether it's about our rights or how we are veterans in a war.

---

**Anchor Level 2-C**

**The response:**

- Minimally develops all aspects of the task for the Korean War and the Montgomery bus boycott
- Is primarily descriptive (*Korean War*: when asked to withdraw North Korea did not; *Montgomery bus boycott*: Rosa Parks arrested and sent to jail); includes faulty and weak application (*Montgomery bus boycott*: because of the boycott and Martin Luther King African Americans now have equal rights)
- Incorporates limited relevant information from documents 1, 2, 4, 5, and 6
- Presents little relevant outside information (*Montgomery bus boycott*: African Americans had very little to no rights at this time; African Americans were segregated everywhere such as different drinking fountains, bathrooms, and schools; Rosa Parks was known for not giving up her bus seat to a white person)
- Includes few relevant facts, examples, and details (*Korean War*: North Korea invaded South Korea; armed forces doubled to over 3.2 million; navy expanded number of ships; *Montgomery bus boycott*: blacks able to sit at restaurant counters)
- Demonstrates a general plan of organization; includes an introduction that states the Korean War and the Montgomery bus boycott were among several events that changed the United States and a conclusion that states past events have made us what we are today

**Conclusion:** Overall, the response fits the criteria for Level 2. While brief statements of document information form the basis of the discussion about the Korean War, some outside information indicates a limited understanding of historical circumstances surrounding the bus boycott. However, the effects of the Montgomery bus boycott are presented in a confused and disjointed manner.

The United States wanted peace and prosperity after the terrible events of WWII. Instead they had challenges to get by either because of racial segregation or other countries having disputes. Two examples of this are the Korean War and Montgomery bus boycott.

The Korean War started because North Korea invaded South Korea (DOC 1). Then President Harry Truman ordered US forces to go and help South Korea government troops. Truman had paid a price though. There were over 125,000 wounded, missing or dead from the U.S. CIA stations increased in foreign countries from 7 to 47 (DOC 2a and 2b).

The Montgomery bus system made African Americans upset because they were not treated fairly. They had to sit in the back and away from whites (DOC 4). They didn't like how they were treated so they decided to boycott riding the bus. 75% of African Americans stopped riding the bus (DOC 5a & 5b). This brought the bus business to a very bad time. Through all of their bad treatment they didn't stop trying to get equal rights.

So in conclusion the Bus boycott and Korean war both made barriers for the US to have peace. Even after these events there was always going to be something holding them back.

## Anchor Level 1-A

### **The response:**

- Minimally develops all aspects of the task for the Korean War and the Montgomery bus boycott
- Is descriptive (*Korean War*: President Truman paid a price for ordering United States forces to South Korea; *Montgomery bus boycott*: African Americans boycotted the buses because they did not like how they were being treated; despite the bad treatment, African Americans continued to try to get equal rights)
- Includes minimal information from documents 1, 2, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Korean War*: North Korea invaded South Korea; President Truman ordered United States forces to help South Korea; over 125,000 Americans wounded, missing, or dead; increase in CIA stations in foreign countries; *Montgomery bus boycott*: African Americans had to sit in the back; 75 percent of African Americans stopped riding buses)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state instead of peace and prosperity there were always going to be challenges that the United States had to face

**Conclusion:** Overall, the response fits the criteria for Level 1. A few facts selected from the documents indicate a limited understanding of the historical circumstances surrounding the Korean War and the Montgomery bus boycott. Effects of those events are correctly identified but with minimal explanation.

---

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

---

In the years following World War II, Americans wanted just two things; peace & prosperity. Events in the 1950's promised little hope of peace but showed great signs toward prosperity. Also during the 1950's racial tension also became increasingly evident. The Montgomery Bus Boycott became one of the most powerful movements into racial equality.

It all started with an African-American woman named Rosa Parks. While sitting on a bus she was asked to give up her seat to a white person. When she refused she was quickly arrested and put in jail. In response to her arrest, 75% of All African American refused to ride the bus. (Doc. 5b) This marked the start of the Montgomery Bus Boycott. The boycott's sole purpose was simple: Let anyone sit anywhere on a bus. Racial equality was one of the biggest issues of the 1950's.

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

- Minimally develops all aspects of the task for the Montgomery bus boycott
- Is descriptive (*Montgomery bus boycott*: racial tension became increasingly evident during the 1950s; it began in response to Rosa Parks's arrest; the purpose was to let anyone sit anywhere on a bus; it became one of the most powerful movements for racial equality)
- Includes minimal information from documents 4 and 5
- Presents little relevant outside information (*Montgomery bus boycott*: Rosa Parks was asked to give up her seat to a white person; when Rosa Parks refused to give up her seat she was quickly arrested and put in jail)
- Includes few relevant facts, examples, and details (*Montgomery bus boycott*: African Americans refused to ride the bus)
- Demonstrates a general plan of organization; includes an introduction that states events in the 1950s promised little hope of peace but showed great signs of prosperity and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Only the Montgomery bus boycott is addressed and few facts support the limited discussion of historical circumstances surrounding that event and its effects.

In the aftermath of the Second World War, our society was well prepared to move into a period of calmness and success. Contrarily, several events took place in the middle of the twentieth century which upset the possibilities of realizing these notions by altering many of the social, economic, and political conditions of the time. These controversial events included, but were most definitely not limited to, the Montgomery bus boycott and the launching of the Soviet satellite Sputnik. The Montgomery bus boycott and the launch of Sputnik increased social and political tensions of the time both domestically and internationally.

When Reconstruction ended and federal troops were taken out of the South, segregation became “the law of the land.” African Americans such as W. E. B. DuBois tried unsuccessfully to achieve equal rights. It would take a revolution to end segregation (O.I.). Many remember Rosa Parks today as the woman behind that revolution and an instigator of the civil rights movement. In the 1950’s, the bus system of Montgomery, Alabama as well as throughout the South, was strongly segregated between whites and blacks. Rosa Parks chose to challenge this arrangement and refused to give up her seat to a white man. For this, she was arrested and the civil rights movement took flight (O.I.). We can tell by the commentary of Inez Baskin, a resident, that as soon as word of the arrest spread, the foundations of the Montgomery bus boycott were laid. (Doc. 4). This would become an important coordinated movement towards the expansion of civil rights—the first of many to follow.

The effects of the boycott were amazingly widespread. As we can see from the pages of the paper the Montgomery Adviser, the business and

economic cycle of the city was completely altered. Seventy-five percent of African-Americans abandoned the bus, and eventually business declined (Doc. 5b). Negro taxicabs and carpools, on the other hand, flourished (Doc. 5a). Even though the first proposals for compromise were rejected, the boycott was ended with Montgomery changing its bus policies a little more than a year later. Soon after the Supreme Court ruled segregation on public transportation unconstitutional (Q.1).

This bus boycott was only the first in a series of chain reactions. With the successful end of the bus boycott, the next target was segregated public facilities such as restaurants. Document 6b shows us a number of college students staging a sit-in in Greensboro, NC. These efforts led to integrated lunch counters. The bus boycott caused many new protests and resulted in many successes. This showed the African-American population that change was indeed possible.

In addition to the challenges posed to the social structure and racial tensions, many political problems were exacerbated by the Cold War. Geoffrey Perret tells us how Nikita Krushchev simply wanted an accomplishment over the United States for the sake of having defeated its fellow superpower in a not so trivial pursuit. (Doc. 7) Naturally, when Krushchev was successful with the launch of Sputnik, Eisenhower and the Americans did not want to fall behind. In turn, we came back with the National Defense Education Act which gave approximately 3 billion dollars to promote education and cultivate the minds of our future scientists (Doc. 8) and the beginnings of the race to put a man on the moon. President Kennedy saw space as our next frontier and seemed to be saying that he valued all scientific aspects

---

**Document-Based Essay—Practice Paper – A**

---

of that race, but satellites and weather observation were not his primary goals. He believed the true superpower would be the one to land a man on the moon, therefore taking a big step forward in superiority during the Cold War (Doc. 9). The Cold War tensions accelerated by the launch of Sputnik caused the United States to pour money into funding technology and education which would help take the United States to the lunar landing and beyond: to American astronauts living on space stations and robotic explorers on planets. This created new job opportunities and new businesses which helped expand the American economy (Q1).

The United States hoped for prosperity in the aftermath of the Second World War. Although the United States was prosperous in many respects, social and political tensions were exacerbated with the Montgomery bus boycott and the launch of Sputnik. While the bus boycott pioneered the struggle to end prejudices and promote equality, the launch of Sputnik put the country on the defensive, placing greater emphasis on education and the development of technology to protect our interests.

One of the most important events in America's history was the rise of the military-industrial complex post WWII and the huge spending projects in the '50's and 60's. These factors transformed American society, almost as much as Reagan's spending helped to end the Cold War. Two major events of the Cold War led to this escalation in spending: Korea and Sputnik.

North Korea's invasion of the democratic South Korea sparked reminders of aggression in Europe and Asia before WWII. The U.S. was able to push a resolution denouncing the invasion through the Security Council, largely because the Soviet Union was protesting the exclusion of Mao's People's Republic from the Council while recognizing the "rebel" government in Formosa. With the Soviet Union and China out of the way, the U.S., Britain, and France were able to stand up for the beleaguered South Koreans. However, as evidenced in Truman's speech in Doc 1, the DPRK refused to withdraw to the 38th parallel, as specified in the resolution. Therefore, a UN force, composed mostly of American troops and led by the U.S., was dispatched to beat back the communists. "I have ordered United States air and sea forces to give the Korean Government troops cover and support," said Truman, without asking Congress for a declaration of war. He sent a force under General Douglass MacArthur, of WWII fame. MacArthur launched a successful attack at Inchon, behind enemy lines, and drove the DPRK back almost to China. Unfortunately, MacArthur miscalculated and underestimated the chances of China entering the war. His actions wound up drawing China into the war, increasing U.S. casualties and lengthening the war.

This miscalculation and the Korean War's larger effect of applying

the containment policy to Asia had another, unintended consequence. With the stakes of the Cold War now higher and moving beyond Europe, the military built up dramatically. As shown in Doc 2, the US Army more than doubled. The Air Force added thirty wing groups and Eisenhower later began a policy of boldness backed by long-range bombers. The Navy added more than 400 new ships, and the seven CIA offices in 1951 turned into forty seven by 1953 as espionage activities became more important in Cold War foreign policy. This build up made the US armed forces the most powerful in the world and also caused an economic boom at home in defense-related businesses like the aerospace industry. It also resulted in growing budget deficits. Other defense-inspired projects, like the Interstate Highway System, contributed to the national economic expansion during the 1950's and helped make the burgeoning suburban middle class possible. The military build-up post-Korea continued until the Cold War officially ended when the Berlin Wall fell during Reagan's presidency.

Another important event was the Soviet launching of Sputnik. This event in the 1950's set the stage for competitive space research. According to Doc 7, the Soviets already had the technology in progress to launch their hydrogen bombs. All they had to do was make a few adjustments to their rockets to win an important propaganda battle against the West. Sending Sputnik, then a dog, and then a person into orbit would add to their prestige and help win the propaganda battle. "An orbiting satellite had obvious military possibilities," noted the Russians, and that fact seemed, at first, lost on us. So we did what we do best: spend, baby, spend. Money was invested to improve our schools and train more professionals, training some at NASA and

---

**Document-Based Essay—Practice Paper – B**

---

others at labs all over the country. President Eisenhower's NDEA dramatically increased federal support for education and R+D, as shown in Doc 8. Fellowships from the program produced 15,000 Ph.D.s a year. Although the US had started behind the Soviets, it began to catch up with John Glenn's trip into orbit. "By the time of the lunar landing in 1969, NDEA alone had pumped \$3 billion into American education" and positioned the US for even bigger space achievements. And the federal spending didn't stop there. In Doc 9, JFK requested millions of dollars needed for various projects, from getting a man on the moon to launching satellites to monitor weather. This spending produced immeasurable scientific breakthroughs and also aided the growing middle class with better educational opportunities and jobs in supporting industries. It also paved the way for Ronald Reagan's Star Wars concept, an expensive effort that the Soviets could not match.

The spending resulting from the Korean War and the national security concerns about the Sputnik launch had a great impact on American society and presidential decision making. It produced unexpected consequences, breakthroughs, and growing federal expenditures.

---

It was expected that after World War II, the United States could return to a state of peace and prosperity. However, the 1950s saw a number of key events that had radical effects on American society through the 1960s and afterward. Two such events were the Montgomery Bus Boycott and the launching of Sputnik. The social effects of these two events on American society continue to be significant today.

The Montgomery Bus Boycott was a result of the segregation of African Americans in the 1950s that started long before and seemed to become permanent with the Plessy v. Ferguson decision. Although blacks and whites were allowed to ride the same buses, they were not allowed to share seats. Black people were not allowed to sit with white people. If all of the “white” seats were occupied and another white person wanted to sit down, a black person would have to give up his/her seat. Document 4 is a primary source describing a black person’s account of this system of segregation. The Montgomery Bus Boycott began when Rosa Parks refused to give up her seat to a white man and was arrested, giving African American’s reason to boycott the Montgomery bus system and demand an end to the segregation laws. Martin Luther King Jr. successfully led this nonviolent boycott almost putting the bus company out of business.

The bus boycott had important lasting effects on the city of Montgomery and American society. According to Document 5, approximately 65% of the bus system’s passengers were African American, 75% of which had stopped riding the buses by 1956. This decrease in business made it necessary for bus fare to increase from 10 to 15 cents. The boycotters set up a reliable system of taxis and

carpools to avoid riding the buses which got them to work. Even though some whites became violent during the boycott, the African Americans didn't give up. The boycott led to the desegregation of the Montgomery bus system by court order. It helped start a process of change that eventually showed that whites and blacks could exist side by side peacefully. The desegregation of the Montgomery bus system was a significant step toward racial equality in the United States as African Americans became more confident and willing to take a stand.

The launching of the Russian satellite Sputnik also had a significant impact on American society. The Russians launched Sputnik in response to American President Eisenhower's plan to launch a satellite in 1958 for scientific purposes. According to Document 7, Russia was desperate to beat the United States at something because capitalism and communism were in competition and they saw this as an opportunity. The United States, as seen in Document 9, responded during President Kennedy's term by spending massive amounts of money on space projects because the competition continued and he believed it would contribute greatly to science. It would be awesome if the United States managed to be the first country to put a man on the moon, so NASA scientists went to work on that project.

The launching of Sputnik had a profound effect on science and education in the United States. Less than a year after the launching, President Eisenhower signed into law the National Defense Education Act. Document 8 describes a dramatic increase in federal support for science research and education as a result of the NDEA. Over four

---

**Document-Based Essay—Practice Paper – C**

---

years it provided approximately \$1 billion for science research and education and gave loan money to more than 1.5 million individual college students. Science research and education flourished in the United States after the launching of Sputnik and were important reasons why President Kennedy's goals were achieved.

The effects of events during the 1950s left a lasting impression on American society. The Montgomery Bus Boycott eventually led to the end of racial segregation. The launching of Sputnik was a significant advancement in science and made a great contribution to research and education in the United States. The impressions left on American society by these events are still affecting American society today.

---

**Document-Based Essay—Practice Paper – D**

---

When World War II ended, Americans finally wanted to live happily and have peace & prosperity in the nation. But, the 1950s challenged Americans with all the things they had to face.

One of the things that was a problem for many Americans was segregation. Everything was segregated. Even the army forces. As says in document 3, African Americans received very harsh punishments, much harsher compared to the ones non-African people got. Also, the Montgomery bus system was a big issue. Africans were seeking for equality, but as it says in documents 4 & 5, it was really hard for them, and took a lot of time to get the equality they wanted.

Another issue was that there was a big competition in advances over space projects from Soviet Union. As says in document 7, the USSR tried to be more advanced than America in any way possible.

The 1950's were a time of great prosperity for America as a country and Americans living in it. However, certain events took place that would serve as a precursor to the turbulence and troubles of the 1950's. These events included the Korean War and the Montgomery Bus Boycott.

During the 50's, President Dwight D. Eisenhower believed in the policy of containment, or preventing the spread of communism. So after communist troops from N. Korea invaded government forces in S. Korea, the U.S gov't decided to intervene (doc. 1). The U.S sent hundreds of thousand of troops in to fight the communists, and the amount of people enrolled in the army doubled (doc. 2). The United States became discouraged when the war ended in a stalemate, with N. Korea and S. Korea divided at the 38th parallel.

Another event that disrupted the peace of the 1950's was the Montgomery Bus Boycott. Segregation had long been a part of the bus systems in the South (doc. 4). However, the boycott was sparked by the arrest of Rosa Parks. Parks had been trained for civil disobedience and was arrested for refusing to give up her seat on the bus for a white person (doc. 4). The African American community in Montgomery, led by Martin Luther King Jr., decided to boycott the buses. They would walk to work, take taxis, or carpool to get places (doc. 5). This action served as an inspiration to the rest of the civil rights movement.

The Korean War and the Montgomery bus boycott interrupted the peace and prosperity of the 1950's.

## Practice Paper A—Score Level 4

### The response:

- Develops all aspects of the task but discusses the Montgomery bus boycott more thoroughly than the launching of *Sputnik*
- Is both descriptive and analytical (*Montgomery bus boycott*: it would become an important coordinated movement towards the expansion of civil rights—the first of many to follow; it altered the business and economic cycle of the city; with its successful end the next target was segregated public facilities, such as restaurants; it showed African Americans that change was indeed possible; *launching of Sputnik*: Khrushchev wanted an accomplishment over the United States for having defeated its fellow superpower in a not so trivial pursuit; Kennedy seemed to be saying that he valued all scientific aspects of the space race; Kennedy saw space as the next frontier and believed the true superpower would be the one to land a man on the Moon therefore taking a big step forward in superiority during the Cold War)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Montgomery bus boycott*: when Reconstruction ended and federal troops were taken out of the South, segregation became “the law of the land”; African Americans such as W. E. B. Du Bois tried unsuccessfully to achieve equal rights; many remember Rosa Parks as the woman behind the revolution and an instigator of the civil rights movement; Rosa Parks chose to challenge the arrangement and refused to give up her seat to a white man; the boycott ended with Montgomery changing its bus policies a little more than a year later; the Supreme Court ruled segregation on public transportation unconstitutional; sit-ins led to integrated lunch counters; *launching of Sputnik*: it accelerated Cold War tensions; funding technology and education would help take the United States to the lunar landing and beyond; it created new job opportunities and new businesses which helped expand the American economy)
- Supports the theme with relevant facts, examples, and details (*Montgomery bus boycott*: bus system in the South segregated; Rosa Parks arrested; 75 percent of African Americans abandoned the bus and business declined; Negro taxicabs and carpools flourished; first proposals for compromise rejected; a number of college students staged a sit-in in Greensboro; *launching of Sputnik*: when Khrushchev was successful, Eisenhower and the Americans did not want to fall behind; NDEA gave approximately \$3 billion to promote education and cultivate minds of future scientists; beginnings of a race to put a man on the Moon)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the bus boycott pioneered the struggle to end prejudices and promote equality and the launching of *Sputnik* put the country on the defensive, placing greater emphasis on education and the development of technology to protect our interests

**Conclusion:** Overall, the response fits the criteria for Level 4. Recognizing that ending segregation would require a revolution demonstrates an understanding of the Montgomery bus boycott period of civil rights. While the discussion of the *Sputnik* launching shows understanding, it would be enhanced by the inclusion of more facts and details.

## Practice Paper B—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Korean War and the launching of *Sputnik*
- Is more analytical than descriptive (*Korean War*: Truman sent air and sea forces to give Korean government troops cover and support; by drawing China into the war United States casualties increased and the war lengthened; espionage activities became more important in foreign policy; military buildup caused an economic boom in defense-related businesses and resulted in growing budget deficits; *launching of Sputnik*: Soviets already had the technology in progress to launch hydrogen bombs; Soviets had to make a few adjustments to their rockets to win an important propaganda battle against the West; an orbiting satellite had obvious military possibilities and that fact seemed, at first, lost on us; although the United States had started behind the Soviets it began to catch up; spending produced immeasurable scientific breakthroughs and aided the growing middle class with better educational opportunities and jobs in supporting industries)
- Incorporates relevant information from documents 1, 2, 7, 8, and 9
- Incorporates substantial relevant outside information (*Korean War*: North Korea’s invasion of the democratic South sparked reminders of aggression before World War II; United States was able to push a resolution denouncing the invasion through the Security Council; United Nations force composed mostly of American troops was dispatched; Truman did not ask Congress for a declaration of war and sent a force under MacArthur; MacArthur miscalculated and underestimated the chances of China entering the war; applying the containment policy to Asia had the unintended consequence of a military buildup that continued until the Cold War officially ended; *launching of Sputnik*: it set the stage for competitive space research; sending *Sputnik*, then a dog, and then a person into orbit would add to Soviet prestige and help win the propaganda battle; John Glenn made a trip into orbit; scientific breakthroughs paved the way for Reagan’s Star Wars concept)
- Richly supports the theme with many relevant facts, examples, and details (*Korean War*: North Korea refused to withdraw to 38th parallel; United States military built up dramatically, army more than doubled, air force added thirty wing groups, navy added more than 400 new ships, and 7 CIA offices turned into 47; *launching of Sputnik*: NDEA increased federal support for education and research and development; by 1969, \$3 billion pumped into American education; Kennedy requested millions of dollars for projects from getting a man on the Moon to launching satellites to monitor weather)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses the rise of the post–World War II military-industrial complex

**Conclusion:** Overall, the response fits the criteria for Level 5. Insightful document analysis is supported using historically accurate, well-integrated outside information, and demonstrates a thorough understanding of issues surrounding the Korean War and the launching of *Sputnik*.

## Practice Paper C—Score Level 3

### The response:

- Develops all aspects of the task with little depth for the Montgomery bus boycott and the launching of *Sputnik*
- Is more descriptive than analytical (*Montgomery bus boycott*: it was a result of the segregation of African Americans in the 1950s that had started long before; if all “white” seats were occupied and another white person wanted to sit down, a black person would have to give up his/her seat; Rosa Parks’s arrest gave African Americans a reason to boycott the Montgomery bus system and demand an end to segregation laws; Martin Luther King Jr. led this nonviolent boycott; the boycotters set up a system of taxis and carpools; desegregation of the bus system was a significant step toward racial equality; *launching of Sputnik*: Russia was desperate to beat the United States at something because capitalism and communism were in competition and they saw this as an opportunity; it would be awesome if the United States managed to be the first country to put a man on the Moon; science research and education flourished and were important reasons why Kennedy’s goals were achieved)
- Incorporates some relevant information from documents 4, 5, 7, 8, and 9
- Incorporates limited relevant outside information (*Montgomery bus boycott*: segregation of African Americans seemed to become permanent with the *Plessy v. Ferguson* decision; it began when Rosa Parks refused to give up her seat to a white man; even though some whites became violent during the boycott African Americans did not give up; *launching of Sputnik*: Kennedy believed in spending massive amounts of money on space projects because the competition continued and it would contribute greatly to science; NASA scientists went to work on the lunar project)
- Includes some relevant facts, examples, and details (*Montgomery bus boycott*: 65 percent of bus system’s passengers African American; decrease in business made it necessary for bus fare to increase from 10 to 15 cents; *launching of Sputnik*: Eisenhower planned to launch a satellite for scientific purposes; NDEA provided approximately \$1 billion for science research and education and loan money to more than 1.5 million college students)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses the effects of the Montgomery bus boycott and of the launching of *Sputnik* that are still affecting American society

**Conclusion:** Overall, the response fits the criteria for Level 3. The recognition of *Plessy’s* importance in perpetuating segregation is a good reference in the discussion of the Montgomery bus boycott. Although document information is used extensively throughout the response, some analytical conclusions about the effects of the bus boycott and *Sputnik* add to the discussion.

## Practice Paper D—Score Level 1

### The response:

- Minimally develops some aspects of the task for the Montgomery bus boycott and mentions the launching of *Sputnik*
- Is descriptive (*Montgomery bus boycott*: African Americans received harsher punishments than non-Africans in the armed forces; African Americans were seeking equality and it was very hard for them; it took much time for African Americans to get equality; *launching of Sputnik*: the USSR tried to be more advanced than America in any way possible)
- Includes minimal information from documents 3 and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Montgomery bus boycott*: armed forces segregated; *launching of Sputnik*: competition in space projects)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. While a reference to document 3 is used to establish the historical circumstances for segregation, there are no specific details about the Montgomery bus boycott. The statements about *Sputnik* are limited.

## Practice Paper E—Score Level 2

### The response:

- Minimally develops all aspects of the task for the Korean War and the Montgomery bus boycott
- Is primarily descriptive (*Korean War*: after North Korea’s invasion of South Korea, the United States government intervened; *Montgomery bus boycott*: segregation had long been a part of the bus systems in the South; it was sparked by the arrest of Rosa Parks; Martin Luther King Jr. led the African American community in boycotting the buses; it served as inspiration to the rest of the civil rights movement); includes faulty application (President Eisenhower and the policy of containment in Korea)
- Incorporates limited relevant information from documents 1, 2, 4, and 5
- Presents some relevant outside information (*Korean War*: the policy of containment or preventing the spread of communism affected United States policy in Korea; the United States became discouraged when the war ended in a stalemate with North and South Korea divided by the 38th parallel; *Montgomery bus boycott*: Rosa Parks was arrested for refusing to give up her seat on the bus for a white person)
- Includes few relevant facts, examples, and details (*Korean War*: North Korea invaded South Korea; United States sent hundreds of thousands of troops to fight; number of people in the army doubled; *Montgomery bus boycott*: African Americans walked to work, took taxis, or carpooled)
- Demonstrates a general plan of organization; includes an introduction that states the Korean War and Montgomery bus boycott served as a precursor to the turbulence and troubles of the 1950s and a brief conclusion that states both events interrupted the peace and prosperity of the 1950s

**Conclusion:** Overall, the response fits the criteria for Level 2. A general lack of details and development characterize this response. Outside historical references, used in conjunction with document information, demonstrate an understanding of the importance of both the Korean War and the Montgomery bus boycott, but further explanation would have enhanced the effort.

# United States History and Government Specifications January 2013

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Government (Congressional Legislation); Civic Values; Constitutional Principles; Human Systems; Immigration and Migration; Reform Movements	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Constitutional Principles; Citizenship; Diversity; Presidential Decisions and Actions; Science and Technology; Places and Regions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

### *Notes:*

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

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

**The *Chart for Determining the Final Examination Score for the January 2013 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.**

### **Submitting Teacher Evaluations of the Test to the Department**

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

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

**Regents Examination in United States History and Government – January 2013**

**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 47 would receive a final examination score of 80.

**Total Essay Score**

		<b>Total Essay Score</b>										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	3	6	9	13	16	20	24	28	32	36
	1	1	4	7	10	14	18	21	25	29	33	38
	2	2	5	8	12	15	19	23	27	31	35	39
	3	3	6	9	13	16	20	24	28	32	36	40
	4	4	7	10	14	18	21	25	29	33	38	42
	5	5	8	12	15	19	23	27	31	35	39	43
	6	6	9	13	16	20	24	28	32	36	40	45
	7	7	10	14	18	21	25	29	33	38	42	46
	8	8	12	15	19	23	27	31	35	39	43	47
	9	9	13	16	20	24	28	32	36	40	45	49
	10	10	14	18	21	25	29	33	38	42	46	50
	11	12	15	19	23	27	31	35	39	43	47	52
	12	13	16	20	24	28	32	36	40	45	49	53
	13	14	18	21	25	29	33	38	42	46	50	55
	14	15	19	23	27	31	35	39	43	47	52	56
	15	16	20	24	28	32	36	40	45	49	53	57
	16	18	21	25	29	33	38	42	46	50	55	59
	17	19	23	27	31	35	39	43	47	52	56	60
	18	20	24	28	32	36	40	45	49	53	57	62
	19	21	25	29	33	38	42	46	50	55	59	63
	20	23	27	31	35	39	43	47	52	56	60	65
	21	24	28	32	36	40	45	49	53	57	62	66
	22	25	29	33	38	42	46	50	55	59	63	67
	23	27	31	35	39	43	47	52	56	60	65	68
	24	28	32	36	40	45	49	53	57	62	66	70
	25	29	33	38	42	46	50	55	59	63	67	71
	26	31	35	39	43	47	52	56	60	65	68	72
	27	32	36	40	45	49	53	57	62	66	70	74
	28	33	38	42	46	50	55	59	63	67	71	75
	29	35	39	43	47	52	56	60	65	68	72	76
	30	36	40	45	49	53	57	62	66	70	74	77
	31	38	42	46	50	55	59	63	67	71	75	79

**Total Essay Score**

		<b>Total Essay Score</b>										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	32	39	43	47	52	56	60	65	68	72	76	80
	33	40	45	49	53	57	62	66	70	74	77	81
	34	42	46	50	55	59	63	67	71	75	79	82
	35	43	47	52	56	60	65	68	72	76	80	83
	36	45	49	53	57	62	66	70	74	77	81	84
	37	46	50	55	59	63	67	71	75	79	82	85
	38	47	52	56	60	65	68	72	76	80	83	87
	39	49	53	57	62	66	70	74	77	81	84	88
	40	50	55	59	63	67	71	75	79	82	85	89
	41	52	56	60	65	68	72	76	80	83	87	90
	42	53	57	62	66	70	74	77	81	84	88	91
	43	55	59	63	67	71	75	79	82	85	89	92
	44	56	60	65	68	72	76	80	83	87	90	93
	45	57	62	66	70	74	77	81	84	88	91	94
	46	59	63	67	71	75	79	82	85	89	92	95
	47	60	65	68	72	76	80	83	87	90	93	96
	48	62	66	70	74	77	81	84	88	91	94	97
	49	63	67	71	75	79	82	85	89	92	95	97
	50	65	68	72	76	80	83	87	90	93	96	97
	51	66	70	74	77	81	84	88	91	94	97	98
	52	67	71	75	79	82	85	89	92	95	97	98
	53	68	72	76	80	83	87	90	93	96	97	98
	54	70	74	77	81	84	88	91	94	97	98	98
	55	71	75	79	82	85	89	92	95	97	98	99
	56	72	76	80	83	87	90	93	96	97	98	99
	57	74	77	81	84	88	91	94	97	98	98	99
	58	75	79	82	85	89	92	95	97	98	99	99
	59	76	80	83	87	90	93	96	97	98	99	99
	60	77	81	84	88	91	94	97	98	98	99	99
	61	79	82	85	89	92	95	97	98	99	99	99
	62	80	83	87	90	93	96	97	98	99	99	99
	63	81	84	88	91	94	97	98	98	99	99	100