

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, June 16, 2011 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. 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.

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

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, 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 Primary sources of information about the colonial era would include a
 - (1) journal entry by a member of the Second Continental Congress
 - (2) textbook passage about the settlement of Pennsylvania
 - (3) recent newspaper article commemorating the birth of Patrick Henry
 - (4) television program about the Declaration of Independence
- 2 Which geographic area was added to the United States by the Louisiana Purchase?
 - (1) Appalachian Mountains
 - (2) Columbia River valley
 - (3) Great Plains
 - (4) Piedmont Plateau
- 3 Which heading best completes the partial outline below?

I. _____

A. Mayflower Compact

B. House of Burgesses

C. New England town meetings

 - (1) Attempts to Overthrow British Rule
 - (2) Development of Self-Government in the American Colonies
 - (3) Establishment of British Parliamentary Control Over the Colonies
 - (4) Social Reform Movements in the American Colonies
- 4 In the 1700s, the triangular trade led directly to the
 - (1) middle colonies' role as the chief importers of agricultural products
 - (2) rapid industrialization of the southern colonies
 - (3) decline of the New England economy
 - (4) increased importation of enslaved Africans to the Western Hemisphere
- 5 American colonists showed their opposition to the British taxation and trade restrictions of the 1760s primarily by
 - (1) supporting the French against the British
 - (2) boycotting products from Great Britain
 - (3) overthrowing the royal governors in most of the colonies
 - (4) purchasing additional products from Native American Indian tribes
- 6 Which idea guided the development of the Articles of Confederation?
 - (1) A strong central government would threaten the rights of the people.
 - (2) All the people should be granted the right to vote.
 - (3) Most power should rest with the judicial branch.
 - (4) Only the central government would have the power to levy taxes.
- 7 "...The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elective, may justly be pronounced the very definition of tyranny...."

— James Madison

Which feature of the United States Constitution was included to address the concern expressed by James Madison?

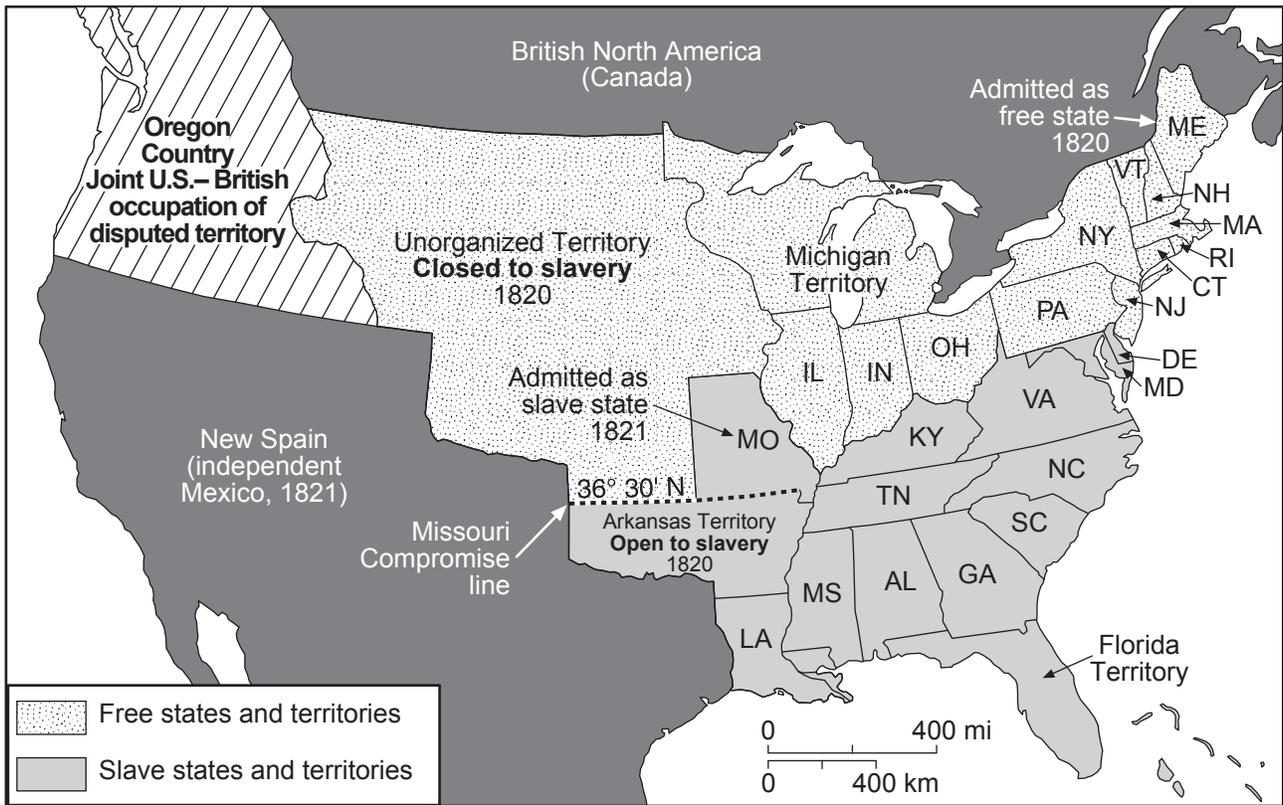
 - (1) electoral college
 - (2) checks and balances
 - (3) Bill of Rights
 - (4) amendment process

- 8 The primary purpose of the *Federalist Papers* was to
- (1) justify the American Revolution to the colonists
 - (2) promote the continuation of British rule
 - (3) encourage ratification of the United States Constitution
 - (4) support the election of George Washington as president
- 9 Which statement most accurately explains why the institution of slavery was continued under the original Constitution of the United States?
- (1) The early factory system relied on the labor of slaves.
 - (2) The majority of American families owned several slaves.
 - (3) Slave rebellions made most whites oppose freedom for African Americans.
 - (4) Southern states would not agree to a constitution that banned slavery.
- 10 The elastic clause of the United States Constitution gives Congress the power to
- (1) “make rules for the government and regulation of the land and naval forces;...”
 - (2) “regulate commerce with foreign nations, and among the several states, and with the Indian tribes;...”
 - (3) “lay and collect taxes, duties, imports and excises,...”
 - (4) “make all laws which shall be necessary and proper for carrying into execution the foregoing powers,...”
- 11 What was a significant effect of Supreme Court decisions under Chief Justice John Marshall (1801–1835)?
- (1) The powers of the federal government were increased.
 - (2) The extension of slavery was limited.
 - (3) The president’s use of the veto power was restricted.
 - (4) The states were given more control over interstate commerce.
- 12 How did completion of the Erie Canal in 1825 affect United States commerce?
- (1) New York City lost business as manufacturing centers grew in the West.
 - (2) United States exports to European countries declined.
 - (3) Western farmers gained better access to East Coast markets.
 - (4) The Midwest became the center of textile production.
- 13 During the 1830s, the development of a national two-party political system was mainly the result of
- (1) conflicts over the use of the Monroe Doctrine
 - (2) debates over the National Bank and tariffs
 - (3) disputes over the Oregon boundary
 - (4) controversy over the Indian Removal Act

GO ON TO THE NEXT PAGE ⇨

Base your answers to questions 14 and 15 on the map below and on your knowledge of social studies.

The United States in 1821



Source: Robert A. Divine et al., *America: Past and Present*, Addison Wesley Longman, 1999 (adapted)

- 14 The map illustrates the impact on the United States of the
- (1) Great Compromise
 - (2) Missouri Compromise
 - (3) *Dred Scott* decision
 - (4) Emancipation Proclamation
- 15 Information on the map supports the conclusion that congressional leaders in 1820 and 1821 wanted to
- (1) maintain an equal number of free and slave states
 - (2) ban slavery west of the Mississippi River
 - (3) bring slavery to the Oregon Country
 - (4) open territories in the North to slavery

Base your answer to question 16 on the chart below and on your knowledge of social studies.

American Manufacturing by Region, 1860

Region	Number of Manufacturing Establishments	Average Number of Workers	Annual Value of Products
New England states	20,671	391,836	\$468,599,287
Middle states	53,387	546,243	\$802,338,392
Southern states	20,631	110,721	\$155,531,281
Western states	36,785	209,909	\$384,606,530

Source: Bailey and Kennedy, *The American Pageant: A History of the Republic*, D.C. Heath and Company, 1987 (adapted)

16 Which conclusion can best be drawn from the information in this chart?

- (1) The Southern states led the nation in manufacturing.
- (2) Manufacturing production in the Western states exceeded that of the New England states.
- (3) The Middle states led the nation in all categories related to manufacturing.
- (4) The New England states depended more on agriculture than on manufacturing.

17 Which argument was used by President Abraham Lincoln to explain his policy of leniency toward the South after the Civil War?

- (1) Most Southerners have remained loyal to the Union during the war.
- (2) Most Southerners are willing to grant equality to formerly enslaved persons.
- (3) The federal government has no authority to punish states for secession.
- (4) Healing the nation's wounds quickly is essential.

18 In the Compromise of 1877 that ended Reconstruction, Republicans agreed to

- (1) withdraw federal troops from the South
- (2) support the Black Codes
- (3) award the presidency to Democrat Samuel Tilden
- (4) accept the Supreme Court decision in *Dred Scott v. Sanford*

19 In the late 1800s, rapid industrial development resulted in

- (1) a decrease in tariff rates
- (2) a decrease in population growth
- (3) an increase in the rate of urbanization
- (4) an increase in the price of farm products

20 Which geographic feature connected the iron ore fields of the upper Midwest to major steel centers?

- (1) Great Lakes
- (2) Gulf of Mexico
- (3) Hudson River
- (4) Tennessee River valley

21 The formation of national labor unions in the late 1800s was mainly a response to

- (1) passage of federal laws that favored workers
- (2) laws restricting immigration and naturalization
- (3) poor working conditions and low wages in many industries
- (4) economic depressions that had led to high unemployment

22 Many of the business trusts created in the late 1800s were eventually declared illegal primarily because they

- (1) eliminated competition by forming monopolies
- (2) combined companies that manufactured different products
- (3) donated large sums of money to political candidates
- (4) allowed children to work under unsafe conditions

23 Literacy tests and grandfather clauses were enacted in the South after the Reconstruction Era primarily to

- (1) increase the number of women voters
- (2) limit the number of African American voters
- (3) guarantee that voters could read and write
- (4) ensure that formerly enslaved persons met property requirements

24 Upton Sinclair, Frank Norris, and Ida Tarbell made their greatest contributions to the Progressive movement by

- (1) working to end political corruption in cities
- (2) speaking out for the equal rights of Hispanic Americans
- (3) supporting legislation to improve tenement housing
- (4) publishing books and articles to expose the problems of society

25 Which action was a result of the other three?

- (1) Germany's policy of unrestricted submarine warfare
- (2) United States entry into World War I
- (3) interception of the Zimmermann Note
- (4) United States loans to Allied nations

26 The vote by the United States Senate on the Treaty of Versailles (1919) demonstrated

- (1) an unwillingness to join the League of Nations
- (2) a commitment to collective security
- (3) a belief that the nation required a stronger military
- (4) a rejection of colonialism

27 Which development most clearly illustrates the nativist attitudes that existed in the United States in the 1920s?

- (1) limits on immigration established by the Quota Acts
- (2) pro-business policies of the federal government
- (3) artistic and literary achievements of the Harlem Renaissance
- (4) conflicts between religion and science as shown in the Scopes Trial

28 Which movement's primary goal was the ratification of a constitutional amendment authorizing Prohibition?

- (1) abolitionist
- (2) Populist
- (3) temperance
- (4) settlement house

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

OH, SO THAT'S THE KIND OF A SAILOR HE IS!



Source: J. N. "Ding" Darling, *Des Moines Register*, March 29, 1937 (adapted)

29 The cartoon illustrates President Franklin D. Roosevelt's dissatisfaction with

- (1) Congress leading the nation into World War II
- (2) Congress resisting proposals to strengthen the navy
- (3) New Deal programs being declared unconstitutional
- (4) being unable to appoint minorities to the Supreme Court

- 30 The Neutrality Acts of the 1930s reflect the efforts of Congress to
- (1) reject the terms of the Kellogg-Briand Pact
 - (2) avoid foreign policy mistakes that led the country into World War I
 - (3) form military alliances with other democratic nations
 - (4) strengthen the American military against European dictators
- 31 During World War II, the Manhattan Project was the name of the plan to
- (1) open a second front in Europe
 - (2) capture Pacific islands held by the Japanese
 - (3) develop the atomic bomb
 - (4) liberate German concentration camps
- 32 Women played a major role on the domestic front during World War II by
- (1) becoming candidates for public office
 - (2) campaigning for woman's suffrage
 - (3) demonstrating against involvement in the war
 - (4) taking jobs in the defense industry
- 33 Which statement about the Marshall Plan is most accurate?
- (1) It was used to finance rearmament after World War II.
 - (2) It was denied to all former World War II enemies.
 - (3) It was used to rebuild European nations after World War II.
 - (4) It was given to all African and Asian allies during the Cold War.
- 34 The Hungarian uprising of 1956, the U-2 incident, and the Cuban missile crisis led to
- (1) military actions by the Southeast Asia Treaty Organization (SEATO)
 - (2) increased tensions between the United States and the Soviet Union
 - (3) international efforts to control communist China
 - (4) creation of the Warsaw Pact

- 35 The United States Supreme Court under Chief Justice Earl Warren (1953–1969) made several landmark decisions that
- (1) drew criticism for supporting States rights
 - (2) weakened the power of the federal government
 - (3) strengthened the authority of the police
 - (4) increased the rights of individuals
- 36 The baby boom after World War II led directly to
- (1) a decrease in spending for public education
 - (2) a return to a rural lifestyle
 - (3) an increased demand for housing
 - (4) a decrease in consumer spending

Base your answer to question 37 on the chart below and on your knowledge of social studies.

Great Society Legislation

Legislation	Purpose
Economic Opportunity Act	Created programs such as Job Corps and Project Head Start
Voting Rights Act	Ended race-based restrictions on voting
Medicare/Medicaid Act	Provided medical coverage for elderly and poor Americans

- 37 The legislation identified in this chart was an effort to solve problems related to
- (1) illegal immigration and terrorism
 - (2) poverty and discrimination
 - (3) illiteracy and domestic abuse
 - (4) budget deficits and famine
-

- 42 Which action has come to symbolize the end of the Cold War?
- (1) establishing the Peace Corps
 - (2) achieving a truce in the Korean War
 - (3) tearing down the Berlin Wall
 - (4) improving United States relations with China

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



Source: Mike Lane, *Baltimore Sun*, June 30, 2005

- 43 The main idea of this cartoon about the Iraq War is that
- (1) the American public should no longer support the president's goals
 - (2) President George W. Bush claimed victory too soon
 - (3) American troops should be coming home soon
 - (4) creating a democratic government is no longer the goal of the war
-
- 44 Which war is most closely associated with the emergence of the United States as a world power?
- (1) War of 1812
 - (2) Mexican War
 - (3) Civil War
 - (4) Spanish-American War

- 45 President Abraham Lincoln's suspension of habeas corpus and President Franklin D. Roosevelt's executive order forcing Japanese Americans into internment camps both demonstrate that
- (1) constitutional rights can be limited during times of war
 - (2) Congress can pass laws limiting the power of a strong president
 - (3) immigrants are protected by the same constitutional rights as United States citizens
 - (4) presidential actions must be submitted to the Supreme Court for approval
- 46 The policy of assimilating Native American Indians under the Dawes Act (1887) was reversed by 20th-century legislation that
- (1) gave Native American Indians greater control over their own reservations
 - (2) helped relocate Native American Indians to large cities
 - (3) broke up Native American Indian tribes by giving each family its own land
 - (4) forced Native American Indian children to be educated away from their families

- 47 **"Attorney General Palmer Deports 249 Foreigners" (1919)**
"Nixon Accuses Alger Hiss of Espionage" (1948)
"Rosenbergs Executed for Treason" (1953)

Each of these headlines demonstrates that during the 20th century

- (1) the rights of the accused were expanded
- (2) membership rose dramatically in groups considered to be subversive
- (3) censorship was a primary policy of the government
- (4) fear of communist activities prompted government actions

- 48 Which issue was involved in both the firing of General Douglas MacArthur in 1951 and the passage of the War Powers Act of 1973?
- (1) judicial limits on free speech
 - (2) media influence on budget policies
 - (3) the president's authority as commander in chief
 - (4) expansion of the military-industrial complex
- 49 How is the presidential election of 2000 similar to the presidential elections of 1824 and 1876?
- (1) The electoral vote count ended in a tie.
 - (2) The third-party candidate won several electoral votes.
 - (3) The winner of the popular vote did not become president.
 - (4) The United States Senate selected the winner.
- 50 A major way in which the Civil Rights Act (1964) and the Americans with Disabilities Act (1990) are similar is that both laws
- (1) were intended to lift Americans out of poverty
 - (2) failed to pass constitutional review by the Supreme Court
 - (3) gave a minority group the right to vote after years of protest
 - (4) provided equal protection to groups that had experienced discrimination
-

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: Change — Constitutional Amendments

When the Founding Fathers wrote the United States Constitution, they included the amendment process. The amendments that have been passed brought political, social, and economic changes to American society.

Task:

Select **two** constitutional amendments that have changed American society and for **each**

- Describe the historical circumstances that led to the adoption of the amendment
- Discuss the political, social, **and/or** economic changes the amendment brought to American society

You may use any constitutional amendments that have changed American society. Some suggestions you might wish to consider include the 13th amendment (abolition of slavery, 1865), 17th amendment (direct election of senators, 1913), 18th amendment (Prohibition, 1919), 19th amendment (woman's suffrage, 1920), 22nd amendment (presidential term limits, 1951), 24th amendment (elimination of the poll tax, 1964), and 26th amendment (suffrage for 18-year-old citizens, 1971).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

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

(a) **describe** means “to illustrate something in words or tell about it”

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

NAME _____ SCHOOL _____

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

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

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

For many Americans, the 1920s was a decade of prosperity and confidence. However, by the end of the decade, political, social, and economic changes were starting that would create a far different America in the 1930s.

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

- Discuss the differences *and/or* similarities in American society between the 1920s and the 1930s

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

Yes, Sir, He's My Baby!



Source: Andrew Cayton et al., *America: Pathways to the Present*, Prentice Hall, 1995 (adapted)



Source: Daniel R. Fitzpatrick, *St. Louis Post-Dispatch*, September 21, 1924

1 Based on these cartoons, what is the relationship between President Calvin Coolidge's administration and big business in the 1920s? [1]

Score

Document 2

...And what were these “own lives” of theirs [women] to be like? Well, for one thing, they could take jobs. Up to this time girls of the middle classes who had wanted to “do something” had been largely restricted to school-teaching, social-service work, nursing, stenography, and clerical work in business houses. But now they poured out of the schools and colleges into all manner of new occupations. They besieged the offices of publishers and advertisers; they went into tea-room management until there threatened to be more purveyors [sellers] than consumers of chicken patties and cinnamon toast; they sold antiques, sold real estate, opened smart little shops, and finally invaded the department stores. In 1920 the department store was in the mind of the average college girl a rather bourgeois [middle class] institution which employed “poor shop girls”; by the end of the decade college girls were standing in line for openings in the misses’ sports-wear department and even selling behind the counter in the hope that some day fortune might smile upon them and make them buyers or stylists. Small-town girls who once would have been contented to stay in Sauk Center [Minnesota] all their days were now borrowing from father to go to New York or Chicago to seek their fortunes — in Best’s or Macy’s or Marshall Field’s. Married women who were encumbered [burdened] with children and could not seek jobs consoled themselves with the thought that home-making and child-rearing were really “professions,” after all. No topic was so furiously discussed at luncheon tables from one end of the country to the other as the question whether the married woman should take a job, and whether the mother had a right to. And as for the unmarried woman, she no longer had to explain why she worked in a shop or an office; it was idleness, nowadays, that had to be defended....

Source: Frederick Lewis Allen, *Only Yesterday: An Informal History of the 1920s*,
Harper & Row, 1931

2 According to Frederick Lewis Allen, what is **one** way middle-class women’s lives changed in the 1920s? [1]

Score

Document 3

Howard Johnson was an African American newspaper editor.

...The time was ripe for a renaissance back then. After the defeat of the kaiser in Germany [in World War I], a spirit of optimism and positive expectation swept across Harlem. The Allies won the war for democracy, so now it was time for something to happen in America to change the system of segregation and lynching that was going on. In Europe, the black [African American] troops were welcomed as liberators; so when they came back to America, they were determined to create a situation that would approximate the slogans they had been fighting for. They wanted democracy at home in the United States. And this general idea helped feed the concept of "The Renaissance."...

A lot of people wonder how there could be joy and optimism in a community under the conditions of segregation and discrimination. But the black community had two very important forces that enabled it to survive and grow. One was the church, where you had the gospel and the spiritual, which were inspirational in their basic content. And the other was the entertainment world, where you had the music of the secular side, expressed in jazz...

Source: Howard Johnson, interviewed in Jennings and Brewster, *The Century*, Doubleday, 1998

3a According to Howard Johnson, what was **one** effect of World War I on the black community? [1]

Score

b According to Howard Johnson, what was **one** factor that helped the black community during the 1920s? [1]

Score



Source: Carey Orr, *Chicago Tribune*, 1924 (adapted)

4 State **one** criticism that this cartoonist is making about the 1920s generation. [1]

Score

Document 5a

I. W. Burnham was a Wall Street stockbroker.

...People were making a lot of money in the stock market—you could sort of feel it when you visited customers or made deliveries. Everybody was really, really busy and they were feeling pretty good about themselves. It was around this time that the public got more interested in the market than they had been. Stock prices had been going up pretty steadily, and even though it was still mainly rich people investing, the average guy was starting to hear about friends making \$20,000 or \$30,000 overnight. There was rampant [widespread] speculation, and if you wanted to take part all you had to do was put up 10 percent of the money and a broker would cover the rest....

Source: I. W. Burnham, interviewed in Jennings and Brewster, *The Century*, Doubleday, 1998 (adapted)

5a According to I. W. Burnham, what was **one** reason the public became more interested in the stock market in the 1920s? [1]

Score

Document 5b

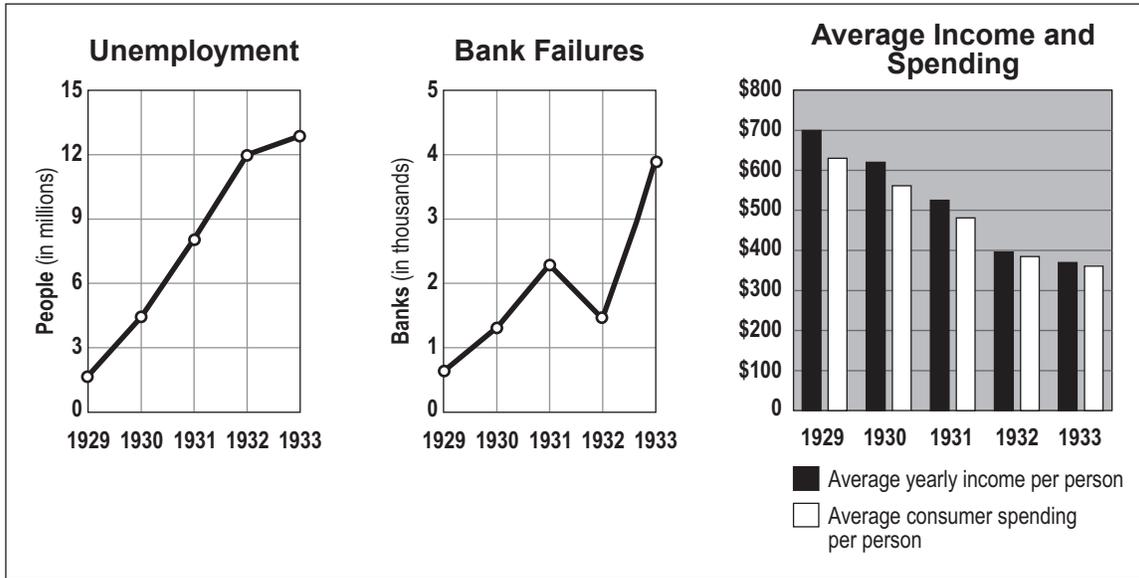
...Critics of big business in the 1920s emphasized not only the increase in concentration, but also the fact that the benefits of technological innovation were by no means evenly distributed. Corporate profits and dividends far outpaced the rise in wages, and despite the high productivity of the period, there was a disturbing amount of unemployment. At any given moment in the “golden twenties,” from 7 to 12 percent were jobless. Factory workers in “sick” [weak] industries such as coal, leather, and textiles saw little of flush [prosperous] times. Nor did blacks [African Americans] in ghetto tenements, or Hispanics in the foul barrios of Los Angeles or El Paso, or Native Americans abandoned on desolate reservations. The Loray Mill in Gastonia, North Carolina, site of a bloody strike in 1929, paid its workers that year a weekly wage of \$18 to men and \$9 to women for a 70-hour week. At the height of Coolidge prosperity, the secretary of the Gastonia Chamber of Commerce boasted that children of fourteen were permitted to work only 11 hours a day. Perhaps as many as two million boys and girls under fifteen continued to toil in textile mills, cranberry bogs, and beet fields. In 1929, 71 percent of American families had incomes under \$2,500, generally thought to be the minimum standard for a decent living. The 36,000 wealthiest families received as much income as the 12,000,000 families—42 percent of all those in America—who received under \$1,500 a year, below the poverty line....

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–1932*, University of Chicago Press (adapted)

5b According to William Leuchtenburg, what was **one** economic problem of the 1920s? [1]

Score

Document 6



Source: *Historical Statistics of the United States* (adapted)

6 Based on the information in these charts, state **one** economic trend of the early 1930s. [1]

Score

Document 7a

Bruce Craven is responding to one of President Franklin D. Roosevelt's fireside chats.

JULY 25, 1933

Dear Mr. President;

...The forgotten man has been forgotten, if he was ever really remembered. I happen to be an approved attorney for the Federal Land Bank, and on publication of the information about the new loan legislation, the little man came to see me vainly hoping that at last he had been remembered. He is representative of thousands of farmers in North Carolina, owning maybe 50 acres of land and doing all of his own work, and about to lose his farm under a mortgage. But to get the loan he is obliged to pay \$20 in advance for appraisals, and another \$10 for a survey, and he no more has that much cash than he has the moon. I have written to everyone from Mr. [Treasury Secretary Henry] Morgenthau on down about this, and no one is interested. The prevailing idea seems to be that if a man is that poor, he should stay poor.

Before any of this loan and public works legislation was enacted, I wrote you that you ought to put at least one human being in each supervising body, and by that I meant a man who actually knows there is a "little man" in this nation and that he never has had a fair chance, and that he deserves one. I hope yet that somehow you may remember this forgotten little man, who has no one in high places to befriend him.

Respectfully yours,

Bruce Craven
Trinity, North Carolina

Source: Levine and Levine, *The People and the President: America's Conversation with FDR*, Beacon Press, 2002

7a According to Bruce Craven, why does "the forgotten man" need help? [1]

Score

Document 7b



Source: C. D. Batchelor, *New York Daily News*, October 11, 1936

7b Based on this cartoon, what is the relationship between “the forgotten man” and President Franklin D. Roosevelt? [1]

Score

Document 8a

...Working women at first lost their jobs at a faster rate than men—then reentered the work force more rapidly. In the early years of the Depression, many employers, including the federal government, tried to spread what employment they had to heads of households. That meant firing any married woman identified as a family’s “secondary” wage-earner. But the gender segregation in employment patterns that was already well established before the Depression also worked to women’s advantage. Heavy industry suffered the worst unemployment, but relatively few women stoked blast furnaces in the steel mills or drilled rivets on assembly lines or swung hammers in the building trades. The teaching profession, however, in which women were highly concentrated and indeed constituted a hefty majority of employees, suffered pay cuts but only minimal job losses. And the underlying trends of the economy meant that what new jobs did become available in the 1930s, such as telephone switchboard operation and clerical work, were peculiarly suited to women....

Source: David M. Kennedy, *Freedom From Fear: The American People in Depression and War, 1929–1945*, Oxford University Press

8a According to David M. Kennedy, what was **one** economic effect of the Depression on women? [1]

Score

Document 8b

...Although obviously severely limited, the improvements for blacks [African Americans] during the Depression were discernible [noticeable]. In May 1935, as the “Second New Deal” was getting under way, President [Franklin D.] Roosevelt issued Executive Order 7046, banning discrimination on projects of the new Works Progress Administration. Discrimination continued, but the WPA proved to be a godsend for many blacks. In the later thirties [1930s], between 15 and 20 percent of the people working for the agency were black, although blacks constituted less than 10 percent of the national population. This, of course, was a reflection of how much worse off blacks were than whites, but the WPA did enable many blacks to survive. More than that, even minimum WPA wages of \$12 a week were *twice* what many blacks had been earning previously.

Harold Ickes’s Public Works Administration provided to black tenants a more than fair share of the public housing it built. The PWA went so far as to construct several integrated housing projects. PWA construction payrolls also treated blacks fairly. Some 31 percent of PWA wages in 1936 went to black workers. Ickes first made use of a quota system requiring the hiring of blacks in proportion to their numbers in the local work force. This precedent was followed again (at least in theory) by the wartime Fair Employment Practices Commission and in the civil rights legislation and court decisions of the 1960s and 1970s....

Source: Robert McElvaine, *The Great Depression: America, 1929–1941*, Three Rivers Press

8b According to Robert McElvaine, what was **one** way the New Deal affected African Americans economically? [1]

Score

Document 9

...In an attempt to stimulate the economy, [President Franklin D.] Roosevelt announced a massive Federal programme of 'spending and lending'. Under the Emergency Relief Appropriations Act [of 1938] \$3.75 billion was allocated by Congress to public works and industrial expansion. Two industries, textiles and steel, took immediate advantage of this 'pump-priming' (as Roosevelt called it), and saw a rise in production. The boot and shoe industry followed, as did the building industry. By the end of the year [1938] the construction of residential homes was breaking all recent records. Even the much-troubled railway companies were able to take advantage of the Federal injection of cash, with the result that they were able to abandon a 15 per cent wage cut already announced, that could only have added to hardship....

Source: Martin Gilbert, *A History of the Twentieth Century: Volume Two: 1933–1951*, HarperCollins, London

9 According to Martin Gilbert, what was **one** effect of President Franklin D. Roosevelt's policies on industry? [1]

Score

Part B

Essay

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

Historical Context:

For many Americans, the 1920s was a decade of prosperity and confidence. However, by the end of the decade, political, social, and economic changes were starting that would create a far different America in the 1930s.

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

- Discuss the differences *and/or* similarities in American society between the 1920s and the 1930s

Guidelines:

In your essay, be sure to

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, June 16, 2011 — 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/apda/> 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 Big City Scanning Center, and/or the school district for scoring the multiple-choice questions.

Multiple Choice for Part I Allow 1 credit for each correct response.

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

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.

Beginning in June 2011, schools are no longer 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 this rating guide, 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
June 2011

Theme: Change—Constitutional Amendments

When the Founding Fathers wrote the United States Constitution, they included the amendment process. The amendments that have been passed brought political, social, and economic changes to American society.

Task: Select *two* constitutional amendments that have changed American society and for *each*

- Describe the historical circumstances that led to the adoption of the amendment
- Discuss the political, social, *and/or* economic changes the amendment brought to American society

You may use any constitutional amendments that have changed American society. Some suggestions you might wish to consider include the 13th amendment (abolition of slavery, 1865), 17th amendment (direct election of senators, 1913), 18th amendment (Prohibition, 1919), 19th amendment (woman's suffrage, 1920), 22nd amendment (presidential term limits, 1951), 24th amendment (elimination of the poll tax, 1964), and 26th amendment (suffrage for 18-year-old citizens, 1971).

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (the historical circumstances that led to the adoption of *two* different constitutional amendments and *at least two* political, social, and/or economic changes *each* amendment brought to American society).
2. The historical circumstances that led to the adoption of each amendment may be similar, but the supporting details should be specific and distinct for each amendment.
3. The political, social, and/or economic changes brought about by the amendment may be immediate or long-term.
4. The classification of change as political, social, or economic does not need to be specifically identified as long as the information is implied in the discussion.
5. As is the case with many historical topics, a change brought about by the amendment is subject to the student's point of view and may be positive or negative. The response may discuss changes from any perspective as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the circumstances that led to the adoption of two constitutional amendments and describing the political, social, and/or economic changes each amendment brought to American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *13th amendment*: connects the provisions allowing for slavery in the original Constitution, debates over slavery in the territories; the Dred Scott decision; the outbreak of the Civil War, Lincoln's Emancipation Proclamation to achieve Northern victory, and the need for the permanent abolition of slavery when the war ended to Southern attempts to maintain white supremacy with Jim Crow segregation laws and the development of the economic system of sharecropping that kept African Americans in poverty and in a lower class; *18th amendment*: connects 19th-century temperance leaders and 20th-century Progressives who thought that the prohibition of alcohol would cure society's ills to the prohibition of the manufacture and distribution of alcohol, widespread cynicism, lawlessness, disregard for the law among ordinary citizens, and to the rise of organized crime
- Richly supports the theme with relevant facts, examples, and details, e.g., *13th amendment*: Three-fifths Compromise; slave trade; expansion of slavery; balance of power in Congress; 5th amendment protection of property; abolitionist movement; Frederick Douglass; William Lloyd Garrison; peculiar institution; 1860 election; secession; northern military losses; Antietam; Reconstruction; Radical Republicans; Black Codes; Ku Klux Klan; "whites only"; *Plessy v. Ferguson*; cycle of debt; former masters; old plantations; crop-lien system; *18th amendment*: Neal Dow; Maine Law; Women's Christian Temperance Union; Carry Nation; Anti-Saloon League; Frances Willard; dry vs. wet; urban crime; domestic violence; immigrants; nativism; moral experiment; Volstead Act; speakeasies; bathtub gin; rum runners; flappers; Al Capone; Chicago gangsters; bootlegging; Federal Bureau of Investigation; repeal in the 21st amendment
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one change for one amendment less thoroughly than the other changes *or* discussing all aspects of the task for one amendment more thoroughly than for the second amendment
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *13th amendment*: describes how Lincoln's opposition to the spread of slavery, his election as president, the secession of the South, the change in Lincoln's war goals from preservation of the Union to abolition of slavery with the Emancipation Proclamation led to adoption of the 13th amendment and discusses how the South ignored the amendment by passing Jim Crow laws that kept African Americans segregated in the South and how sharecropping prevented them from gaining economic equality; *18th amendment*: describes how Progressives blamed alcohol for some of the ills found in urban slums, poverty, and crime and called for the adoption of an amendment to prohibit the manufacture and sale of alcoholic beverages and discusses how ordinary citizens found ways to get alcohol illegally, causing disrespect for the law and allowing organized crime to form in urban America
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If *all* aspects of one amendment have been thoroughly developed evenly and in depth 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
- 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.

Worlds change. What society needs today may not be what it needs tomorrow, and there is no way, not even for the wisest of us, to predict what the future will hold. The men who wrote the Constitution—a document which they hoped would last for eternity—were well aware of this, and even as they struggled to find the perfect words with which to build a nation, they knew that they could never achieve this perfection. They could only provide the basic framework; they would have to trust their descendants to adapt to these changing times and refine the Constitution into a truly immortal thesis of government. To do this, the Founding Fathers provided a process through which the Constitution could be amended and updated, giving it the flexibility to deal with new situations and unexplored issues. Therefore, the ability to create amendments has been utilized twenty-seven times, leading to a host of new laws that have ranged from issues such as voting ages to the consumption of alcohol. Two amendments in particular—the thirteenth, which abolished slavery; and the twenty-second, which set term limits for presidents—have best exemplified the way in which the needs of the time were addressed by changes to the constitution, the most fundamental symbol of order in our land.

The thirteenth amendment was the first in a series of amendments passed following the Union victory in the Civil War. While

the north had initially entered the fight with the goal of preserving the nation it had - partly in order to give itself the higher moral ground - taken on the cause of eliminating slavery. During the war, President Lincoln had managed this shift brilliantly, announcing the Emancipation Proclamation right after the Union victory at Antietam. The South was given time to end the rebellion, but they refused and Lincoln freed the slaves in the areas in rebellion. Now that the war was over, the time had come to make good on its promise of abolition, and the north did (though it should be noted that as the Southern states were still not technically part of the Union after the war, they could hardly raise any opposition). In basic form, the amendment forbade the slavery of human beings, but its wider effect was to infuse the nation with a new sense of conscience. It gave Americans a new definition of humanity, and ended the misery of servitude that had plagued a race for centuries. No longer could human beings be considered property under the fifth amendment, as they had been in the Dred Scott decision. Although a first step had been taken, the struggle for equality would continue for a century and beyond. The amendment also had the effect of virtually destroying the slave based economy in the south. The primarily agricultural South had to find a new way to run the plantations. Newly freed slaves became sharecroppers on the plantations of their former masters, with little chance of breaking the cycle of debt and poverty. Sharecropping tied them to the land and kept them

as second-class citizens.

Nine amendments later, another issue vital to the future of democracy would be raised – that of term limits for presidents. Previously, the question of how long leaders could serve had not even been addressed as presidents had followed George Washington's lead and limited themselves to two terms of service. But Franklin Delano Roosevelt, eager to see out his economic reforms until the end of the depression (and later, to finish World War II) ran and won third and fourth terms. Roosevelt was a popular president, but after his death, the twenty-second amendment was passed officially limiting presidents to two terms and making tradition a point of law. The result was that no president could extend their influence for more than two full terms, thus effectively preventing the rise of any dictator who might want to extend his power. In many countries, leaders remained in power for decades. They became entrenched and corruption followed. The people lose more and more of their rights and their voice in government, and democracy is lost. The twenty-second amendment also prevented even the most popular presidents, such as Ronald Reagan, from maintaining the dominance of their reigns for long. Therefore, term limits may thwart the will of the people to keep a trusted leader in office.

The Founding Fathers would probably never have even conceived these and other amendment issues, but thanks to the process provided by the constitution, these concerns have been able to be effectively resolved. Without the amendments, the constitution

would likely have stagnated, leading to a country forever unable to progress.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to the adoption of the 13th and 22nd amendments and by discussing the economic and political changes the amendments brought to American society
- Is more analytical than descriptive (*13th amendment*: while the North had initially entered the fight with the goal of preserving the nation, it had, partly in order to give itself the higher moral ground, taken on the cause of eliminating slavery; Lincoln freed the slaves in the areas in rebellion; infused the nation with a new sense of conscience; no longer could human beings be considered property under the 5th amendment as they had been in the *Dred Scott* decision; the amendment had the effect of virtually destroying the slave-based economy in the South; primarily agricultural South had to find a new way to run plantations; *22nd amendment*: previously the question of how long leaders could serve had not been addressed as presidents had followed George Washington's lead and limited themselves to two terms of service; made tradition a point of law; effectively prevents the rise of any dictator who might want to extend his power; term limits may thwart the will of the people to keep a trusted leader in office)
- Richly supports the theme with relevant facts, examples, and details (*13th amendment*: first in a series of amendments after the Union victory; Civil War; Union victory at Antietam; Emancipation Proclamation; abolition; sharecroppers; plantations; cycle of debt and poverty; tied them to the land; second class citizens; *22nd amendment*: Franklin Delano Roosevelt; economic reform; Depression; World War II; 3rd and 4th terms; Ronald Reagan)
- Demonstrates a logical and clear plan of organization; includes a lengthy introduction that discusses the wisdom of the Founding Fathers in providing flexibility and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Despite some broad generalizations, descriptive phrases and sophisticated analysis demonstrate good comprehension of the changes amendments brought to the economic and political history of the United States.

One of the remarkable aspects of the founding fathers was that they recognized that they were human. They knew that because of this limitation, they could not possibly foresee all of the changing scenarios in the future. That is why when they adopted the new constitution, they allowed for an amendment process. They knew that the problems facing them in the present would be completely different from those they would have to face in the future. Two of the most important amendments were the 17th amendment and the 18th amendment.

The 17th amendment really tackled an issue that the founding fathers could not have possibly foreseen. When the United States first started out, they were millions of dollars in debt and were mostly an agrarian society. There were no powerful corporations and there were no such thing as lobbyists. But, as American industry started to grow in the late 1800's, powerful businessmen like Andrew Carnegie and John D. Rockefeller started to have more and more influence on the government decisions. Pretty soon, political machines like Tammany Hall started to pop up and dominated the political landscape. It became so bad that senators became mere puppets of the big corporations. They would block any legislation that could potentially cripple big business, even if it was good for the country. The 17th amendment was really designed by Progressive

reformers to curb this power. Before the 17th Amendment, senators were picked by state legislatures. Since there are only two senators per state, it was crucial for the businessmen to get a stranglehold on the senate. Since they already controlled the state party leaders, it was relatively easy to control the senate. This all changed with the adoption of the 17th amendment in 1913. This amendment allowed for the senators to be chosen by popular vote, making it harder for major companies to influence the votes of the United States Senate and starting a trend toward restrictions for big business. They had less direct control over the government and this allowed later regulatory acts, like those of the New Deal, to help the poorer class, even if it meant cutting back the power and profits of big business. For example, the Wagner Act gave workers the right to collective bargaining so business would have to listen to their demands.

The 18th Amendment is important because it shows that even amendments can be amended. During the mid to late 1800's the temperance movement gained strength and many of the Prohibitionists attributed many social problems to alcohol abuse. While their argument had some merit, they forgot about the root cause of this misery; poverty. Poverty often led to abuse of women and children, which was made worse by the use of alcohol. This early movement

to end the consumption of alcohol as a solution for social problems gained strength as immigration and urbanization increased during the early 20th century. Progressives were able to have an amendment passed to make the manufacture, sale, and transportation of alcohol illegal. Unfortunately, this did not end the social problems, it only made them worse. People decided to drink whether it was legal or not.

Speakeasies opened up everywhere. People made gin in their bathtubs. Never before had so many Americans ignored a federal law, proving that it is hard to legislate morality.

Organized crime became rampant and "gang related violence" skyrocketed as rival gangs fought each other for markets to sell their alcohol. In Chicago, Al Capone and other gangsters controlled the alcohol trade until the FBI finally arrested them. This amendment did not reduce crime, but rather encouraged it, so Congressmen decided that they needed to get rid of it. ~~Thus~~ Thus, the 18th Amendment became the only amendment to be repealed by another one when the 21st amendment was adopted.

The 17th and 18th Amendments were both very important Amendments. Both of these amendments had a ~~the~~ tremendous impact on American society: The 17th Amendment reduced the domination of political machines on the federal government, and the 18th Amendment was really the cause of organized crime in America. Both of these

Anchor Paper – Thematic Essay—Level 5 – B

Amendments show that no matter if the change is bad or good, it will have a tremendous impact on American society.

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

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to the adoption of the 17th and 18th amendments and by discussing the political, economic, and social changes these amendments brought to American society
- Is both analytical and descriptive (*17th amendment*: it became so bad that senators became mere puppets of the big corporations; businessmen already controlled the state party leaders; this amendment allowed for the senators to be chosen by popular vote, making it harder for major companies to influence the United States Senate and starting a trend toward restrictions on big business; this allowed later regulatory acts like those of the New Deal to help the poorer class, even if it meant cutting back the power and profits of big business; *18th amendment*: poverty often led to abuse of women and children; this early movement to end the consumption of alcohol as a solution for social problems gained strength as immigration and urbanization increased during the early 20th century; never before had so many Americans ignored a federal law, proving that it is hard to legislate morality; organized crime became rampant and gang-related violence skyrocketed as rival gangs fought each other for markets to sell their alcohol)
- Richly supports the theme with relevant facts, examples, and details (*17th amendment*: agrarian society; Andrew Carnegie; John D. Rockefeller; political machines; Tammany Hall; Progressive reformers; state legislatures; two senators per state; Wagner Act; collective bargaining; *18th amendment*: temperance movement; poverty; Progressives; manufacture, sale, and transportation; speakeasies; made gin in their bathtubs; Chicago; Al Capone; FBI; repealed; 21st amendment)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes the Founding Fathers could not foresee the changing scenarios of the future and a conclusion that reviews the 17th and 18th amendments

Conclusion: Overall, the response fits the criteria for Level 5. The descriptions of the control of the Senate by big business and the outcomes of Prohibition underscore a strong understanding of these amendments and of the changes brought about by them.

As the Revolution was fought and thirteen colonies built a new government from the ground up, the framers of the United States realized that for society to progress, the Constitution would have to adapt to the changing times. Therefore, in this living document, the founding fathers included the amendment process. For more than two hundred years, the Constitution has witnessed wars, political revolution, and societal stress-factors which have inspired the states and federal government to change the laws. Two amendments, the 13th and 18th, while they responded to different crises (the former to the Civil War, the latter to a Progressive desire for society's improvement) show that as society changes, the Constitution follows suit, with far reaching effects.

After the 1860 election of Abraham Lincoln and the secession of the South from the Union, the Civil War commenced with the opening shots at Fort Sumter. While the main opinion in the South was that the Republican president Lincoln wanted to abolish slavery, Union troops in the North fought for Lincoln's cause of simply preserving the Union, which no state had the right to break. However, as the war became fiercer and bloodier, Lincoln realized he would have to change the focus of his war. The first step towards altering his war aims was the issuing of the Emancipation Proclamation, which immediately freed all slaves in the Southern states not occupied by the Union. Towards the final days of the war, Lincoln realized that the only way to

prevent a reversal of the Proclamation was to make this document an amendment, abolishing slavery of all forms as an institution other than due punishment in the United States. The effect of this amendment was especially felt in society. Slavery as old as the United States itself, no longer existed. The African Americans, who had been seen not as humans but as property, were now freed from their bonds. However the slaves did not let them exercise the rights granted to U.S. citizens.

When Radical Republicans pushed through the 14th amendment, which guarantees citizenship to naturalized or natural born Americans regardless of race, gender, ethnicity, or previous status of bondage, African Americans could more definitively acknowledge that they were Americans. White society now had to accept that the idea of "white supremacy" over slaves was no longer constitutionally acceptable. This reversal of the traditional American view of the relationship between blacks and whites caused an uproar. Many whites refused to accept the abolition of slavery and vented their rage and frustration on African Americans. Societies such as the Ku Klux Klan developed to terrorize the blacks exercising their new freedoms while the courts legalized Jim Crow segregation, slavery of a different kind that lasted for the next hundred years.

As the 18th amendment that commenced the noble experiment of Prohibition shows, not all alterations of the Constitution

Come from a time of crisis. At the end of World War I, the U.S. was on the brink of its golden age. As the 1920s progressed, business boomed, the economy became strong, and corruption became rampant in many forms. In response to the flaws in society reformers, such as the Progressives, attacked urban problems in hopes of improving society. One way to improve the nation, in their view, was to eliminate the temptation of alcohol. Men who patronized the bars and saloons frequently did not provide food and shelter for their families and sometimes when they were drunk, they beat their wives and children. While the previous crusades of organizations such as the Women's Temperance Movement, had failed to secure the passage of Prohibition, in 1919, the proposal finally became an amendment.

However, instead of ending society's need for alcohol and eliminating alcohol related problems, Prohibition sparked a wave of crime and corruption in society as bootleggers and speakeasies cropped up selling liquor. Prohibition in its early days may have decreased the amount of drinkers in the U.S., but as time passed, one found that there was a great business (albeit illegal) in bootlegging. Society spiraled down with gangsters claiming territory, trying to sell the best draft. As the U.S. relished the Roaring Twenties, society lost many of its morals. Prohibition eventually ended when President Franklin D. Roosevelt campaigned for the legalization of alcohol during the Great Depression.

The noble experiment ended in failure.

Like American society, the Constitution changes in accordance with the times. Whether Congress exerts the powers of the elastic clause, enabling it to make laws necessary for the U.S. as time passes, or new amendments are added or removed, American society will ~~feel~~ feel the effects of new laws passed by the government. Each age brings its own conflicts and revolutions; the Constitution stays alive to greet them.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the adoption of and resulting changes of the 13th amendment in more depth than those of the 18th amendment
- Is both analytical and descriptive (*13th amendment*: Union troops fought for Lincoln's cause of preserving the Union; toward the final days of the war, Lincoln realized that the only way to prevent a reversal of the Proclamation was to make this document an amendment, abolishing slavery of all forms as an institution other than due punishment; freeing the slaves did not let them exercise the rights granted to United States citizens; former slaves hoped for equality when Radical Republicans pushed through the 14th amendment; this reversal of the traditional American view of the relationship between blacks and whites caused an uproar; *18th amendment*: in response to the flaws in society, reformers, such as the Progressives, attacked urban problems in hopes of reforming society; men who patronized the bars and saloons frequently did not provide food and shelter for their families; Prohibition sparked a wave of crime and corruption in society as bootleggers and speakeasies cropped up selling liquor; as the United States relished the Roaring Twenties, society lost many of its morals along with legitimate businesses and tax revenues)
- Supports the theme with relevant facts, examples, and details (*13th amendment*: Civil War; 1860 election of Abraham Lincoln; secession of the South; opening shots at Fort Sumter; Lincoln changed the focus of his war; Emancipation Proclamation; 14th amendment guarantees citizenship; "white supremacy"; Ku Klux Klan; courts legalized Jim Crow segregation; *18th amendment*: end of World War I; business boomed in the 1920s; Women's Christian Temperance Union; gangsters claiming territory; President Franklin D. Roosevelt; Great Depression; noble experiment)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that expand on the historical context by referring to the Constitution as a living document

Conclusion: Overall, the response fits the criteria for Level 4. Good analysis and supporting details demonstrate an understanding of the two historical eras and the changes the 13th and 18th amendments brought to American society.

When the Constitution was framed, it was originally a response to the Articles of Confederation. The Articles, in turn originated from people's fear of strong, centralized federal government. The failure of the Articles and subsequent writing of a strong Constitution was a reaction to ~~the~~ ^{the} weak federal government of the Articles. However, men like James Madison believed more was needed. The writers adopted a process which allowed the Constitution to be altered and amended in changing social and political atmospheres.

The first test for the amendment process came immediately following the adoption of the constitution in 1789. Opponents of the Constitution were concerned that too much power was concentrated in the federal government. They agreed to accept the constitution only if it included something to protect the people's rights. The first ten amendments, known as the Bill of Rights, were adopted from this compromise between federalists and anti-federalists. These amendments covered many aspects, limiting the government's ability to restrict free speech, regulate firearms, or deny religious freedom. Because the colonists hated the British writs of assistance, they included the 4th amendment to protect citizens against unreasonable search and seizure. The rights granted to U.S. citizens are still in debate today as to whether or not government policy infringes upon these rights. The nation has sometimes had to

balance the need for national security with individual rights. One example is the Patriot Act. Part of the Patriot Act allows federal investigators more ease and liberty in attaining search warrants to eavesdrop on private conversations over the phone and Internet. Other government ~~agencies~~ ^{law enforcement} agencies are also supposed to comply with the 4th amendment. Often searches of homes, cars, and other property for marijuana and other illegal substances lead to court cases that challenge the legality of the search. Critics believe that the war on drugs and the Patriot Act violate the 4th amendment protection from unlawful search and seizure.

In the late 1800s, the public became more concerned over many economic, social, and political problems. During the Progressive Era, many groups demanded change. Although it began in the mid-1800s, the temperance movement now gained more public support. Women especially fought against the abuse, violence, poverty, and divorce they claimed alcohol caused. They said alcohol was destroying family life. The saloons where alcohol was consumed were also a source of political corruption. Politicians and police were often paid bribes by saloon owners, who were also involved in gambling and prostitution in their "legal" saloons. Prohibition supporters wanted a constitutional amendment and got one in the passage of the 18th amendment in 1919. The prohibition of

alcohol by the government did little to deter people, especially in the fervor of the Roaring '20s. Instead of benefitting society as intended, prohibition merely increased the crime rate. People refused to stop drinking, so organizations illegally smuggled booze into the country. Famous figures such as Al Capone rose in power and profits due to the increase in lucrativity that prohibition brought to the alcohol trade. Another aspect of prohibition was the speakeasy. The atmosphere of these illegal, hidden taverns and bars gave rise to a new culture and helped foster the rise of flappers and jazz music.

The writers of the Constitution were forward thinking men. They understood that America would last centuries after their deaths, and that the social climate would change over time. In creating the amendment process, these men allowed our government to change with the people.

Anchor Level 4-B

The response:

- Develops all aspects of the task by describing the historical circumstances that led to the adoption of the 4th and 18th amendments and by discussing political and social changes each amendment had on American society
- Is both analytical and descriptive (*4th amendment*: the Articles of Confederation originated from people's fear of a strong centralized federal government; opponents agreed to accept the Constitution only if it included something to protect people's rights; part of the Patriot Act allows federal investigators more ease and liberty in attaining search warrants to eavesdrop on private conversations over the phone and Internet; often searches of homes, cars, and other property for marijuana and other illegal substances leads to court cases; critics believe the government's war on drugs and the Patriot Act violate the 4th amendment; *18th amendment*: women fought against the abuse, violence, poverty, and divorce they claimed alcohol caused; politicians and police were often paid bribes by saloon owners; instead of benefiting society as intended, Prohibition merely increased the crime rate; the atmosphere of illegal hidden taverns and bars gave rise to a new culture and helped foster the rise of flappers and jazz music)
- Supports the theme with relevant facts, examples, and details (*4th amendment*: adoption of the Constitution in 1789; Federalists and Anti-federalists; Bill of Rights; free speech; firearms; religious freedom; British writs of assistance; unreasonable search and seizure; national security; individual rights; marijuana; illegal substances; *18th amendment*: gambling and prostitution in saloons; Roaring 20s; illegally smuggled booze; Al Capone; speakeasy)
- Demonstrates a logical and clear plan of organization; includes an introduction that gives the rationale for adding amendments to the Constitution and a conclusion that credits the Founding Fathers with being forward thinking men

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is its recognition that the 4th amendment is the focus of contemporary political debates. The changes described for both amendments deal with the ineffectiveness of both at certain times.

Over time amendments have greatly affected America. Amendments can affect people potentially political, socially & economically. Two amendments that have done so is 22nd amendment which put the president on a limit of his amounts of terms (2) Also the 13th amendment (abolition of slavery) led to great change & affected American society greatly.

The original Constitution allowed for slavery to continue in the United States. The economy of the South relied on African Americans to labor on the plantations. During the early 1800s, the abolitionist movement grew under speakers like Frederick Douglass and the novel, Uncle Tom's Cabin by Harriet Beecher Stowe. Heated debates occurred over the expansion of slavery into the territories. The outcome of the disagreement was the Civil War. At first, President Abraham Lincoln's goal was to preserve the Union, but as the war progress he realized that the abolition of slavery was necessary. At the end of the war, the 13th amendment abolishing slavery was ratified.

Politically due to losing the war the South's aristocrats like Jefferson Davis and Robert E. Lee lost all their power in government. Radical Republicans led by Charles Sumner in Congress passed this amendment. Also due to this amendment, African Americans were also given their freedom. This move really affected societies view on African Americans. In the South, the

Ku Klux Klan arose and there were more lynchings & extreme racial discrimination. Yes this somewhat changed the social status of African Americans but eventually they had to deal with Jim Crow laws, Also with the Supreme Court decision of Plessy v. Ferguson (1896) which basically said that segregation was legal until the Brown v. Board of Education in Topeka Kansas ended segregation in schools in the 1950s. So for almost 100 yrs. life for African Americans was tough, but look now we have a president, Barack Obama, who is African American. Also this amendment made life a lot more difficult economically for the South. The South was used to having slaves do all their work for them, but come 1865 the South was in shambles, they blew most of their money on the war and now they would have to pay money for work to be done or figure out another way to get the work done. Yes, the idea of share cropping was common, but the Southern farmers struggled in poverty & had a hard time paying for work to be done on their farm. All in all the 13th amendment (abolition of slavery) affected us greatly in the past & is still affecting our future.

Another amendment that has greatly affected our future society & America today was the 22nd amendment which was the limit of 2 terms for a president. This all began in 1796 when after two terms as president George Washington

stepped down from office & really set a precedent. Every thing Washington did set a precedent for future presidents. The first president to break this precedent was Franklin Roosevelt, who was president from 1933 to 1945 - Roosevelt was a democrat. The main reason why Roosevelt stayed in office for 4 terms was because the nation was in a time of crisis, AKA World War II. After the election of his 4th term Roosevelt died & replaced by Harry Truman. Following this people decided that you should only be allowed 2 terms, because no one wanted 1 political party to be to dominate. On the political side of this, this amendment meant that no president could basically become king & rule until they die - also weakened the possibility of the absolute dominance of 1 political party. On the social side people liked this alot because this meant no president could become a king/dictator & rule forever. But if a president was popular, like Ronald Reagan was, people might want to keep him in office, and the 22nd amendment will not allow them to have this choice. This amendment had no real effect economically, other than giving the people a possibility to speak their minds on the economy through another president.

All in all I believe that the 13th amendment (abolition of slavery) and the 22nd amendment (presidential limit of

2 terms) truly affected our past with the election of FDR and the better treatment of slaves, and I think these amendments will make our future brighter & better.

Anchor Level 4-C

The response:

- Develops all aspects of the task by describing the historical circumstances that led to the adoption of the 13th and 22nd amendments and by discussing the changes these amendments brought to American society
- Is more descriptive than analytical (*13th amendment*: original Constitution allowed for slavery to continue; heated debates over expansion of slavery into the territories; Abraham Lincoln's first goal was to preserve the Union; this somewhat changed the social status of African Americans, but eventually, they had to deal with Jim Crow laws; now the South would have to pay money for the work to be done or figure out another way to get the work done; *22nd amendment*: this all began in 1796 when, after two terms as President, George Washington stepped down from office and set a precedent; this amendment meant that no president could basically become king and rule until they die; but if a president was popular like Ronald Reagan was, people might want to keep him in office, and the 22nd amendment will not allow them to have this choice)
- Supports the theme with many relevant facts, examples, and details (*13th amendment*: Frederick Douglass; Harriet Beecher Stowe; Civil War; Jefferson Davis; Robert E. Lee; Abraham Lincoln; Radical Republicans; Charles Sumner; Congress; Ku Klux Klan; *Plessy v. Ferguson*; segregation was legal; *Brown v. Board of Education*; Barack Obama; sharecropping; *22nd amendment*: Franklin Roosevelt was president from 1933 to 1945; four terms; time of crisis; World War II; Roosevelt died; Harry Truman)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that includes personal observations

Conclusion: Overall, the response fits the criteria for Level 4. Detailed descriptions of the historical circumstances that led to the adoption of the 13th and 22nd amendments make this a good response. Due to the nature of the selected amendments, the discussion of the changes is somewhat shorter for the 22nd than for the 13th amendment.

The process of amending The United States Constitution is necessary to allow the evolution of the document to fit changing time periods. As ideas, fads, conflicts, and ideologies pass, The Constitution must change. Two facets of American history that mandated a change in the Constitution are the Temperance Movement which brought about the 18th Amendment and the war in Vietnam which brought about the 26th Amendment.

The 18th Amendment was passed as a result of efforts by members of Temperance societies, usually woman, to ban the consumption of alcoholic beverages. Members of these societies saw alcohol as one of the greatest evils in society and they campaigned fiercely against it. As a result of their efforts the US Government ratified the 18th Amendment which banned the manufacture, sale, and transport of alcohol. Despite its good intention the 18th Amendment became ^{one of} the most ignored laws in American history. Its passage led to ^{an increase in} ~~the birth of~~ organized crime – "gangsters" and "the mob" ^{became} ~~were born as~~ carriers of banned alcohol. The death toll from alcohol use in fact rose as "bathtub gin" was often dangerous or fatal to consume. People continued to drink in speakeasies and other "secret" locations. The 18th Amendment was such a failure that it was eventually repealed. Organized crime continued to be a problem for much of the 20th century.

The 26th Amendment also was adopted to meet the needs of the changing times. During the Vietnam conflict in the 1970's, college students were among the most active protestors and dissenters to the war, voicing their opinions by means of protests, marches and other venues. This dedication to changing the political situation led government to believe that these young people who were old enough to kill were ready to participate in government by the power of the vote. The 26th Amendment guaranteed voting rights to individuals age 18 and above. With the voting abilities of young people came a change in the way campaigning is done - Presidential hopefuls now vie for the votes of young people by appearing on MTV or other youth - friendly programs. When politicians use modern technology like the Internet and Facebook they are catering to young people more than older individuals because of the voting power granted to 18 year old citizens by the 26th Amendment.

The 19th and 26th Amendments were both passed to meet the evolution of the American lifestyle. They are examples of how changing the constitution can lead to change in the social, political, or economic landscape of America.

Anchor Level 3-A

The response:

- Develops all aspects of the task in little depth by describing the historical circumstances that led to the adoption of the 18th and 26th amendments and by discussing the social and political changes each amendment brought to American society
- Is more descriptive than analytical (*18th amendment*: members of these societies saw alcohol as one of the greatest evils in society and they campaigned fiercely against it; despite its good intention, the 18th amendment became one of the most ignored laws in American history; organized crime continued to be a problem for much of the 20th century; *26th amendment*: during the Vietnam conflict in the 1970s, college students were the most active protestors and dissenters to the war; with the voting abilities of young people came a change in the way campaigning is done; Presidential hopefuls now vie for the votes of young people by appearing on MTV or youth-friendly programs; when politicians use modern technology like the Internet and Facebook, they are catering to young people more than older individuals)
- Includes some relevant facts, examples, and details (*18th amendment*: temperance; manufacture, sale, and transport of alcohol; gangsters; bathtub gin; speakeasies; eventually repealed; *26th amendment*: protests; marches; old enough to kill; guaranteed voting rights to those age 18 and above)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that cite the evolutionary nature of the United States Constitution

Conclusion: Overall, the response fits the criteria for Level 3. The response shows awareness of how the temperance movement and the war in Vietnam led to constitutional amendments but, in general, it lacks the details and development that would be found at Level 4.

The amendment process is an essential element to the Constitution because it enables the United States to constantly adapt with the changing environment and never fall behind. The writers of the constitution knew that it could not be perfect, and thus amendments were added to ensure that the country would run smoothly. Two significant amendments that have had a lasting impact on the country are the 13th amendment and the 18th amendment.

The 13th amendment to the constitution called for the abolition of slavery. Prior to this amendment, slaves were brought in from Africa and used on plantations and other various jobs for no pay. Slaves were seen as property, and had very little rights. Slavery was very popular in the South, however in the North many viewed slavery as morally wrong thanks to works such as "Uncle Tom's Cabin." These differences caused the two sections to separate and start competing for power. As more and more states were being added on to the country, the two sides fought over whether they should be a slave or non slave state. The issue grew worse and worse and began to tear the country apart. Eventually, the southern states separated from the Union, leading to a civil war on the issue of slavery. When the union defeated the South in one of the bloodiest and costliest wars in history, slavery would be abolished throughout the country.

Although it seemed as if the issue was finally solved, even more tension arised. The Southern economy depended on slaves for their plantations, and they were suffering dramatically. Meanwhile the North was flooded with industry and was prospering. The abolition of slavery has had a social effect. Although slaves were free, they weren't ~~expe~~pected socially and their rights were still severly limited. Many slaves didn't know what to do when they were free or how to adapt in the society. These aspects affected the American society severely, and led to the passage of the Jim Crow laws in the South, as well as the formation of groups such as the Ku Klux Klan. Segregation laws and violence kept African Americans as second class citizens for many years.

The 18th amendment to the constitution was the policy of prohibition. The consumption of alcohol was becoming more and more popular throughout the United States. Many started to experience the negative effects, such as addiction, urban crime and death from accidents with alcohol. Various groups were formed in response, desperately begging for a policy of prohibition in the U.S. Progressives in government recognized the problem, and were interested to see the outcome. These events led to the passage of the 18th amendment, and the government began to crack down.

Due to this change, the mafia began to capitalize on the newfound high demand for alcohol, with no regard for the new laws. Practices of bootlegging and smuggling allowed these groups to supply alcohol to readily available customers. Cities like Chicago became centers for organized crime and criminals like Al Capone used violence to control their territories. The restriction on alcohol only made Americans thirsty for more.

These two amendments were aimed at helping the country and adapting to the changing times. In some cases, amendments can be of great benefit and have a lasting effect, such as the 13th. However, some amendments seem more like experiments and do not do much good for the country, such as the 18th amendment.

Anchor Level 3-B

The response:

- Develops most aspects of the task in some depth by describing the historical circumstances that led to the adoption of the 13th and 18th amendments and by discussing one social change each amendment brought to American society
- Is more descriptive than analytical (*13th amendment*: as more and more states were being added to the country, the two sides fought over whether they should be a slave or non-slave state; segregation laws and violence kept African Americans as second class citizens for many years; *18th amendment*: various groups were formed, begging for a policy of Prohibition in the United States; cities like Chicago became centers for organized crime and criminals like Al Capone used violence to control their territories)
- Includes some relevant facts, examples, and details (*13th amendment*: slaves brought from Africa; plantations; slaves seen as property; *Uncle Tom's Cabin*; two sections; Civil War; Union defeated the South; bloodiest and most costly war, Jim Crow laws; Ku Klux Klan; *18th amendment*: urban crime; Progressives; mafia; bootlegging; smuggling)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that notes amendments can have both positive and negative effects on the country

Conclusion: Overall, the response fits the criteria for Level 3. The description of slavery and its effect on sectional discord is strong. The remainder of the response is less detailed.

The amendment process was included in the U.S. Constitution so that ~~the~~ the government can ~~respond to~~ protect rights of the people during changing conditions. While some of the amendments ~~make~~ make ~~minor~~ minor changes, some create dramatic changes to the rights of U.S. citizens. The ~~process~~ ^{process} for the adoption of amendments is essential to the preservation of democracy because it make the Constitution elastic so it can continue to protect rights as new issues arise.

In the early twentieth century, progressive reformers were rethinking the social situation in America. Many people felt that ~~the~~ ~~society~~ society was very flawed, and that many of these problems ~~were~~ were a result of alcohol consumption. Activists for ^{stricter} moral practices crusaded for prohibition. Many of these "crusaders" were women, who thought prohibition would improve the ~~home~~ sanctity of their ~~homes~~ homes.

In 1919, these moral crusaders finally got ~~cometted~~ federal recognition with the

adoption of the 18th amendment to the U.S. constitution. The 18th amendment enacted a policy of prohibition, or a ban on the sale of alcohol. ~~While~~ While this may have appeared to be a triumph of morality ~~over~~ during corrupt times, it actually ~~just~~ did not put a halt to alcohol consumption. "Bootlegging" and "moonshine" alcohol ~~was~~ became rampant. People simply ignored the amendment and hid drinking practices from the government. Eventually, ~~this was a significant amendment~~ ~~for a number of reasons~~ the amendment was ~~repeated~~ deemed a failure and repealed by the government.

The 18th amendment was significant for a number of reasons. One reason for its significance was the role women took in its passage. Women generally did not take an active role in politics before this time, so the movement signified changing rights of women. It was also significant because it may have had a negative impact on the legal system. During

its enactment, it was largely disobeyed by citizens. This meant that many otherwise law-abiding citizens were now criminals. This ~~could have~~ had the effect of decreasing the respect that people had for the law.

The 13th amendment was another ~~very~~ very important amendment for very different reasons. Prior to its passage, a conflict emerged between the North and the South over Slavery, which led to the Civil War to preserve the union. ~~At~~ Abraham Lincoln's emancipation proclamation professed to free slaves, but actually did nothing for enslaved peoples in the South. ~~At the war's conclusion,~~ ~~Congress needed to enact~~ a federal

At the conclusion of the war, it became apparent that federal legislation would be needed to effectively end slavery. Congress's response was the passage of the 13th amendment in 1865 outlawing slavery. ~~This~~ This successfully freed the slaves.

throughout the states.

The abolition of slavery was important for many reasons. For former slaves, it ~~was~~ finally meant federal remedy for oppression. While they did not yet have the full rights of citizens, it was crucial to their struggle for equality. Furthermore, it promoted the democratic ideal. Before its passage, it seemed ironic to many that even though "all men" were supposed to be created equal, only "some men" were free, while others were ~~de~~ treated as property.

In conclusion, the ability to adopt amendments has caused many changes. While some had mixed results (~~like~~^{such} as Prohibition), others, such as abolition of slavery, were essential to democracy. Thanks to the amendment process, such ~~changes~~^{amendments} were possible, and their results have been ~~of great~~ ~~more~~ vital to national conditions.

Anchor Level 3-C

The response:

- Develops all aspects of the task in little depth by describing the historical circumstances that led to the adoption of the 18th and 13th amendments and by discussing the social and political changes the 18th amendment brought to American society and mentioning political changes the 13th amendment brought to American society
- Is more descriptive than analytical (*18th amendment*: many of these crusaders were women who thought that Prohibition would improve the sanctity of their homes; while this may have appeared to be a triumph of morality during corrupt times, it actually did not put a halt to alcohol consumption; this had the effect of decreasing the respect that people had for the law; *13th amendment*: Abraham Lincoln's Emancipation Proclamation professed to free slaves, but did little for enslaved peoples in the South; while they did not have the full rights of citizens, it was crucial to their struggle for equality; furthermore it promoted the democratic ideal)
- Includes some relevant facts, examples, and details (*18th amendment*: Progressive reformers; bootlegging; moonshine; deemed a failure; repealed; law abiding citizens were now criminals; *13th amendment*: the North and the South; Civil War; preserve the Union; treated as property)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that recognize that the amendment process helps preserve democracy

Conclusion: Overall, the response fits the criteria for Level 3. Knowledge of Prohibition and its failures is evident. However, the discussion of the 13th amendment would benefit from some expansion.

The amendment process allows the government to respond to potential political, social, and economic change in America. Citizen protests ~~usually~~ normally are the reason for the change in constitution, such as the ~~18th~~ 18th Amendment ~~for Prohibition~~ the Prohibition and 19th Amendment for women's suffrage. These changes in the constitution caused a change ~~in~~ ~~of~~ ~~political~~ in American society.

The ~~18th Amendment~~ ^{ratification} of the 18th Amendment ~~was~~ ^{was} a change in the constitution. This ~~is~~ amendment was made during a period of reform in America. Many ~~people~~ ~~tried~~ Americans sought to improve family ~~and~~ morals. Some of which blamed alcohol for ~~the~~ ~~problems~~ moral problems in America. Protests mostly consisting of wives became violent to the point where they ~~smashed~~ ~~bottles~~ stormed into bars and smashed bottles. Eventually the government passed the 18th Amendment thus making alcohol illegal. This change upsetted many Americans. They resorted to attending "speakeasies" where alcohol was illegally served. The demand for alcohol during the Prohibition fueled organized crime. During this time notorious mobsters such as Al Capone appeared.

Women were finally able to vote after the 19th

Amendment was passed ~~like the~~ ~~17~~ During World War I many women entered the work force ~~to~~ ~~+~~ while men ~~as~~ went overseas to war. This ~~forced~~ helped empower the once stay-at-home wives to fight for equal standing. Millions marched in organized protests led by leaders such as Susan B. Anthony. After the Amendment was passed it slowly became more common for women to seek professional careers. Today the effects of this ~~constitution~~ amendment is ~~even~~ evident because more women attend college ~~than~~ than men do.

The amendment process made it possible for the 18th and 19th amendments to be passed ~~even~~ to respond to change in American society. The 18th amendment made alcohol illegal, causing highly organized crime. The 19th amendment ~~to~~ gave women equal rights, allowing them to vote and hold ~~at~~ jobs they could not before.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*18th amendment*: many Americans sought to improve family morals; many Americans resorted to attending speakeasies where alcohol was illegally served; the demand for alcohol during Prohibition fueled organized crime; *19th amendment*: during World War I, many women entered the work force while men went overseas to war; after the amendment was passed, it slowly became more common for women to seek professional careers; today the effect of this amendment is evident because more women attend college than men do)
- Includes few relevant facts, examples, and details (*18th amendment*: period of reform; smashed bottles; *19th amendment*: millions marched); includes a minor inaccuracy (*19th amendment*: organized protests led by leaders such as Susan B. Anthony)
- Demonstrates a general plan of organization; includes an introduction that notes the roles of citizens' protests in changing the Constitution and a conclusion that briefly reviews the 18th and 19th amendments

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates an understanding of the amendments but fails to explain the changes fully.

When the founding fathers wrote the United States Constitution, they included the amendment process to respond to potential political, social and economic changes in American society. The 18th amendment was passed as a response to a social change in society. The 19th amendment was passed as a response to a political change in society.

During the early 1900's many men were going to saloons, getting drunk and then going home and either beating their wives or getting in to car accidents on the way home. The Women's Christian Temperance Association fought hard to try to close down saloons. They would break windows with hatchets and come in yelling at the drunks. In 1919 the 18th amendment was passed banning the selling, drinking and making of alcohol. This caused all the saloons to close, ~~and~~ forcing many people out of jobs. Since saloons were gone people found other ways to get alcohol from going to speakeasies or becoming bootleggers. This amendment also brought about an increase in

Crime due to the emergence of mobsters.

Also during the early 1900's women were still fighting for the right to vote. They argued that since they could do the same work as men do, they should have the same rights men do. This fight began in the 1800's when Susan B. Anthony and Lucretia Mott held the Seneca Falls Convention to try to gain other women's support in the struggle for suffrage. Finally in 1920 the fight ended when women were granted the right to vote in the 19th amendment. Women all across the nation were overjoyed in the fact that after many years of fighting they were finally equal. This gain for women caused African Americans to want equal rights and start their own fight for civil rights.

The amendment process was included in the constitution to keep up with the changing times. Granting women the right to vote and banning alcohol allowed the constitution to

Keep up with political and social changes.

Anchor Level 2-B

The response:

- Minimally develops some aspects of the task
- Is primarily descriptive (*18th amendment*: the Women’s Christian Temperance Association fought hard to try to close down saloons; this caused all the saloons to close, forcing many people out of jobs; since saloons were gone, people found other ways to get alcohol from going to speakeasies or becoming bootleggers; *19th amendment*: this fight began in the 1800s when Lucretia Mott held the Seneca Falls Convention to try to gain other women’s support in the struggle for suffrage; this gain for women caused African Americans to want equal rights and start their own fight for civil rights); includes faulty application (*18th amendment*: many men were getting into car accidents on the way home)
- Includes few relevant facts, examples, and details (*18th amendment*: break windows with hatchets; increase in crime; mobsters); includes inaccuracies (*18th amendment*: banned drinking of alcohol; *19th amendment*: Susan B. Anthony held the Seneca Falls Convention)
- 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 discussion of the 18th amendment mentions several important facts about the era without elaboration. The discussion of the 19th amendment reveals a limited knowledge of women’s history.

As one American president once said, "The Constitution is not made to fit like a straitjacket. Its elasticity lies its chief greatness." The Constitution is a living document, forever growing and changing with the times. Since its introduction in 1789, the Constitution has served to protect different races, minorities and ethnic groups politically and socially.

The 13th amendment, initiated in 1865 at the end of the Civil War and beginning of Reconstruction, granted African Americans their freedom. Socially, African Americans were constitutionally entitled to the same rights as white men. As a result, supremacist white politicians in the South passed the Jim Crow laws which greatly limited African American involvement. As a result, due to Jim Crow, American society was affected by African Americans not receiving full rights until a century later with the passing of Civil Rights Act during the Civil Rights Movement of the 1960s. Before this, black voting rights were limited due to poll taxes and

the grandfather clause. The Civil Rights Act outlawed all forms of segregation.

The amendment process also entitled women to the long sought right to vote. After years of pickets, riots, ^{and} speeches by suffragettes, women acquired the right to vote with the passing of the 19th amendment in 1920. Tired of their domestic lifestyles, most women sought independence from the home and equality with men. After the enactment of the 19th amendment, women ~~got~~ interested in politics greatly increased. Due to this change in the Constitution, America was able to thrive politically by being blessed in government by intelligent and motivated females such as Cordelia Rice and Sandra Day O'Connor.

When the Founding Fathers first proposed the United States' Constitution they purposely included the amendment process so that American government could always adapt ~~and remain~~ to changing society. Due to the Constitution, the United States will always be able to create

"a more perfect union" for centuries to come.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task
- Is primarily descriptive (*13th amendment*: the 13th amendment, initiated in 1865 at the end of the Civil War and beginning of Reconstruction granted African Americans their freedom; as a result, supremacist whites in the South issued the Jim Crow laws which greatly limited African American involvement; black voting rights were limited due to poll taxes and the grandfather clause; *19th amendment*: after years of pickets, riots, and speeches by suffragettes, women acquired the right to vote in 1920; after the initiation of the 19th amendment, women's interest in politics greatly increased); includes faulty application (*19th amendment*: in 1920, tired of their domestic lifestyle, most women sought independence from the home and equality with men)
- Includes few relevant facts, examples, and details (*13th amendment*: civil rights movement of the 1960s; Civil Rights Act outlawed all forms of segregation; *19th amendment*: Condoleezza Rice; Sandra Day O'Connor); includes an inaccuracy (since its introduction in 1789, the Constitution has served to protect different races, minorities, and ethnic groups politically and socially)
- Demonstrates a general plan of organization; includes an introduction that describes the Constitution as a living document whose greatness lies in its elasticity and a conclusion that observes that the amendment process will allow the nation to remain "a more perfect Union" in the future

Conclusion: Overall, the response fits the criteria for Level 2. The 13th amendment is more fully addressed than the 19th amendment, but neither adequately addresses the historical circumstances of these amendments and the development of the changes is minimal.

Many amendments were passed through out History. Many of them change American Society. In history the 18th and the 19th amendment were passed.

In history the 18th amendment was passed ~~in~~ in 1919. This amendment was known as the prohibition amendment which is the total emancipation of alcohol. We believed that the passing of the amendment would knock down the rates of crimes. This amendment changed American society that by wiping out Alcohol it made crimes worse or it ~~stayed~~ stayed the same, this showed that people commit crimes not alcohol. This amendment helped us socially because this opened up

Speakers. The 18th amendment didn't last very long it was soon thrown out.

The 19th amendment was passed in 1920. This amendment was known as women's suffrage. Throughout history women didn't have many rights, we couldn't vote, work, nothing. The 19th amendment allowed women to vote and work. This amendment was passed after WWI because ~~the~~ while men were gone women worked and ~~so~~ so women believed that they should still have this right after men came ~~home~~ home. This helped us economically because women could basically do the same things as men and this allowed ~~companies~~ companies to have more

workers and get things done faster. The 14th amendment was a very ~~big~~ big impact on American society because it changed women's feeling. We have the right to vote work and basically do whatever as men can do.

The 18th and 19th amendment changed the American society a lot. It helped it grow and made our society better. There are many amendments throughout history the 18th and 19th amendments stood out in changing American society.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning historical circumstances that led to the adoption of the 19th amendment and stating a change the 18th amendment brought to American society
- Is descriptive (*18th amendment*: we believed that the passing of the amendment would knock down the rates of crime; wiping out alcohol made crimes worse; *19th amendment*: throughout history, women did not have many rights; could not vote); lacks understanding (*18th amendment*: this showed that people commit crimes, not alcohol; *19th amendment*: allowed women to vote and work; while men were gone, women worked so women believed they should still have this right after men came home; this helped us economically because women could basically do the same things as men and this allowed companies to have more workers and get things done faster)
- Includes few relevant facts, examples, or details (*18th amendment*: speakeasies); includes an inaccuracy (*19th amendment*: passed after World War II)
- Demonstrates a general plan of organization; includes a weak introduction and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The broad generalizations used to discuss the 19th amendment are somewhat confused. However, the response shows a limited understanding of the 18th amendment.

When the Founding Fathers wrote the United States Constitution, they included the amendment process to respond to potential ~~process~~ political, social and economic changes in American society.

During time when slavery was going on. The 13th amendment was made after the Civil War. It was to end slavery cause it wasn't right. After the North had won the war president Lincoln wanted to preserve the Union. All slaves were now free. A lot of slaves from the South had then migrated to the North when this happen this started the Harlem Renaissance. In this time slaves were used for economics in the South.

The 19th amendment was made for women's suffrage. During this time women were not equal as men. Men had more rights than women. Women didn't have the rights to vote.

Anchor Level 1-B

The response:

- Minimally develops few aspects of the task by mentioning the general historical circumstances that led to the adoption of the 13th and 19th amendments
- Is descriptive (*13th amendment*: was made after the Civil War to end slavery; *19th amendment*: during this time, women were not equal as men; women did not have the right to vote)
- Includes no additional relevant facts, examples, or details; includes inaccuracies (*13th amendment*: after the North had won the war, President Lincoln had wanted to preserve the Union; a lot of slaves from the South had then migrated to the North and started the Harlem Renaissance)
- 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 associates the 13th amendment with the Civil War and the 19th amendment with women's suffrage but demonstrates no knowledge of the changes the 13th or 19th amendments brought to American society.

The Founding Fathers wrote the United States Constitution, which included the amendment process to respond to potential political, social, and economic changes in American society. In order to make society better, there must be changes made to our Constitution. The amendment process allows us to do this. Throughout history in the United States, many changes to Constitution were made.

An example of an amendment that was added is the 13th ~~amendment~~ amendment in 1865. This amendment was the abolition of slavery. The circumstances that led to the adoption of this amendment were the racial discrimination and inequality in the United States. African Americans were being treated as if they were someone else's property, and they were owned by ~~an~~ other people.

Abolitionists in the north did not want to see slavery in the U.S., because it was morally wrong. Slaves were treated very badly by their owners, and the north wanted to end it. This led to the Civil War, which was between the north and the south. The north won the war, and as a result of it, slavery was abolished.

The economic change that the 13th amendment brought was that all men and women, black and white, were all created equal. Slavery was now illegal, and all ~~African~~ former slaves were entitled to a piece of land. The change

affected American society because all ~~black~~ African Americans were free, and they were equal to white men.

Another amendment that has changed American society was the 18th amendment in 1919, which was Prohibition. The circumstances that led to the 18th amendment was that men were getting drunk and it caused problems for families. Some men would come home and beat their wives and kids, and the women wanted to end it. This ~~is~~ prohibited the distribution of alcohol in bars and stores.

The economic change that it brought was the beginning of organized crime. People would ship alcohol to the United States illegally, and it would be sold in illegal speakeasies. This caused more problems the U.S. government than the amendment was able to fix. It affected America because it showed how laws might not work in society to make things better. In order to fix this problem, they had to end Prohibition.

The amendment process helps the Constitution work better, because we must make some changes as times goes on. This process makes sure that there are laws to make it run the way it should. There would be too many problems in our society if we couldn't make any changes.

Throughout life, people change and so do their beliefs and needs. Since the United States began its life as an independent country, the American society has been changing. As with any law system and such, when a country's society changes, the laws and rights must change in accordance.

The first amendment of the constitution is the right to free speech. Any American can say whatever they please, no matter where they are or what the circumstances. Or can they? As with all good and just laws and rights, this right must be technically altered. The right to free speech is all well and good, as long as it doesn't disturb the wellbeing of other citizens or ones self.

The constitution was made to enable changes that were set forth in society. These changes or add ons to the constitution were called amendments. As social, economic, and political changes occurred in society, the amendment process could secure the changes. The 13th Amendment, abolishment of slavery, and the 19th Amendment, women's suffrage were added after the original constitution and brought many social changes to the United States.

The 13th Amendment was created in 1865 in order to abolish slavery. Before this amendment was created, the United States had been fighting against itself on the issues of slavery in new territories. As the fighting continued between the north and south, southern states started seceding, North Carolina being the first. By 1861, the start of the Civil War took place. When the war was over

The north had won, and ^{president Lincoln} created the 13th Amendment followed by the 14th and 15th amendment that helped African Americans. Socially there was little change for the former slaves. White southerners ~~still~~ still used former slaves to do all their work and called it share-cropping. The court case Plessy v. Ferguson stated ~~seper~~ "separate but equal," but African Americans were not treated equal. Because of the 13th Amendment, African Americans were now free.

People such as W. E. B. DuBois and Booker T. Washington fought for the rights of African Americans. Major changes did not occur until the 1960s. At this time, the Civil Rights movement was going on. Malcolm X and Dr. Martin Luther King Jr were very active in gaining rights for African Americans. Schools started to integrate and the Voting Acts Law of 1964 was

passed. This law made it so literacy tests did not have to be taken by African Americans in order to vote or it was the same as everyone's. The 13th Amendment was ~~also~~ added to the constitution because of the changes in society.

The 19th Amendment was added in 1920 giving ~~the~~ women the right to vote. During the 1920s the Progressive Era was going on and this was a time of prosper for most Americans. Women started doing more, becoming more free about what they said and wore and many had started working because of WWI. The role of women before was to tend to the children and house. They could not vote nor work and if they did work they got paid far less money than men. The 19th Amendment brought social changes as to how women acted. They ~~could~~ ~~now go~~ ~~was~~ It also allowed women to ~~take~~ have a voice in politics by voting. Still major changes did not

take place until the Civil Rights Act. More women at this time stepped up and fought for their rights. ~~These rights included equal pay~~ A major right women fought for was equal pay. The 19th Amendment allowed women to vote and later brought upon many other reforms.

The 13th and 19th Amendment brought upon many changes. African Americans and women fought for the rights they deserved after these amendments were created. ~~Be~~ In order for these changes to be brought about the Amendments had to be made.

When the founding fathers laid down the Constitution, they did so with the knowledge that as time changes, ideas and policies need to adapt. Using this logic, they created the system of amendments, which allows changes to be made to the American Constitution. These amendments have brought change upon our society and influenced the direction our nation has headed. Two examples of such amendments are the 13th and 19th amendments, which abolished slavery and gave women the right to vote.

Passed in 1865, the 13th amendment abolished slavery in our nation. Prior to the 13th amendment, the Civil War had just ended—a war fought over slavery, sectionalism, and states rights. Although at the beginning of the war, Lincoln's main focus was the preservation of the Union, with his declaration of the emancipation proclamation, he turned the civil war into a moral crusade against slavery. The immediate effects of the 13th amendment were clear—slavery was no longer legal, and African Americans were freed from their chains. However, true freedom would not come until the civil rights movement in the 1960s. And although the 13th amendment freed slaves, it did not make them equal under the law (per *Plessy v. Ferguson's* interpretation of the 14th amendment). What the 13th amendment did accomplish, however, was that it permanently ended the idea of slavery so it

set in motion the later movements which would call for equal rights and the end of segregation in our nation.

Similarly, the 19th amendment, passed in 1920, did the same for women. Prior to this amendment, women had virtually no rights—once they were married they lost all of their assets to their husbands, and were essentially powerless. However, thanks to the hard work of women such as Elizabeth Cady Stanton and Susan B. Anthony, who organized the Seneca Falls Convention, eventually women got their right to vote. The impact of the 19th amendment would be that it increased the voting population and made the nation more democratic. It also encouraged the start of feminism (such as the influence of Betty Friedan in encouraging women to be more than just housewives), and brought issues such as abortion to the forefront (such as *Roe v. Wade*). Like the 13th amendment, the 19th amendment set in motion later movements and protests. However, it did not suffer the large backlash that the 13th amendment received—it was received well by most people. From this movement, women gained rights they never held before, and started to influence the nation more.

Overall, the amendment system put in place by our founding fathers is one of the most important aspects of our constitution. It allows the government to pass legislation that changes with the times, or, if needed, to repeal amendments (i.e. the prohibition). The

passages of the 13th and 19th amendments are two examples of how changes in the constitution can affect the nation and pave the way for later movements. The 13th amendment freed slaves in America and decreased sectionalism, while the 19th amendment gave women the right to vote. Both ~~amendments~~ amendments affected the nation largely, increased the democracy of our nation, and set the path for later movements. They brought about social and political changes, which are seen even to this day. The American society is always changing, and the system of amendments to the constitution only helps this change. Essentially, the government is able to change with the times and helps keep the nation moving forward.

By including the amendment process in the United States Constitution our Founding Fathers created a constitution that could adapt to changing times. After over 200 years, the original United States Constitution still remains the law of the land, and one of the most significant reasons for this is the existence of the amendment process. Two important amendments that have brought important change to our nation are the 13th Amendment and the 19th Amendment.

The 13th Amendment abolished slavery in 1865. Slavery had been a huge part of our nation since the beginning. Many Southern plantation owners relied on slaves to work their lands, and could not imagine any other way. However, as time went on many people began to see just how cruel and inhumane the institution of slavery really was. Abolitionists, people who opposed slavery, began to gain public support for their cause. Uncle Tom's Cabin, written by Harriet Beecher Stowe, helped expose the evils of American slavery to the entire world. Eventually, the abolitionists were victorious, and slavery was abolished for good after the Northern victory in the Civil War. However, while this change in American society was a positive one, it brought about the question of how freed slaves would make a living. Southern plantation owners struggled for ways to maintain their plantations without slaves. Also, many slaves were uneducated or illiterate, and combined with the racist attitude of much of America at this time, this made it very difficult for them to find jobs. Sharecropping started

as a way to solve the problem. African Americans worked on a small piece of land belonging to their former masters and were always in debt.

Also, Southern states passed laws to keep African Americans and whites separated. Schools, bathrooms, drinking fountains, and trains were segregated and the facilities for African Americans were much worse than the ones for whites. So, even though the 13th amendment ended slavery, African Americans were not treated equally for many years.

The 19th amendment gave women the right to vote in 1920. In the beginning of our nation, women barely had any rights. They ~~was~~ were second class citizens, unable to own land, become educated, and unable to make their own decisions. However, as time passed women's rights activists began to work for more rights for women. In 1848, Elizabeth Cady Stanton organized the Seneca Falls Convention to discuss women's rights. During the 19th century, some states allowed women to own property even after they married. Some women started to attend colleges and a few even got medical degrees. During World War I, many women replaced men in factory jobs while they were off fighting. This helped society realize that women were much more capable than they were believed to be. Women joining the war effort was one reason why they were granted suffrage in 1920. Once women had the right to vote, a whole

new group of people - and a very large one at that - was added to the voting population. Now it was not only the men who would choose the leaders of our nation, but the women too. Today women make up over half of all eligible voters. No candidate who is running for office can afford to ignore women. Today women hold high positions in all levels of government like Nancy Pelosi and Hillary Clinton.

Amendments are usually passed to address significant political, economic or social concerns. The passage of the 13th Amendment and the 18th Amendment addressed the changing times of their period and have had a great impact on American society.

Practice Paper A—Score Level 2

The response:

- Minimally develops some aspects of the task
- Is primarily descriptive (*13th amendment*: the circumstances that led to the adoption of this amendment were the racial discrimination and inequality in the United States; abolitionists in the North did not want to see slavery in the United States because it was morally wrong; *18th amendment*: some men would come home and beat their wives and kids, and the women wanted to end it; the economic change that it brought was the beginning of organized crime; it showed how laws might not work in society to make things better)
- Includes few relevant facts, examples, and details (*13th amendment*: property; Civil War; North won; *18th amendment*: speakeasies; end Prohibition); includes inaccuracies (*13th amendment*: the economic change that the 13th amendment brought was that all men and women, black and white, were all created equal; all former slaves were entitled to a piece of land; the change affected American society because all African Americans were free and they were equal to white men)
- 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 some understanding of the changes brought about by Prohibition. However, the discussion of changes resulting from the 13th amendment shows a fundamental lack of understanding of the concept of equality.

Practice Paper B—Score Level 0

The response:

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

Conclusion: The response fits the criteria for Level 0. While the response identifies a protection and a controversy related to the 1st amendment, it fails to connect the information to the requirements of the task.

Practice Paper C—Score Level 3

The response:

- Develops most aspects of the task in some depth by describing the historical circumstances that led to the adoption of the 19th amendment, discussing the social and political changes the 13th amendment brought to American society, and develops the other aspects in little depth by mentioning the historical circumstances for the 13th amendment and changes brought about by the 19th amendment
- Is more descriptive than analytical (*13th amendment*: before this amendment was created, the United States had been fighting against itself on the issue of slavery in new territories; white Southerners still used former slaves to do all their work and called it sharecropping; African Americans were now free and later people such as W. E. B. Du Bois and Booker T. Washington fought for the rights of African Americans; *19th amendment*: the role of women before was to tend to the children and house; women started becoming more free about what they said and wore; many had started working because of World War I; major changes did not take place until the Civil Rights Act)
- Includes some relevant facts, examples, and details (*13th amendment*: Southern states started seceding; Civil War; North won; President Lincoln; 14th and 15th amendments; *Plessy v. Ferguson*; “separate but equal”; civil rights movement; Malcolm X; Dr. Martin Luther King, Jr.; schools started to integrate; Voting Act, literacy test; *19th amendment*: Progressive Era; World War I; paid far less money; equal pay); includes some minor inaccuracies (*13th amendment*: North Carolina being the first to secede; Voting Acts Law of 1964; *19th amendment*: during the 1920s, the Progressive Era was going on)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response mentions some important African American leaders that followed the abolition of slavery. However, it lacks depth in its discussion of the 19th amendment.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth by describing the historical circumstances that led to the adoption of the 13th and 19th amendments and by discussing the social changes these amendments brought to American society
- Is more descriptive than analytical (*13th amendment*: although at the beginning of the war, Lincoln’s main focus was the preservation of the Union, with his declaration of the Emancipation Proclamation, he turned the Civil War into a moral crusade against slavery; although the 13th amendment freed slaves, it did not make them equal under the law; what the 13th amendment did accomplish however, was that it permanently ended the idea of slavery so it set in motion the later movements which would call for equal rights and the end of segregation in our nation; *19th amendment*: prior to this amendment, women had virtually no rights; once they were married they lost all of their assets to their husbands and were essentially powerless; encouraged the start of feminism such as the influence of Betty Friedan in encouraging women to be more than just housewives; brought issues such as abortion to the forefront)
- Includes some relevant facts, examples, and details (*13th amendment*: sectionalism; States rights; civil rights movement in the 1960s; *Plessy v. Ferguson’s* interpretation of the 14th amendment; *19th amendment*: Elizabeth Cady Stanton; Seneca Falls Convention; *Roe v. Wade*); includes an inaccuracy (*19th amendment*: Susan B. Anthony organized the Seneca Falls Convention)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that notes that both the 13th and 19th amendments set the path for later movements

Conclusion: Overall, the response fits the criteria for Level 3. The response recognizes that the 13th and 19th amendments were the first steps toward equality for African Americans and women. The strength of this response lies in its analytical statements; however, the discussion lacks full development.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task by describing the historical circumstances that led to the adoption of the 13th amendment and the 19th amendment and discussing the changes these amendments brought to American society
- Is more descriptive than analytical (*13th amendment*: abolitionists, people who oppose slavery, began to gain public support for their cause; it brought about the question of how freed slaves would make a living; Southern states passed laws to keep African Americans and whites separated; *19th amendment*: they were second class citizens, unable to own land, become educated, and unable to make their own decisions; during the 19th century, some states allowed women to own property; some attended college and a few got medical degrees; during World War I, women working in factory jobs helped society realize women were much more capable than they were believed to be; now it was not only the men who would choose the leaders of our nation, but the women too; today women hold high positions in all levels of government, like Nancy Pelosi and Hillary Clinton)
- Supports the theme with relevant facts, examples, and details (*13th amendment*: Southern plantation owners; cruel and inhumane; *Uncle Tom's Cabin*; Harriet Beecher Stowe; Northern victory; Civil War; uneducated or illiterate; racist attitudes; sharecropping; schools, bathrooms, drinking fountains, and trains were segregated; *19th amendment*: Elizabeth Cady Stanton; Seneca Falls Convention; World War I; factory jobs; over half of all eligible voters)
- Demonstrates a logical and clear plan of organization; includes an introduction that acknowledges that the amendment process has allowed the original United States Constitution to remain the law of the land for over 200 years and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. All aspects of the task are addressed with clear wording and simple descriptions, but the response lacks the level of analysis needed for Level 5.

United States History and Government Specifications June 2011

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change: Constitutional Amendments; Reform Movements; Diversity	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government
Document-based Essay	Change (1920s & 1930s); Economic Systems; Presidential Decisions and Actions; Individuals, Groups, and Institutions; Culture and Intellectual Life; Diversity	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2011 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> 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, June 16, 2011 — 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/apda/> 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*.

UNITED STATES HISTORY and GOVERNMENT

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions 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.

Beginning in June 2011, schools are no longer 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 this rating guide, 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/apda/> and must be used for determining the final examination score.

United States History and Government
Part A Specific Rubric
Document-Based Question
June 2011

Document 1

Yes, Sir, He's My Baby!



Source: Andrew Cayton et al.,
America: Pathways to the Present,
Prentice Hall, 1995 (adapted)



Source: Daniel R. Fitzpatrick, *St. Louis Post-Dispatch*,
September 21, 1924

1 Based on these cartoons, what is the relationship between President Calvin Coolidge's administration and big business in the 1920s?

Score of 1:

- States the relationship between President Calvin Coolidge's administration and big business in the 1920s as shown in these cartoons
Examples: his administration was a friend to big business; big business benefited from Coolidge's policies; Coolidge's policies were favorable to big business; its economic policies pleased big business; its policies helped businessmen make money; big business liked the administration's policies; Coolidge praised big business

Score of 0:

- Incorrect response
Examples: big business danced/sang for President Coolidge; big business disliked the administration's policies; its policies hurt big business
- Vague response
Examples: praise; what a friend; it helped; made money; economic policies
- No response

Document 2

...And what were these “own lives” of theirs [women] to be like? Well, for one thing, they could take jobs. Up to this time girls of the middle classes who had wanted to “do something” had been largely restricted to school-teaching, social-service work, nursing, stenography, and clerical work in business houses. But now they poured out of the schools and colleges into all manner of new occupations. They besieged the offices of publishers and advertisers; they went into tea-room management until there threatened to be more purveyors [sellers] than consumers of chicken patties and cinnamon toast; they sold antiques, sold real estate, opened smart little shops, and finally invaded the department stores. In 1920 the department store was in the mind of the average college girl a rather bourgeois [middle class] institution which employed “poor shop girls”; by the end of the decade college girls were standing in line for openings in the misses’ sports-wear department and even selling behind the counter in the hope that some day fortune might smile upon them and make them buyers or stylists. Small-town girls who once would have been contented to stay in Sauk Center [Minnesota] all their days were now borrowing from father to go to New York or Chicago to seek their fortunes — in Best’s or Macy’s or Marshall Field’s. Married women who were encumbered [burdened] with children and could not seek jobs consoled themselves with the thought that home-making and child-rearing were really “professions,” after all. No topic was so furiously discussed at luncheon tables from one end of the country to the other as the question whether the married woman should take a job, and whether the mother had a right to. And as for the unmarried woman, she no longer had to explain why she worked in a shop or an office; it was idleness, nowadays, that had to be defended....

Source: Frederick Lewis Allen, *Only Yesterday: An Informal History of the 1920s*, Harper & Row, 1931

2 According to Frederick Lewis Allen, what is *one* way middle-class women’s lives changed in the 1920s?

Score of 1:

- States a way middle-class women’s lives changed in the 1920s according to Frederick Lewis Allen
Examples: middle-class women had more job opportunities; they entered new occupations; middle-class women were no longer restricted to nursing/teaching/clerical work; they sold antiques/sold real estate/opened shops/worked in department stores in greater numbers; small town girls moved to big cities/borrowed money to move to cities (New York, Chicago) to seek their fortunes/jobs; unmarried women no longer had to explain why they worked in a shop/office; idleness had to be defended; the proper place of married women with children was questioned/debated; changes occurred in the values/attitudes concerning middle class women and their work/role in society

Score of 0:

- Incorrect response
Examples: they left New York and Chicago; they were restricted to teaching school/social service work/nursing/stenography/clerical work; they could no longer be schoolteachers; they had fewer opportunities
- Vague response
Examples: jobs; attitudes; better; consoled themselves; had luncheon discussions
- No response

Document 3

Howard Johnson was an African American newspaper editor.

...The time was ripe for a renaissance back then. After the defeat of the kaiser in Germany [in World War I], a spirit of optimism and positive expectation swept across Harlem. The Allies won the war for democracy, so now it was time for something to happen in America to change the system of segregation and lynching that was going on. In Europe, the black [African American] troops were welcomed as liberators; so when they came back to America, they were determined to create a situation that would approximate the slogans they had been fighting for. They wanted democracy at home in the United States. And this general idea helped feed the concept of "The Renaissance."...

A lot of people wonder how there could be joy and optimism in a community under the conditions of segregation and discrimination. But the black community had two very important forces that enabled it to survive and grow. One was the church, where you had the gospel and the spiritual, which were inspirational in their basic content. And the other was the entertainment world, where you had the music of the secular side, expressed in jazz...

Source: Howard Johnson, interviewed in Jennings and Brewster, *The Century*, Doubleday, 1998

3a According to Howard Johnson, what was *one* effect of World War I on the black community?

Score of 1:

- States an effect of World War I on the black community according to Howard Johnson
Examples: it created a spirit of optimism/positive expectation in Harlem; after fighting for democracy in Europe, African Americans believed it was time to change the system of segregation; black soldiers were determined to create a situation that would approximate the slogans they had been fighting for; it helped feed the concept of the Harlem Renaissance/made the time ripe for a Renaissance

Score of 0:

- Incorrect response
Examples: it caused a loss of optimism/positive expectation; African Americans worked to keep the system of segregation; they wanted to end democracy
- Vague response
Examples: it created a spirit; it changed things; they believed
- No response

3b According to Howard Johnson, what was *one* factor that helped the black community during the 1920s?

Score of 1:

- Identifies a factor that helped the black community during the 1920s according to Howard Johnson
Examples: the church; the entertainment world; jazz; music such as gospel and jazz; inspirational content of the gospel/of spiritual music; a spirit of optimism/positive expectation

Score of 0:

- Incorrect response
Examples: segregation; discrimination; lynching
- Vague response
Examples: secular side; spirit; inspiration
- No response

Document 4



Source: Carey Orr, *Chicago Tribune*, 1924 (adapted)

4 State *one* criticism that this cartoonist is making about the 1920s generation.

Score of 1:

- States a criticism that the cartoonist is making about the 1920s generation
Examples: they are spoiled/undisciplined/greedy/materialistic; the 1920s generation does not appreciate the advantages they have; they are not as frugal as their forefathers; they have access to many new products (cars/radios/washing machines/phonographs/movies), but they are still not satisfied/they are not satisfied with what they have/they have lots of stuff but are still unhappy; they should be thankful/grateful/they are not thankful; they deserve to be paddled

Score of 0:

- Incorrect response
Examples: this generation is too frugal; they are not interested in spending money; they never complain; forefathers were frugal
- Vague response
Examples: discipline; things are different now; kick/complain
- No response

Document 5a

I. W. Burnham was a Wall Street stockbroker.

...People were making a lot of money in the stock market—you could sort of feel it when you visited customers or made deliveries. Everybody was really, really busy and they were feeling pretty good about themselves. It was around this time that the public got more interested in the market than they had been. Stock prices had been going up pretty steadily, and even though it was still mainly rich people investing, the average guy was starting to hear about friends making \$20,000 or \$30,000 overnight. There was rampant [widespread] speculation, and if you wanted to take part all you had to do was put up 10 percent of the money and a broker would cover the rest....

Source: I. W. Burnham, interviewed in Jennings and Brewster, *The Century*, Doubleday, 1998 (adapted)

5a According to I. W. Burnham, what was *one* reason the public became more interested in the stock market in the 1920s?

Score of 1:

- States a reason the public became more interested in the stock market in the 1920s according to I. W. Burnham
Examples: people were making a lot of money in the market; stock prices had been going up steadily; the average guy was hearing about friends making \$20,000/\$30,000 overnight; all you had to do was put up 10 percent of the money and a broker would cover the rest

Score of 0:

- Incorrect response
Examples: everyone was making \$20,000/\$30,000 overnight; stock prices became too expensive for most Americans; brokers would cover your losses
- Vague response
Examples: 10 percent of the money; everybody was busy/feeling good; you could feel it when you visited customers; speculation; rich people invested
- No response

Document 5b

...Critics of big business in the 1920s emphasized not only the increase in concentration, but also the fact that the benefits of technological innovation were by no means evenly distributed. Corporate profits and dividends far outpaced the rise in wages, and despite the high productivity of the period, there was a disturbing amount of unemployment. At any given moment in the “golden twenties,” from 7 to 12 percent were jobless. Factory workers in “sick” [weak] industries such as coal, leather, and textiles saw little of flush [prosperous] times. Nor did blacks [African Americans] in ghetto tenements, or Hispanics in the foul barrios of Los Angeles or El Paso, or Native Americans abandoned on desolate reservations. The Loray Mill in Gastonia, North Carolina, site of a bloody strike in 1929, paid its workers that year a weekly wage of \$18 to men and \$9 to women for a 70-hour week. At the height of Coolidge prosperity, the secretary of the Gastonia Chamber of Commerce boasted that children of fourteen were permitted to work only 11 hours a day. Perhaps as many as two million boys and girls under fifteen continued to toil in textile mills, cranberry bogs, and beet fields. In 1929, 71 percent of American families had incomes under \$2,500, generally thought to be the minimum standard for a decent living. The 36,000 wealthiest families received as much income as the 12,000,000 families—42 percent of all those in America—who received under \$1,500 a year, below the poverty line....

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–1932*, University of Chicago Press (adapted)

5b According to William Leuchtenburg, what was *one* economic problem of the 1920s?

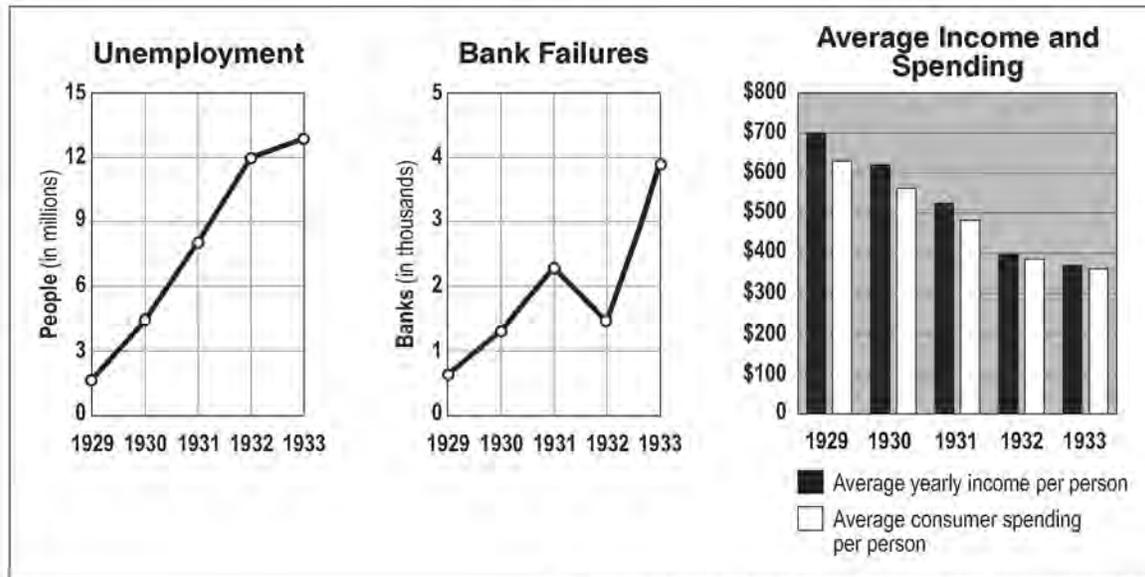
Score of 1:

- States an economic problem of the 1920s according to William Leuchtenburg
Examples: disturbing amount/between 7% and 12% of unemployment; the benefits of technological innovation were not evenly distributed; corporate profits/dividends far outpaced the rise in wages; workers in “sick” industries (coal/leather/textiles) saw little prosperity; African Americans/Hispanics/Native Americans saw little prosperity; little prosperity for people living in tenements/barrios/reservations; 71 percent of American families had incomes under \$2,500; the 36,000 wealthiest families received as much income as the 12,000,000 families below the poverty line; 42 percent of all Americans lived below the poverty line; companies used child labor/child labor was too widespread

Score of 0:

- Incorrect response
Examples: wages rose faster than corporate profits; the coal/leather/textile industries prospered; unemployment was low; 42 percent of the families were wealthy; benefits were evenly distributed; people had a decent living
- Vague response
Examples: critics of big business; people toiled; uneven distribution; earned less than \$1500; saw little of prosperous times; outpaced wages
- No response

Document 6



Source: *Historical Statistics of the United States* (adapted)

6 Based on the information in these charts, state *one* economic trend of the early 1930s.

Score of 1:

- States an economic trend of the early 1930s based on the information in these charts
Examples: unemployment steadily increased/unemployment went from low to high; during most years, bank failures increased; average income/consumer spending went down; economic indicators showed a dramatic weakening of the economy

Score of 0:

- Incorrect response
Examples: the economy showed steady growth; there were fewer bank failures; more people were working; 13% of the people were unemployed in 1933
- Vague response
Examples: average income; unemployment; worse; bank failures
- No response

Document 7a

Bruce Craven is responding to one of President Franklin D. Roosevelt's fireside chats.

JULY 25, 1933

Dear Mr. President:

...The forgotten man has been forgotten, if he was ever really remembered. I happen to be an approved attorney for the Federal Land Bank, and on publication of the information about the new loan legislation, the little man came to see me vainly hoping that at last he had been remembered. He is representative of thousands of farmers in North Carolina, owning maybe 50 acres of land and doing all of his own work, and about to lose his farm under a mortgage. But to get the loan he is obliged to pay \$20 in advance for appraisals, and another \$10 for a survey, and he no more has that much cash than he has the moon. I have written to everyone from Mr. [Treasury Secretary Henry] Morgenthau on down about this, and no one is interested. The prevailing idea seems to be that if a man is that poor, he should stay poor.

Before any of this loan and public works legislation was enacted, I wrote you that you ought to put at least one human being in each supervising body, and by that I meant a man who actually knows there is a "little man" in this nation and that he never has had a fair chance, and that he deserves one. I hope yet that somehow you may remember this forgotten little man, who has no one in high places to befriend him.

Respectfully yours,

Bruce Craven
Trinity, North Carolina

Source: Levine and Levine, *The People and the President: America's Conversation with FDR*, Beacon Press, 2002

7a According to Bruce Craven, why does "the forgotten man" need help?

Score of 1:

- States a reason "the forgotten man" needs help according to Bruce Craven
Examples: he cannot get a loan; he cannot afford the fees to get a loan/getting a loan is too expensive; he could lose his farm/he has a mortgage he can't pay; he has no one in high places to befriend him; he has never had a fair chance; government has failed to address his problems effectively; he has little cash/money

Score of 0:

- Incorrect response
Examples: the Federal Land Bank had no money; there was no loan legislation; he wants to stay poor
- Vague response
Examples: he was remembered; the prevailing idea; he heard a fireside chat; afford the fees; fair chance; a loan
- No response

Document 7b



Source: C. D. Batchelor, *New York Daily News*, October 11, 1936

7b Based on this cartoon, what is the relationship between “the forgotten man” and President Franklin D. Roosevelt?

Score of 1:

- States a relationship between “the forgotten man” and President Franklin D. Roosevelt based on this cartoon
Examples: President Roosevelt helped/remembered the forgotten man; FDR paid attention to the needs of working Americans; the forgotten man appreciated/was grateful for Roosevelt’s attention; they supported each other

Score of 0:

- Incorrect response
Examples: President Roosevelt was not responsive to the needs of working Americans; the forgotten man remembered FDR; the forgotten man refused to support FDR
- Vague response
Examples: they met; it was forgotten; they shook on it
- No response

Document 8a

...Working women at first lost their jobs at a faster rate than men—then reentered the work force more rapidly. In the early years of the Depression, many employers, including the federal government, tried to spread what employment they had to heads of households. That meant firing any married woman identified as a family's "secondary" wage-earner. But the gender segregation in employment patterns that was already well established before the Depression also worked to women's advantage. Heavy industry suffered the worst unemployment, but relatively few women stoked blast furnaces in the steel mills or drilled rivets on assembly lines or swung hammers in the building trades. The teaching profession, however, in which women were highly concentrated and indeed constituted a hefty majority of employees, suffered pay cuts but only minimal job losses. And the underlying trends of the economy meant that what new jobs did become available in the 1930s, such as telephone switchboard operation and clerical work, were peculiarly suited to women....

Source: David M. Kennedy, *Freedom From Fear: The American People in Depression and War, 1929–1945*, Oxford University Press

8a According to David M. Kennedy, what was *one* economic effect of the Depression on women?

Score of 1:

- States an economic effect of the Depression on women according to David M. Kennedy
Examples: at first they lost their jobs at a faster rate than men; they reentered the work force faster than men; married women were fired if they were secondary wage-earners; women in the teaching profession suffered pay cuts but only minimal job losses; new jobs (telephone switchboard operators and clerical work) that were well suited for women opened up

Score of 0:

- Incorrect response
Examples: it had no effect on their employment; jobs opened up for women in heavy industry; gender segregation was eliminated
- Vague response
Examples: they were secondary wage earners; they reentered; they were identified
- No response

Document 8b

...Although obviously severely limited, the improvements for blacks [African Americans] during the Depression were discernible [noticeable]. In May 1935, as the "Second New Deal" was getting under way, President [Franklin D.] Roosevelt issued Executive Order 7046, banning discrimination on projects of the new Works Progress Administration. Discrimination continued, but the WPA proved to be a godsend for many blacks. In the later thirties [1930s], between 15 and 20 percent of the people working for the agency were black, although blacks constituted less than 10 percent of the national population. This, of course, was a reflection of how much worse off blacks were than whites, but the WPA did enable many blacks to survive. More than that, even minimum WPA wages of \$12 a week were *twice* what many blacks had been earning previously.

Harold Ickes's Public Works Administration provided to black tenants a more than fair share of the public housing it built. The PWA went so far as to construct several integrated housing projects. PWA construction payrolls also treated blacks fairly. Some 31 percent of PWA wages in 1936 went to black workers. Ickes first made use of a quota system requiring the hiring of blacks in proportion to their numbers in the local work force. This precedent was followed again (at least in theory) by the wartime Fair Employment Practices Commission and in the civil rights legislation and court decisions of the 1960s and 1970s....

Source: Robert McElvaine, *The Great Depression: America, 1929–1941*, Three Rivers Press

8b According to Robert McElvaine, what was *one* way the New Deal affected African Americans economically?

Score of 1:

- States a way the New Deal affected African Americans economically according to Robert McElvaine
Examples: employment discrimination on Works Progress Administration (WPA) projects was banned by an Executive Order; between 15 and 20 percent of the people working for the WPA were black; the WPA paid better wages than many blacks had been earning previously; black tenants received their fair share of public housing built by the Public Works Administration (PWA); African American workers earned 31 percent of PWA wages in 1936; the racial quota system of the PWA set a precedent for employment practices in the 1960s and 1970s

Score of 0:

- Incorrect response
Examples: the economic problems of African Americans were ignored by the Roosevelt administration; New Deal agencies solved the economic problems of African Americans; African Americans gained economic equality during the New Deal; discrimination ended
- Vague response
Examples: there was a system; it was a step; an executive order was issued
- No response

Document 9

...In an attempt to stimulate the economy, [President Franklin D.] Roosevelt announced a massive Federal programme of 'spending and lending'. Under the Emergency Relief Appropriations Act [of 1938] \$3.75 billion was allocated by Congress to public works and industrial expansion. Two industries, textiles and steel, took immediate advantage of this 'pump-priming' (as Roosevelt called it), and saw a rise in production. The boot and shoe industry followed, as did the building industry. By the end of the year [1938] the construction of residential homes was breaking all recent records. Even the much-troubled railway companies were able to take advantage of the Federal injection of cash, with the result that they were able to abandon a 15 per cent wage cut already announced, that could only have added to hardship....

Source: Martin Gilbert, *A History of the Twentieth Century: Volume Two: 1933–1951*, HarperCollins, London

9 According to Martin Gilbert, what was *one* effect of President Franklin D. Roosevelt's policies on industry?

Score of 1:

- States an effect of President Franklin D. Roosevelt's policies on industry according to Martin Gilbert
Examples: production of textiles/steel/boots/shoes increased; construction of residential homes broke recent records; federal money allowed the railway companies to abandon a 15 percent wage cut; Roosevelt's policies stimulated industrial production throughout the country; they stimulated production

Score of 0:

- Incorrect response
Examples: production of textiles/steel/boots/shoes decreased; less money was available for industrial expansion; there were fewer homes built; Roosevelt started "pump priming"
- Vague response
Examples: there were programs; they grew; there were attempts; spend and lend; federal injection of cash
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question—June 2011

Historical Context: For many Americans, the 1920s was a decade of prosperity and confidence. However, by the end of the decade, political, social, and economic changes were starting that would create a far different America in the 1930s.

Task: Discuss the differences *and/or* similarities in American society between the 1920s and the 1930s

Scoring Notes:

1. The response should discuss *at least two* differences *and/or* similarities in American society between the 1920s and the 1930s. However, to incorporate the minimum number of documents, most responses will discuss more than two differences and/or similarities.
2. The focus of this task should be on comparing these two decades although the influence of events before or after the specified time periods may be included in the discussion, e.g., the influence of World War I on the 1920s.
3. The discussion may focus on just similarities between the 1920s and the 1930s, on just differences, or a combination of similarities and differences.
4. Similarities and differences between the 1920s and 1930s need not be specifically identified as long as the intent of the comparison is implied in the discussion.
5. Similarities and/or differences between the 1920s and the 1930s may be discussed from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.
6. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 5a, 5b, 7a, 7b, 8a, and 8b may be considered as separate documents *if* the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing the differences and/or similarities in American society between the 1920s and the 1930s
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the probusiness policies and “rugged individualism” attitudes of Presidents Coolidge and Hoover and the prosperity and underlying economic weaknesses of the 1920s to President Franklin D. Roosevelt’s New Deal policies of direct relief and government regulation in response to the effects of the 1929 stock market crash; connects the link between economic and cultural factors and the creation of new opportunities for women and African Americans in the 1920s and 1930s to the continuing hardships and discrimination experienced by those groups in both decades
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to differences and/or similarities between the 1920s and the 1930s (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., Hoovervilles; uneven distribution of wealth; high tariffs; consumerism; overproduction; increased purchasing power in 1920s, less in 1930s; bank closings; unemployment; banking reforms; relief for farmers; Social Security Act; Fair Labor Standards Act
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops the task by discussing the differences and/or similarities in American society between the 1920s and the 1930s but may do so somewhat unevenly by discussing one similarity or difference between the 1920s and the 1930s less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the probusiness policies of the Coolidge administration and their link to the prosperity and economic weaknesses of the 1920s that led to Franklin D. Roosevelt's reliance on expanded government powers to offer direct relief in response to the effects of the stock market crash; discusses the impact of the economic expansion on new opportunities provided to women and African Americans in the 1920s and the similar impact that the Great Depression had on both groups during the 1930s
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops the task with little depth by discussing the differences and/or similarities in American society between the 1920s and the 1930s
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops the task by discussing the differences and/or similarities in American society between the 1920s and the 1930s
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops the task by mentioning the differences and/or similarities in American society between the 1920s and the 1930s
- 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.

1920s

Key Ideas from Documents 1–5

<p>Doc 1—Influence of big business on government Government policies favorable to big business Cooperative spirit between President Calvin Coolidge and big business</p>
<p>Doc 2—Prior restriction of middle-class women to teaching, social service work, nursing, stenography, clerical work Opening of new occupations to women (publishing, advertising, sales, real estate, shop owners, store clerks) Movement of women to big cities (New York, Chicago) Discussion about the employment of women outside the home throughout the country (married, unmarried, mothers)</p>
<p>Doc 3—Optimism and positive expectation in Harlem regarding changing the system of segregation and lynching Survival and growth of black community as a result of church and entertainment world</p>
<p>Doc 4—Consumption of goods in 1920s at odds with frugality of forefathers</p>
<p>Doc 5a—People making a great deal of money in the stock market More public interest in stock market as a result of increase in stock prices Rampant speculation in stock market</p>
<p>Doc 5b—Increase of business concentration Benefits of technological innovation not evenly distributed Corporate profits and dividends growing faster than increases in wages Unemployment despite high productivity Little prosperity for factory workers in “sick” industries (coal, leather, textiles) Few economic benefits for African Americans, Hispanic Americans, Native Americans Men, women, and children working long hours for low wages Women’s wages lower than men’s Children under 15 working in textile mills, cranberry bogs, beet fields Income of many families below the poverty line</p>

Relevant Outside Information

(This list is not all-inclusive.)

<p>Prosperity of 1920s encouraging “get rich quick” attitude Government’s economic policies benefiting big business (high tariffs, lower income tax rates for wealthy, veto of farm legislation, minimal government regulation (laissez-faire), lack of antitrust enforcement, “trickle-down”) Increase in purchasing power, standard of living Link of prosperity to efficiency of production, new industries, advertising Americans living beyond means and going into debt (consumerism, buying on credit, installment plans) Farmers unable to regain prosperity after World War I (overproduction, increasing debt, Dust Bowl) Non-regulated stock market focus of economy (overspeculation, on-margin buying) No safeguards for depositors in nonregulated banking system Continuation of traditional attitudes about women’s role (cult of domesticity) vs. new role of women Continuing movement of African Americans to northern cities Celebration of African American culture (specific details about Harlem Renaissance) Restriction of African American opportunities (Jim Crow laws, voting, reemergence of Ku Klux Klan, continuing discrimination in hiring) Loss of business and consumer confidence as result of 1929 stock market crash</p>
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1930s

Key Ideas from Documents 6–9

<p>Doc 6—Continued increase in unemployment Failure of thousands of banks Decline in average yearly income Decrease in consumer spending</p>
<p>Doc 7a—Loss of farms as result of inability to pay mortgages or get loans Loan and public works legislation not really helping farmers</p>
<p>Doc 7b—FDR’s support for “the forgotten man”</p>
<p>Doc 8a—Faster rate of job loss among women but workforce reentry more rapid than men Identification of married women as family’s “secondary” wage earner Firing of women when employers tried to give employment to heads of households Worst unemployment in heavy industry where few women were employed Pay cuts in teaching but only minimal job losses New jobs available for women (telephone switchboard operation, clerical work)</p>
<p>Doc 8b—Ability of African Americans to get jobs on Works Progress Administration projects because discrimination banned by Executive Order 7046 Ability of many African Americans to survive as minimum Works Progress Administration wages were twice prior earnings Construction of several integrated housing projects by Public Works Administration Use of quota system by Public Works Administration to hire African Americans in proportion to their numbers in local workforce</p>
<p>Doc 9—Allocation of money for public works and industrial expansion under congressional Emergency Relief Appropriations Act Increase in production as result of “pump-priming” (textiles, steel, boot and shoe industry, residential home construction) Federal injections of cash to railways Ability of railways to abandon announced wage cuts</p>

Relevant Outside Information

(This list is not all-inclusive.)

<p>Decrease of manufacturing output as result of overproduction and underconsumption Further demoralization of unemployed workers (loss of homes, loss of personal savings, “Hoovervilles,” bread lines) Impact of Hoover’s belief in “rugged individualism” on federal response “Trickle-down” efforts ineffective as Depression worsens Panicked depositors forcing bank closings by withdrawing money FDR’s election inspiring hope for direct relief (“Relief, Recovery, Reform”) Implementation of banking reforms (Bank Holiday, Glass-Steagall Act, FDIC) Government regulation of stock market (Federal Securities Act, Securities and Exchange Commission) Offset of unemployment by New Deal job creation (TVA, CCC) Establishment of unemployment insurance program and old age pension (Social Security Act) Key component of FDR’s recovery plan—farm relief (AAA, farm bankruptcy relief, Resettlement Administration, Farm Credit Act) Lack of federal government commitment to full civil rights for African Americans (FDR’s lack of support for antilynching law and abolition of poll tax) Continued problems facing African Americans Establishment of minimum wage, maximum hours, prohibition of child labor (Fair Labor Standards Act) Resentment toward working women</p>

At the end of World War I, President Warren G. Harding announced the beginning of "a return to normalcy." Thus, the period of the 1920s began, which ^{was} ironically a period of wrenching change. A period of uninterrupted prosperity redefined the way people viewed material items, but the disparity in wealth and overproduction created hardship and despair in the 1930s. The idea of the "New Black" infused a spirit of optimism into the black community, which transcended the decade into the 1930s. The rigid gender norms were shifting and loosening as women joined the workforce at unprecedented rates and ^{the} mythologized image of a "flapper" was emblematic of new gender norms. However, the economic hardships of the 1930s led to gender roles reverting back to rigid roles. In the 1920s, many felt isolated from ^{the} government, but President Roosevelt's charismatic and communicative character changed this in the 1930s.

After World War I, Europe was economically destroyed. This lack of international competition and Europe's need for American goods helped industry to flourish in the United States. The nature of American society became increasingly materialistic, as demonstrated by Carcy Orr's 1924 cartoon. Unlike the traditional American value of frugality, advertising was convincing Americans that they needed everything they saw. (Doc. 4). People were also becoming interested in the stock market, which many were prospering from because of speculation. (Doc. 5a).

However, the rise in industry led to overproduction. As high tariffs were placed on foreign goods, other countries retaliated by placing tariffs on American goods. American markets soon lost some of their foreign consumers, and the huge disparity in wealth made it ~~possible~~ ^{impossible} for Americans to buy goods as fast as they were being produced. (Doc. 5b). Underconsumption eventually led to rampant

unemployment because companies were not making a profit, merely escalating the economic crisis. The 1929 stock market crash epitomized the seemingly abrupt economic collapse, setting off another chain reaction which would lead to even more unemployment.

Although President Hoover said the economy was sound, there were many weaknesses in the 1920s economy.

In the 1920s, race relations were also changing. Black veterans returning from World War I were quickly disillusioned with the America they had bravely fought for. The discrimination they had faced for years was becoming less tolerable. The idea of the "New Black," or the educated and articulate man who demanded equality, became a popular image. The cultural life in Black communities flourished into what historians deem a "Harlem Renaissance." A general spirit of optimism infused into black communities like Harlem despite ongoing inequality. (Doc. 3). Although Blacks were hard hit by the Depression they continued to make some gains in the 1930s. (8b). The Works Progress Administration and other New Deal agencies gave Blacks employment, and justified some of their 1920s optimism. When A. Philip Randolph, president of the Brotherhood of Sleeping Car Porters threatened FDR with a march on Washington in the 1940s, the Fair Employment Practices Commission (FEPC) was created. Even though African Americans did not achieve equality, the 1920s and the 1930s helped prepare the way for more positive change in the 1940s and 1950s.

The 1920s was a period of change for women as well. Women were empowered as they continued to join the work force at unprecedented rates (Doc. 2). Women seemed to ^{be} enjoying more equality and independence. The image of ^a ~~the~~ promiscuous "flapper" was widely popularized as a symbol of the "new woman." However, in the 1930s women who were secondary wage earners were the first to lose their jobs

(Doc 8a). The traditional rigid gender norms were reinforced in the times of economic crisis as more women returned to the home.

Politically, many Americans felt alienated from their big business Presidents. President Coolidge once said "The primary business of government is business," and acted on these words (Doc. 1). He promoted the interests of big business at the expense of the working class, leading to the popular claim of "the forgotten man" (Doc 7a).

FDR's administration believed laissez-faire economics would not get us out of the Depression. Many felt they had a personal connection to Roosevelt through his "fireside chats" as he gave them reason to believe in themselves and the future of the country. By his charismatic personality and implementation of "pump priming" economic policies advocated by John Maynard Keynes, FDR won the respect and admiration of many Americans. FDR remembered the "forgotten man" by giving him direct aid and employment. (Doc 7b).

The nature of 1930s sharply contrasts with the carefree and optimistic nature of the 1920s. Nevertheless, the two decades are intimately connected. The prosperous economy of the 1920s would lead to the Great Depression, which defined the era of the 1930s.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing differences and similarities in American society between the 1920s and the 1930s
- Is more analytical than descriptive (nature of American society became increasingly materialistic; unlike the traditional American value of frugality, advertising was convincing Americans that they needed everything they saw; under-consumption led to rampant unemployment because companies were not making a profit; even though African Americans did not achieve equality, the 1920s and 1930s helped prepare the way for more positive change in the 1940s and 1950s; women were empowered as they continued to join the workforce at unprecedented rates and seemed to be enjoying more equality and independence; traditional rigid gender norms were reinforced as more women returned to the home; Coolidge promoted the interests of big business at the expense of the working class, leading to the popular claim of the “forgotten man”)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates substantial relevant outside information (after World War I, Europe’s need for American goods helped industry flourish; rise in industry led to overproduction as high tariffs were placed on foreign goods and other countries retaliated by placing tariffs on American goods; the stock market crash epitomized the seemingly abrupt economic collapse, setting off another chain reaction which would lead to even more unemployment; cultural life in black communities flourished into what historians deem a Harlem Renaissance; image of a promiscuous “flapper” was widely popularized as a symbol of the “new woman”; Coolidge said the “primary business of government is business” and acted on his words; Roosevelt’s administration believed laissez-faire economics would not get us out of the Depression; with his charismatic personality and implementation of “pump priming” economic policies advocated by Keynes, Roosevelt won the respect and admiration of many; Roosevelt remembered the “forgotten man” with direct aid and employment)
- Richly supports the theme with many relevant facts, examples, and details (people were also becoming interested in the stock market, which many were prospering from because of speculation; WPA and other New Deal agencies gave blacks employment and justified some of their 1920s optimism; in the 1930s, women who were secondary wage earners were the first to lose their jobs)
- Demonstrates a logical and clear plan of organization; includes an introduction that characterizes the 1920s as a period of uninterrupted prosperity that redefined the way people looked at material items while in the 1930s the disparity in wealth and overproduction created hardship and despair and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. A comprehensive and analytical overview of the differences between the 1920s and the 1930s is established in the introduction and are developed throughout the response. Linkage between documents and historical support for that information demonstrates a good understanding of comparative issues, particularly in the discussion of African Americans and the role of the government in the economy.

In history, many events repeat themselves and present themselves in a pattern. These patterns have often been documented and, through careful study, have been accepted as cycles. One such cycle that often occurs in the United States is the business cycle. For as long as our country has been in existence, economy has fluctuated between times of great prosperity and times of undoubtable depression. Following these economic downturns is a period of rigorous attempts to recover from severe economic loss. Such was the case in the 1930s following an era that has come to be known as the "Roaring Twenties."

For many Americans, the 1920s was a decade of prosperity and confidence. Gender roles and stereotypes became blurred as women gained more privileges in the workplace. The feminine population that had once been restricted to housework and education professions were now able to pursue careers that had once only been open to men (Document 2). Similarly, African Americans began to share the same feeling of optimism and opportunity. After experiencing the battlefields during the First World War and fighting to save democracy, returning blacks soon became expectant of a great change in America toward toleration and equality (Document 3). They too contributed to society with innovations in music and literature that promoted the cultural growth of 1920s America. Unfortunately, equality was not achieved and toleration was not wide spread. Racism and the KKK made them less optimistic about their future. Both women and African Americans continued to strive for equality in the 1930s but were limited in their success.

Many people were too concerned about the depression to worry about social equality.

Due to increasing national economic confidence in the 1920s, many people began to spend vast amounts of money on new inventions and appliances (Document 4). Because there were few regulations, people could borrow money from the banks or use installment plans to purchase high priced items ranging from vacuum cleaners to stocks, and even houses. Increased chance of profit and legalized investment gambling made the stock market look like a true way to "get rich quick." However, many people were over speculating in the market and spending money that they did not have. This created problems by the end of the 1920s because people were buying stocks with borrowed money. (Document 5a).

These problems, though seemingly ignored at the time, began proving to be far more detrimental than anyone would have foreseen. For example, the Republican governments during this time believed that what was good for business was good for America. President Calvin Coolidge was an unapologetic supporter of big business. He was a "friend" of corporate trusts and monopolies. (Document 1) He followed a policy of laissez faire in regulating these businesses. President Herbert Hoover continued many of these policies in the late 1920s. This helped to widen the ever increasing gap between the lower and upper social classes as businesses paid lower taxes and kept most of their profits. At the same time, they began to overproduce and not pay their workers enough. Unemployment began to rise at staggering rates in

"sick" industries. However, these seemingly glaring smoke signals went unnoticed at a time where "prosperity" served as a mask. (Document 5b)

By the end of the decade, America had reached a full fledged depression that left a once carefree nation in economic shambles. Unemployment rates continued to rise as bank failures skyrocketed and consumer spending began to wind down. (Document 6). Struggling Americans began to grow weary and felt helpless at the hands of a seemingly detached government that believed people should be able to help themselves (Document 7a). In the 1930s, a hero emerged to help put a stop to the economic downward spiral.

Unlike Coolidge, who inherited a thriving nation, ^{President Franklin D.} Roosevelt needed to address a crippled economy and unlike the Republican policies of the 1920s, he immediately used government money and power to help people. He worked his hardest, however, to instill the idea of hope in Americans (Document 7b) through weekly radio announcements and public appearances. He helped bring about increased confidence in business by federal restrictions of the stock market and creation of the FDIC. In the 1930s Americans weren't speculating in the market, fewer banks failed, and people weren't afraid to once more put money into banks. He implemented more extensive public works projects that aimed to bring about the gradual recovery of the nation by putting people back to work. (Documents 8b and 9) These attempts were designed to help America recover from severe economic losses and return to better times.

Though opposite in nature, both the 1920s and the 1930s share a common thread that is essential to American growth. Through times of prosperity

and times of despair, the people of the U.S. have succeeded in persevering to make things better. As we see in the 21st century, the business cycle continues to be repeated. Hopefully Americans will continue to persevere to make things better.

Anchor Level 5-B

The response:

- Thoroughly develops the task by discussing differences and similarities in American society between the 1920s and the 1930s
- Is more analytical than descriptive (equality was not achieved and toleration for African Americans was not widespread; increased chance of profit and legalized investment gambling made the stock market look like a true way to “get rich quick”; unemployment began to rise at staggering rates in “sick” industries; glaring smoke signals went unnoticed; struggling Americans began to grow weary and felt helpless at the hands of a seemingly detached government that believed people should be able to help themselves; unlike Coolidge who inherited a thriving nation, Roosevelt needed to address a crippled economy, and unlike the Republican policies of the 1920s, he immediately used government money and power to help the people; Roosevelt implemented more extensive public works projects that aimed to bring about the gradual recovery of the nation by putting people back to work)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (gender roles and stereotypes became blurred as women gained more privileges in the workplace; racism and the Ku Klux Klan made African Americans less optimistic about their future; because there were few regulations, people could borrow money from the banks or use installment plans; Hoover continued many of Coolidge’s policies; businesses began to overproduce and not pay their workers enough; Roosevelt worked to instill the idea of hope through public appearances; Roosevelt helped bring an increased confidence in business by federal restrictions of the stock market and creation of the FDIC; in the 1930s, Americans were not speculating in the stock market, fewer banks failed, and people were not afraid to once more put money into banks)
- Richly supports the theme with relevant facts, examples, and details (the 1920s was a decade of prosperity and confidence; feminine population that had once been restricted to housework and education professions were now able to pursue careers that had once been open to men; due to increasing national economic confidence in the 1920s, many people began to spend vast amounts of money on new inventions and appliances; people purchased high-priced items ranging from vacuum cleaners to stocks and even houses; unemployment rates continued to rise as bank failures skyrocketed and consumer spending began to wind down)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the business cycle and a conclusion that summarizes the theme of prosperity and despair

Conclusion: Overall, the response fits the criteria for Level 5. The strength of the response is in the effective comparisons that are made related to economic conditions and the political response to them in both decades. The remarks about the 1920s being a “mask of prosperity” serve as an important point within the discussion on the repetitive nature of the business cycle in United States history.

Americans in 1930s witnessed a dramatic change in their lives from 1920s. The most apparent of all the changes is the Great Depression, which brought United States from a heightened prosperity to the most severe economic meltdown in the nation's history. It did not take long for this economic hardship to lead to some more significant and durable political and social transformations.

During 1920s, many Americans enjoyed an increase in incomes and rich availability of consumer goods. In order to attract consumers, businesses utilized extensive ads campaigns to promote their products. At the same time, a "credit" system rapidly developed that enabled common Americans to buy on credit, or pay only a portion of the products price and borrowed the rest from banks. In this way, consumer spending soared, and businesses grew, people became increasingly optimistic about the market, banks and private investors poured their money into the stock market. As a result the stock prices rose steadily (Document 5a), which in turn attracted more investors. These superficial prosperity, however, covered many serious weakness in the nation's economy. The uneven distribution of wealth, for example, created a huge gap in spending between the rich and the poor. (Doc. 5b). Finally, on October 29th 1929, the stock market crashed, billions of dollars vanished as the stock prices declined. From then on, the Great Depression, the most devastating economic crisis ever recorded, lasted for most of 1930s and brought on tremendous hardships to millions of Americans. From 1929 to 1933, the number of unemployment jumped from 2 million to nearly 13 million (Doc. 6). At the worst time of the Great Depression, one fourth of American

labor force were unemployed. Thousands of banks closed, and millions lost their life savings. As the depression turned the entire nation into a turmoil, many Americans questioned whether the economy could ever recover. President Hoover in particular was criticized for not doing enough to halt the economic downturn and for being ineffective in his response to the public needs. He expanded public work projects but believed in a balanced budget. The depression was too severe for his efforts to make a difference. Hoover's unwillingness to provide direct federal relief for individuals was based on his philosophy of "rugged individualism." Even though Hoover had led America's effort in World War I to feed starving people in Europe, he could not see the need to do the same for his own people.

The Hoover administration's inability to provide enough relief and recovery helped lead to FDR's rise of power in 1933. Upon taking the office, FDR immediately pushed through Congress a series of legislations within his first 100 days which ended the pro-business philosophy of the 1920s. During the rest of the 1930s, the federal and state government pumped huge amounts of money into the economy, in the form of lending money to banks, providing life-necessaries to the most needy, and establishing programs designed to employ the jobless. Previously "weak" industries, including textiles, steel, and railroad industries were able to immediately take advantage of the money allocated by the government. (Doc. 9) In order to recover public confidence in banks, FDR ordered those weak banks to close and only allowed those financially sound ones to open. To prevent further saving loss, the government funded insurance for banking deposits. Reforms against overspeculation

in stock market also took place, All the companies, under law, were made liable for any misrepresentation and inaccurate information, thus protecting the interests of stockholders. The New Deal to some extent control the spread of Great Depression, furthermore, some programs under the New Deals helped end job discrimination & segregation in government-funded programs. For example, the government passed a law banning discrimination in WPA (doc. 8b). Although discrimination continued, WPA enabled blacks to earn much more than they had previously received. according to Robert M. Elvame in his book "The Great Depression: America 1929-1941", some 31 percent of PWA (Public Works Administration) wages went to black workers. And most importantly, the quota system during 1930s required hiring of blacks in proportion to their numbers in the local workforce, setting up a precedent for civil rights movement in 1960s.

For many Americans, 1930s' economic disaster made their lives miserable when compared to 1920's prosperity. Yet the New Deal program under FDR carried out many reforms that would prevent a horror like the Great Depression from happening again. The lives of minorities, including African American improved somewhat as new programs & legislations strengthened their civil rights and continued their optimism of 1920s.

Anchor Level 4-A

The response:

- Develops the task evenly and in depth by discussing differences in American society between the 1920s and the 1930s
- Is both descriptive and analytical (with credit, consumer spending soared and business grew; people became increasingly optimistic about the stock market; superficial prosperity covered many serious weaknesses in the nation's economy; Great Depression lasted most of the 1930s and brought tremendous hardships to millions of Americans; as the Depression turned the entire nation into turmoil, many Americans questioned whether the economy could ever recover; the Depression was too severe for Hoover's efforts to make a difference; to some extent, the New Deal controlled the spread of the Great Depression)
- Incorporates relevant information from documents 4, 5, 6, 8, and 9
- Incorporates relevant outside information (to attract consumers, businesses utilized extensive ad campaigns; a credit system rapidly developed that enabled Americans to buy on credit or pay only a portion and borrow the rest from banks; the stock market crashed and billions of dollars vanished; Hoover's unwillingness to provide direct federal relief for individuals was based on his philosophy of "rugged individualism"; Hoover administration's inability to provide enough relief and recovery helped lead to Roosevelt's rise to power; Roosevelt pushed through Congress legislation which ended the probusiness philosophy of the 1920s; to recover public confidence in banks, Roosevelt ordered weak banks to close and only allowed financially sound ones to reopen; to prevent further savings loss, government funded insurance for bank deposits; laws made companies liable for misrepresentation and inaccurate information; some New Deal programs helped end job discrimination and segregation)
- Supports the theme with many relevant facts, examples, and details (during the 1920s, many Americans enjoyed an increase in income and availability of consumer goods; banks and private investors poured their money into the stock market; stock prices rose steadily which in turn attracted more investors; uneven distribution of wealth created a huge gap in spending between the rich and the poor; from 1929 to 1933, the number of unemployed jumped from 2 million to nearly 13 million; previously weak industries, including textiles, steel, and railroads, were able to take advantage of money allocated by the government; government passed a law banning discrimination in the WPA, enabling blacks to earn much more money than previously; some thirty-one percent of PWA wages went to black workers)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the Great Depression brought the United States from a heightened prosperity to the most severe economic meltdown in the nation's history and a conclusion that states many New Deal reforms would prevent a horror like the Great Depression from happening again

Conclusion: Overall, the response fits the criteria for Level 4. The characteristics of the 1920s and 1930s are developed using relevant economic history and effective document integration. However, the comparisons of differences between the decades are inferred rather than clearly stated.

The 1920's and 1930's, albeit being successive decades, were almost opposite in terms of our nation's attitude and prosperity. The 1920's, or "Roaring Twenties," are known for being a happy time for us as we were prospering economically, enjoying peace in our nation, and enjoying time for leisure and activity. The 1930's are known for its struggles as America looked back at the 20's culture as just a dream. They were now plagued by economic hardship, fears of political changes in Europe that would lead to World War II and a bleak outlook for improving their lives. Overall, the 20's exhibited our nation in its best light in a "Pax Americana" stature, while the 30's were nothing more than the harsh aftermath of the Stock Market Crash in 1929, causing a "Great Depression."

As the 1920's began, we noticed a change in our nation's outlook. Our economy began to grow and flourish as most people had jobs and some workers even began to have better working conditions and more time for leisurely activities. Big business grew in the 1920's, under the Coolidge administration which created more jobs and an increase in the standard of living (Doc 1). With this, people slowly began to indulge themselves in entertainment. From music to cars to heaters to the radio, life was becoming both more convenient and more pleasurable (Doc 4). Specifically, the Harlem Renaissance was an occurrence driven by the 1920's as Blacks continued to move to northern cities. It was a form of personal growth through art and music that provided happiness and hope for Blacks (Doc 3). Another reason the people seemed to be

better off was through their involvement in the stock market and buying on credit. Buying on credit allowed people to have what they wanted immediately. Investing in the stock market allowed people to make money quickly (Doc 5a). Politically, we were in a time of peace as we ended World War I and decided to focus on building our nation's economy. The 20s were viewed by many as one of the positive times in our economic history, while the 30s followed by being one of the most negative.

The ~~30s~~ 30s were plagued by depression. After the stock market crash on Black Friday in 1929, things changed and were the opposite of what they had been in the 1920's. Unemployment increased, banks were failing, and annual income decreased (Doc 6). Our previous leisure times were now far and few between as people could not afford the money for cars or new products any more – some people could barely fund their basic needs in the 1930s. In fact, soon after the crash, government helped businesses hoping they would keep workers employed. That didn't work out so there was no help for the "forgotten man" (Doc 7). It wasn't until the election of President Roosevelt in the 1930s that forgotten men and women would really be helped by the government. Deficit spending helped the government begin job programs that helped people without jobs. Farmers were paid to limit their crops and they could also get loans to keep and buy land. Working conditions improved and workers got more rights. Our

hopes improved ~~by~~ ^{but} our outlook still seemed bleak as well because we had a war brewing in Europe. We feared war and passed Neutrality Acts to stay out of it. The New Deal policies of President Roosevelt began economic changes that would help us prepare for a wartime economy.

The 20s and 30s although different, were related. The happiness and peace and prosperity of the 20s led to the 30s as overspeculation and buying on credit led to the depression. The 30s were plagued by a feeling of hopelessness, falling apart, and fear of oncoming war. However, it was the oncoming ~~war~~ of World War II that would help get us out of the mess of ~~the 30s~~ the 30s as we moved on into the 1940s.

Anchor Level 4-B

The response:

- Develops the task by discussing differences in American society between the 1920s and the 1930s
- Is both descriptive and analytical (“Roaring Twenties” are known for being a happy time as we were prospering economically, enjoying peace in our nation, and enjoying time for leisure activities; the 1920s exhibited our nation in its best light or a “Pax Americana” status, while the 1930s were nothing more than the harsh aftermath of the stock market crash in 1929; politically, we were in a time of peace as World War I ended and we decided to focus on building our nation’s economy; our previous leisure times were now far and few between as people could not afford the money for cars or new products; some people could barely fund their basic needs in the 1930s; soon after the crash, government helped businesses hoping they would keep workers employed, which did not work out so there was no help for the “forgotten man”; it was not until the election of President Roosevelt in the 1930s that forgotten men and women would really be helped by the government)
- Incorporates relevant information from documents 1, 3, 4, 5, 6, and 7
- Incorporates relevant outside information (the 1930s were plagued by economic hardship, fears of political changes in Europe that would lead to World War II, and a bleak outlook for improving lives; big business grew in the 1920s under the Coolidge administration which created more jobs and an increase in the standard of living; the Harlem Renaissance was a form of personal growth through art and music that provided happiness and hope for blacks; the people seemed to be better off with their involvement in the stock market and buying on credit; stock market crash on Black Friday in 1929; deficit spending helped the government maintain job programs that helped people without jobs; farmers were paid to limit their crops; working conditions improved and workers got more rights; although we feared war and passed Neutrality Acts to stay out of it, World War II would finally help us out of the mess of the 1930s; the New Deal policies of President Roosevelt began economic changes that would help us prepare for a wartime economy)
- Supports the theme with relevant facts, examples, and details (in the 1920s, the economy began to grow and flourish as most people had jobs and some workers even began to have better working conditions; investing in the stock market allowed people to make money quickly; the 1930s were plagued by depression; unemployment increased, banks were failing, and annual income decreased)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that give details about the nation’s different attitudes and prosperity during the 1920s and 1930s

Conclusion: Overall, the response fits the criteria for Level 4. The response focuses on the positive factors associated with the 1920s and the negative factors associated with, and a few positive steps taken during, the 1930s. The linkage of World Wars I and II to the United States economy and evaluative statements throughout the response indicate a good understanding of the time period.

In a single decade, from the 1920's to the 1930's, American society experienced a shift in the political, social, and economic aspects of the country. America changed from a country of prosperity to a nation of chaos. Few values remained the same during this time period.

Major differences characterized the 1920's and the 1930's. The 1920's was a time of confidence and prosperity. According to (Doc 4), this generation saw an increase in new technology, such as the washing machine and vacuum, that only served to make life easier for women and gave them time to take jobs outside the home. The role of the American woman as housewife and mother began to change and they developed a different outlook toward home and work. Once restricted in the work force, women began to enjoy new opportunities in occupations such as publishing and advertising as businesses expanded in the 1920's (Doc 2). Although some groups in the economy suffered under the Coolidge administration's support of big business (Doc 1), overall the

nation prospered. The appealing benefits of consumer products such as the automobile gave the entire economy a huge boost. The automobile industry affected many other industries and expanded opportunities for employment. There were also appealing benefits to stock market investments, with so much speculation in stocks, the business boom continued. (Doc 5a) I. W. Burnham, a Wall Street stockbroker, expressed that, "People were making a lot of money in the stock market..." By the 1930's, the optimistic attitudes seen in the 1920's had disappeared. Confidence in the economy was shattered by the stock market crash in 1929. The average citizen who had previously made a profit in stocks or those who had lost their jobs or farms were now in a period of economic crisis, "forgotten" by the government and unable to garner any economic assistance (Doc 7a). The chaotic atmosphere of the 1930's was characterized by a steady increase in unemployment and bank failures. According to the chart in

(Doc 6), unemployment soared from approximately 2 million in 1929 to a staggering 13 million in 1933. Americans who had previously made a profitable income from the stock market or from their jobs were now experiencing a sharp decrease in the average yearly income per person (Doc 6.) Groups who had suffered during Coolidge prosperity did even worse than others in the 1930s.

Two evident resemblances between the 1920's and the 1930's come in the treatment of women and African Americans. Just as it was in the 1920's, the 1930's was a period of rapid change for women. Surprisingly, women did not suffer the most from unemployment. However, the new occupations of the 1920's had vanished, and were instead replaced by jobs that women were previously suited for, such as clerical work (Doc. 89).

Just like in the 1920's many women remained in teaching and nursing and were the caretakers of their families. Despite the distinct changes seen in these two time periods, the black community was surviving and growing in their time of "renaissance" during the twenties (Doc 3).

African Americans did not enjoy great prosperity in the 1920s and were usually the last hired. However, they were developing a stronger pride in their race as their achievements as war veterans and in the arts became better known. By the Thirties African Americans began to see a few more glimmers of hope. They could get jobs in public works programs and they saw an increase in wages as a result of Roosevelt's "Second New Deal." Integration of some public housing and a quota system for jobs also made them more hopeful for the future. (Doc 86)

In the 1920s America was emerging fresh from the first World War. Since their involvement in the war was limited, America was strengthened by a productive industrial force. The stock market brought profitable incomes, women found new jobs, and the nation relaxed in a time of luxury and prosperity. By the 1930s, America's situation changed drastically. Threatened by the economic crisis of the great Depression, the positive attitude of the American citizen quickly became negative. Few things besides the fate of women and African Americans,

remained similar. In a decade, America's fate turned from a situation of prosperity to one of disaster.

Anchor Level 4-C

The response:

- Develops the task by discussing differences and similarities in American society between the 1920s and the 1930s
- Is both descriptive and analytical (new technology served to make life easier and gave women time to take jobs outside the home; role of the American woman as housewife and mother began to change and a different outlook developed toward home and work; although some groups suffered under the Coolidge administration's support of big business, overall the nation prospered; by the 1930s, the 1920s optimistic attitudes had disappeared; average citizens who had previously made a profit in stocks or those who had lost their jobs or farms were now in a period of economic crisis; people were "forgotten" by the government and unable to garner any economic assistance; Americans who had previously made a profitable income from the stock market or from their jobs were now experiencing a sharp decrease in income; surprisingly women did not suffer the most from unemployment; despite distinct changes in the 1930s, African Americans began to see a few more glimmers of hope)
- Incorporates relevant information from documents 1 through 8
- Incorporates relevant outside information (automobile industry affected many other industries and expanded opportunities for employment; confidence in the economy was shattered by the stock market crash in 1929; groups who suffered during Coolidge prosperity did even worse than others in the 1930s; like the 1920s, many women remained in teaching and nursing and were the caretakers of their families; African Americans did not enjoy great prosperity in the 1920s and were usually the last hired; African Americans were developing a stronger pride in their race as their achievements in the arts became better known; since their involvement in World War I was limited, America was strengthened by a productive industrial force)
- Supports the theme with relevant facts, examples, and details (the 1920s generation saw an increase in new technology; women began to enjoy new opportunities in occupations such as publishing and advertising; appealing benefits of consumer products gave the entire economy a huge boost; chaotic atmosphere of the 1930s was characterized by a steady increase in unemployment and bank failures; African Americans could get jobs in public works programs and they saw an increase in wages as a result of Roosevelt's Second New Deal)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the factors that turned America's fate from a situation of prosperity in the 1920s to one of disaster in the 1930s

Conclusion: Overall, the response fits the criteria for Level 4. Although the explanation of document information is generally thorough, the inclusion of more historical details about each decade would have resulted in a stronger comparison. Analytical statements in the discussion of women and African Americans in the 1920s and 1930s demonstrate a good understanding of the change experienced by both groups over the two decades.

The Roaring 20's were a time of prosperity. Americans thought that surely nothing could stop such a strong economy. With Americans thinking themselves as impervious to economic downfall, bad decisions were made. The 1930's was a result of the 1920's. No longer was the economy "roaring" instead prosperity was met with a time solely known as "the Great Depression." America was able to survive thanks to radical changes in government and economic infrastructure. The differences between the 20's and the 30's are numerous.

Calvin Coolidge was president at the time of American economic prosperity. With the Coolidge Administration there was little to no government regulation of big businesses. Document one depicts cartoons in which Coolidge is praised by big business. Industry was able to make high quality products at low costs to them. Low taxes and high tariffs increased their profits. America imported less and less because of their isolationist views. Big business wanted to keep competition away from American businesses. Since WWI took such a toll on the cities of Europe there was a high demand for American manufactured goods until they rebuilt their factories and homes. By the end of the 1920's Europe no longer needed American goods and these manufacturers of America were

stuck with too many goods. Although there seemed to be prosperity there were danger signs. America was very materialistic in the 1920's. It had a sense that the more you have the more established you are on the social status ladder. Document four demonstrates such American materialism with the cartoon's quote, "... the more you get, the more you kick." Middle class and wealthy people could afford Model T cars, ice boxes, and other appliances and would escape the city to their homes in the suburbs, while more and more people were slipping behind.

This increase of wealth would come to a halt because of the stock market crash in the end of the 1920's. The problem was many grew anxious and sold their stock shares to try to "salvage" their profits. This only helped worsen the situation. Due to speculative investing and then massive selling, the Great Depression started. The 1930s would be very different from the 1920s as more people lost their jobs and homes.

In the 1930's no more did the Americans feel like wasting money on appliances. Consumer spending declined as Document six shows. More people were unemployed and lost their jobs or just didn't earn enough to spend their money on other things. The role of women drastically took a step backwards.

In 1919 women gained the power to vote. Flappers emerged in the 1920's but were replaced with a more serious woman in the 1930's. The women of the 1920's who had moved into new jobs and the single middle class women who once enjoyed fun and jazz music might have found themselves looking out for themselves and being laid-off to make room for male employment. The 1930's spared almost no one and many people became unable to help themselves as Document eight depicts. This called for government action. The president, now FDR, couldn't stand by and leave the "Forgotten Man" of the 1920's alone. With his alphabet soup programs and FDR's "pumping" of money into industries, FDR was able to take some of the stress off by helping factories reopen and get people employed. Document nine shows how FDR's Administration differed from Coolidge's policy of little direct government involvement and regulation of the economy.

There are many differences between the 1930's and the 1920's. The Roaring 20's were known as a time for prosperity but underlying the 20's were the seeds of depression. The 1920's resemble led up to what the 1930's was but in no way, shape, or form did the 1920's resemble the harsh depression of the 1930's. Due to the aftermath of such an era

the government was forced to make radical changes to political, economic, and social ways of life in America.

Anchor Level 3-A

The response:

- Develops the task with little depth by discussing differences in American society between the 1920s and the 1930s
- Is more descriptive than analytical (with Americans thinking of themselves as impervious to economic downfall, bad decisions were made; no longer was the economy “roaring,” instead prosperity was met with a time known as the Great Depression; 1920s America was very materialistic; many grew anxious and sold their stock to try to salvage their profits, which only helped to worsen the situation; consumer spending declined; women of the 1920s who had moved into new jobs and single middle class women who once enjoyed fun and jazz music might have found themselves being laid off to make room for male employment; the 1930s spared almost no one and many people became unable to help themselves; President Roosevelt could not stand by and leave the “forgotten man” alone; Roosevelt’s policy was different from Coolidge’s policy of little direct government involvement and regulation of the economy); includes faulty application (America imported less and less because of their isolationist views)
- Incorporates some relevant information from documents 1, 2, 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (under Coolidge’s policies, industry was able to make high quality products at low costs; big business wanted to keep competition away from American businesses; since World War I took such a toll on the cities of Europe, there was a high demand for American manufactured goods; by the end of the 1920s, Europe no longer needed American goods and the manufacturers of America were stuck with too many goods; increase of wealth would come to a halt because of the stock market crash at the end of the 1920s; due to speculative investing and then massive selling, the Great Depression started; in 1919, women gained the power to vote and flappers emerged but were replaced by a more serious woman in the 1930s; FDR’s alphabet soup programs)
- Includes some relevant facts, examples, and details (with the Coolidge administration, there was little to no government regulation of big business; Coolidge was praised by big business; middle class and wealthy people could afford Model T cars, ice boxes, and other appliances; with his “pumping” of money into industries, Roosevelt was able to help factories reopen and get people employed)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Some analytical statements and outside economic references, such as our role in international trade, support the concept that danger signs existed amidst the 1920s prosperity. The dissimilarities of the 1930s focus on the dilemma of women and only superficially deal with other important factors.

The 1920s in American society, dubbed the "Roaring '20s," was a decade of much independence, confidence and for most people, prosperity. After World War I, many Americans realized the importance of life and how quickly things could take a turn for the worse. Therefore, the generation followed a motto such as "live life to the fullest." They rebelled against many customs and traditions; the women flaunted a "bob" cut and short dresses. They listened to jazz and learned to enjoy every minute of each day. However, these carefree feelings were not shared among ^{the} older Americans, as shown in Document 4. They believed the the younger people took for granted how easy and good life was for them and that they spent too much money on goods they didn't need.

The economic carelessness and change in values of the decade resulted in some major issues during the 1930s: mainly, the Great Depression. A significant cause of this crisis was the sudden popularity of the stock market, as shown in Document 5A. When the American people realized that an average person could make thousands of dollars, everyone wanted in: "There was rampant speculation." Americans pushed to brokers to get a loan in order to invest because all that was needed was a small down payment. This is where we come across another major cause of the Great Depression: the banks allowed an over-extension of credit and began to

fail. People soon lost their savings and their confidence.

Document 5B also shows that some economic problems in the 1920s carried over into the 1930s. Due to Coolidge's support of Big Business and laissez-faire, there was prosperity but as presented in Document 1, there was a major unequal distribution of wealth among the people in the '20s. Too many people had too little money to spend. This definitely did not help the economic problems the nation already faced.

Although there were some similarities overall, the 1920s and 1930s are very different decades. The '20s were filled with happiness and prosperity for many Americans. While the '30s were a time of hardships and crisis, as we can see in Document 6. Surprisingly, the role of women did not change significantly between the decades. Document 2 explains that during the 1920s women had professions and did not have to justify their work. They worked in department stores and as school teachers, and were accepted in society for that. In Document 6, we see that unemployment skyrocketed in the 1930s. However, some new jobs became available to women although some of their jobs were affected by pay cuts, due to the job that they occupied. Women continued to teach in large numbers and were not considered fully equal to men in the 1930s.

A difference between the decades was the leadership. In the 1920s, Calvin Coolidge did not look to help farmers

OR FACTORY WORKERS, but to support Big Business. In the 1930s, FRANKLIN D. ROOSEVELT stepped in and cleaned up the 1920s mess by means of his New Deal Program, and gained the support of the American people through his fireside chats. Documents 7A and 7B show how FDR sought to help "the forgotten man" and succeed in doing so, by paying farmers not to grow crops and helping the unemployed workers by providing jobs. This led to both groups having a little more purchasing power.

In conclusion, the 1920's and 1930s were very different decades: different mood, tone, leader, and different views on life. Although opposite, the decades are very much connected to one another. The things that occurred in the 1920s eventually lead to the resulting issues in the 1930s.

Anchor Level 3-B

The response:

- Develops the task with little depth by discussing differences and similarities in American society between the 1920s and the 1930s
- Is more descriptive than analytical (1920s was a decade of much independence, confidence, and for most people, prosperity; after World War I, many Americans realized the importance of life and how quickly things could take a turn for the worse; 1920s generation followed a motto such as “live life to the fullest” and learned to enjoy every minute of each day; carefree feelings of the 1920s generation were not shared by older Americans who believed young people took for granted how easy and good life was for them and that they spent too much money on goods they did not need; people lost their savings and their confidence; too many people had too little money to spend, which did not help the economic problems the nation already faced; the 1930s were a time of hardships and crisis; 1920s women had professions and did not have to justify their work; in the 1930s, Roosevelt stepped in and cleaned up the 1920s mess by means of his New Deal program; Roosevelt sought to help the “forgotten man”)
- Incorporates some relevant information from documents 1, 2, 4, 5, 6, 7, and 8
- Incorporates relevant outside information (1920s was dubbed the “Roaring Twenties”; 1920s generation rebelled against many customs and traditions; women flaunted a “bob” cut and short dresses; due to Coolidge’s support of big business and laissez-faire, there was prosperity, but there was also a major unequal distribution of wealth among people; women continued to teach in large numbers and were not considered fully equally to men in the 1930s; Roosevelt helped the “forgotten man” by paying farmers not to grow crops and helping the unemployed workers by providing jobs)
- Includes some relevant facts, examples, and details (a significant cause of the Great Depression was the sudden popularity of the stock market; when the American people realized that an average person could make thousands of dollars, everyone wanted into the stock market; 1920s women worked in department stores and as schoolteachers; unemployment skyrocketed in the 1930s; new jobs became available to women although some of their jobs were affected by pay cuts; Coolidge did not look to help farmers or factory workers but to support big business)
- Demonstrates a general plan of organization; lacks an introduction and concludes by stating the things that occurred in the 1920s led to the resulting issues in the 1930s

Conclusion: Overall, the response fits the criteria for Level 3. The response begins with good outside historical references that set the stage and establish the concept of changing values and their influence on the 1920s and the 1930s. Document information is expanded to develop the comparison between those decades.

The period between the 1920s and the 1930s was one of the greatest turning points in American History in all aspects of American society – political, economic, and social. It was also a period where prosperity reached a peak and drastically fell down to a period of depression, or what historians now label as the Great Depression. The role of the government and social matters changed dramatically during this time between the roaring twenties and the Great Depression.

Following the end to World War I, Presidents Harding and Coolidge turned away from the Progressive Era and wanted the US to return to "normalcy" and reduce government's role in the American economic system. Coolidge's idea was to let the American people rely on their own power and grow independent of federal intervention. One way he allowed this was his laissez-faire economic stance, allowing big businesses to freely play the field with limited government restriction. The cartoon (document 1) depicts Coolidge as business's friend, and a praiser of business, evaluating his permission for businesses to freely do what they wanted and support for them. Economic freedom was also demonstrated through the public's investment in stocks with out any government checks on bank loans and buying on margin. Americans were attracted by the news of friends earning \$20,000 over night (Doc 5a). However, this lax government which

failed to impose restrictions on businesses and on margin buying helping lead to the Crash of '29, which was the beginning of the end for the American economy as unemployment rates soared (document 6). The government tried to respond to the crisis by helping businesses. President Herbert Hoover believed in rugged individualism, meaning that Americans should not depend on the government to save them. The economy didn't improve so FDR was elected president and he turned America away from rugged individualism. FDR emphasized government intervention in his plan for economic revival—the New Deal. FDR used more government resources to restore the economy. He provided \$3.75 billion for industrial expansion and public works (Document 9). He provided for relief, reform, and recovery of the shattered American Society. The core difference between the 20's and 30's politically was the differences in the role of the government in people's lives. Aside from political changes, social values also changed in America between the 20's and 30's.

In the 1920s, women's advocating of rights met a success point. The ratification of the 19th amendment granted women suffrage. In addition to suffrage, economic opportunities expanded for women. They worked in offices for publishers (Document 2), a job once subject only to men. Women were gaining in their goal to be more equal to men.

However, the Great Depression devoured many of these opportunities for women. The work places were reluctant to hire women who were secondary earners in their families (Document 8a). Jobs were reserved for men, and women continued to face discrimination in the work force. The role of women changed between the 20s and 30s as the economy changed.

Comparing the period of economic prosperity in the 1920s and the depression of the 1930s there were more differences than similarities. These two decades were a major turning point for political, economic, and social change.

Anchor Level 3-C

The response:

- Develops the task with little depth by discussing differences and mentioning a similarity in American society between the 1920s and the 1930s
- Is more descriptive than analytical (Coolidge's ideas were to let the American people rely on their own power and grow independent of federal intervention; lax government failed to impose restrictions on business and on-margin buying; the crash was the beginning of the end for the American economy as unemployment rates soared; government tried to respond to the economic crisis by helping businesses; women were gaining in their goal to be more equal to men; jobs were reserved for men, and women continued to face discrimination in the workforce)
- Incorporates some relevant information from documents 1, 2, 5, 6, 8, and 9
- Incorporates relevant outside information (following World War I, Presidents Harding and Coolidge turned away from the Progressive Era and wanted the United States to return to "normalcy" and reduce government's role in the American economic system; Coolidge's laissez-faire economic stance allowed big business to play the field with limited government restriction; crash of 1929; President Hoover believed in "rugged individualism," meaning that Americans should not depend on government to save them; the economy did not improve, so Roosevelt was elected president and emphasized government intervention; Roosevelt provided for relief, reform, and recovery of the shattered American society; in the 1920s, women's advocating of rights met success with the ratification of the 19th amendment granting women suffrage)
- Includes some relevant facts, examples, and details (Americans were attracted by the news of friends earning \$20,000 overnight; President Roosevelt's plan for economic revival was the New Deal; Roosevelt used more government resources to restore the economy such as providing \$3.75 billion for industrial expansion and public works; women worked in offices and for publishers, jobs once held only by men; workplaces were reluctant to hire women who were secondary wage earners in their families)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Relevant outside information is used to support document interpretation in a discussion that focuses on the differences in the role of government in peoples' lives in the 1920s and 1930s. Although the premise that the economy changed the role of women between the 1920s and 1930s is mentioned, lack of supporting facts and details weakens the effort.

Two consecutive decades in the early 20th century contrasted sharply with each other in many ways.

It is hard to believe how drastically American society changed in such a short period of time. The "Roaring '20s" and the Great Depression of the 1930s were so different that they were like night and day.

The 1920s were a time of prosperity and growth. Victory in World War I gave Americans an optimistic view of the world. Also, many new inventions were being created ~~giving~~^{giving} people fresh job opportunities. Document 4 shows some of the inventions such as cars, the radio and washing machines. Economically, things were looking up as the stock market became popular. The stock market seemed to be an easy way to get rich with minimal effort.

By the 1920s, even the average man was trying to get his piece of the market (Doc. 5a) Another ~~new~~ growing trend was women in the workforce. In prior years women's expectations amounted to taking care of the family and staying a home. ~~They~~ In the 1920s more and more women went to college and wanted careers for themselves. (Doc. 2)

However, not everything was as good as it seemed to be. The government of the time seemed to favor the wealthy and ignore the concerns of the poor. There was an uneven distribution of wealth.

This meant that only a small percentage of the population was reaping the rewards of the time. By the end of the '20's, around 1929 came the stock market crash and many unfortunate people were left without a penny to their name.

The times that followed the crash were tragic and our nation suffered. Unemployment rates were at their highest (Doc. 6). Families struggled to provide what they needed to survive. Franklin Roosevelt, the president of the time, attempted to create government programs that got people back to work.

His method of "priming the pump" was an effort to give money to lower classes in order to boost the economy. This proved to be somewhat successful when it gave way to a rise in steel and textile production (Doc 9)

One of the few similarities of the two time

periods is that there were slight advancements in the lives of African Americans. During the 1920's blacks felt a sense of optimism and thus lead to the Harlem Renaissance. They were greatly influenced by their church and developed new styles of art and music (Doc 3). Even during the 1930's some of Roosevelt's government programs helped provide jobs for blacks that nearly doubled their wages (Doc 8b). although the improvement of life was small it was definitely not insignificant. The 1920's and 1930's are two different but equally important times in American history. These times showed that through the good and the bad, America remained strong.

Anchor Level 2-A

The response:

- Minimally develops the task by discussing differences and a similarity in American society between the 1920s and the 1930s
- Is primarily descriptive (the 1920s were a time of prosperity and growth; the stock market seemed to be an easy way to get rich with minimal effort; another new growing trend was women in the workforce; only a small percentage of the population was reaping the rewards of the 1920s; families struggled to provide what they needed to survive; “priming the pump” proved to be somewhat successful when it led to a rise in steel and textile production; one of the few similarities of the two time periods was that there were slight advancements in the lives of African Americans; during the 1920s, blacks felt a sense of optimism that led to the Harlem Renaissance; African Americans were greatly influenced by their church and developed new styles of art and music)
- Incorporates limited relevant information from documents 2, 3, 4, 5, 6, 8, and 9
- Presents little relevant outside information (by the end of the 1920s, the stock market crashed and many unfortunate people were left without a penny to their name)
- Includes few relevant facts, examples, and details (in the 1920s, more and more women went to college and wanted careers for themselves; uneven distribution of wealth in the 1920s; unemployment rates were at their highest levels following the crash; during the 1930s, some of Roosevelt’s government programs helped provide jobs for blacks that nearly doubled their wages)
- Demonstrates a general plan of organization; includes an introduction that states the “Roaring Twenties” and the Great Depression of the 1930s were different and a conclusion that refers to the strength of America

Conclusion: Overall, the response fits the criteria for Level 2. Recognition that the 1920s were not as economically sound as they seemed serves as background for a limited comparison to the 1930s. Most differences between the decades are implied although a similarity is identified and accurately developed.

A great amount changed from 1920, to 1930. The 1920's was a time of prosperity, whereas the 1930's was a time of depression. Although these times seemed much different than one another, there were some similarities.

The 1920's was a time when big businesses prospered. President Calvin Coolidge supported these businesses, and these businesses returned the favor (Doc. 1). The 1920's was also a time when women and African Americans prospered. Women were starting to hold more jobs like real estate agents, and store ownerships. (Doc. 2). The 1920's was the time of the Harlem Renaissance. The black community had more support from the church, music and jazz. (Doc. 3). Unfortunately, the 1920's did have somewhat of a bad side. The unemployment rate was high, 7 to 12 percent of the population were unemployed, and industrial workers ~~was~~ were starting to dwindle. (Doc. 5). Overall, the 1920's was a decade of prosperity. But with good comes bad. The 1930's would not end up being half ~~as~~^{as} prosperous as the 1920's.

The 1930's started out bad. The average ~~had~~ income of families in the U.S. went down,

and the unemployment rate went up. (Doc. 6) Although the 1920's was a prosperous time for women, the 1930's were not. Employers started giving jobs to only the head of families which usually were men. This put many women out of good jobs. (Doc. 6a) Farmers were widely forgotten, and had in many cases ~~lost~~ lost their farms. This issue was famously called "the forgotten man". (Doc. 7a) The early 30's were bad, but by the late 30's, times had changed, and the U.S. made a comeback. The Works Progress Association gave many African-Americans good jobs, and about 31% of PWA wages went to blacks (Doc. 9b). President Roosevelt seemed to remember ^(Doc. 7b) the forgotten man, and he helped farmers keep their farms. In the end, ~~if~~ many call the 1930's a depression, which it was. But there were also good things done in the 1930's which helped benefit the 1940's.

The 1920's and the 1930's were far different eras. ~~The 1920's was a time of prosperity, and the 1930's was a time of depression. The main difference between the 1920's and 1930's, was that fact that the~~ The 1920's was a time of prosperity, and the 1930's was a time of depression. The main difference ~~between the 1920's and 1930's~~ between the 1920's and 1930's, was that fact that the

1930's was just a rebuilding decade ~~that~~ that benefited the ~~the~~ America in the long run.

Anchor Level 2-B

The response:

- Minimally develops the task by discussing differences in American society between the 1920s and the 1930s
- Is primarily descriptive (1920s were a time when big businesses prospered; President Calvin Coolidge supported businesses and they returned the favor; the black community had more support from the church, music, and jazz; the 1920s was a decade of prosperity; 1930s would not end up being as prosperous as the 1920s; employers started giving jobs to only the heads of families and put many women out of good jobs; farmers were widely forgotten, and in many cases, had lost their farms; President Roosevelt seemed to remember the “forgotten man” and he helped farmers keep their farms; many called the 1930s a depression, but there were also good things done in the 1930s which helped benefit the 1940s); includes faulty and weak application (1920s was a time when women and African Americans prospered)
- Incorporates limited relevant information from documents 1, 2, 3, 5, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (women were starting to hold more jobs such as real estate agents and store owners; 1920s was the time of the Harlem Renaissance; the unemployment rate was high in the 1920s; average income of families went down in the 1930s; the WPA gave many African Americans good jobs and about 31 percent of PWA wages went to blacks)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states that the 1930s were a rebuilding decade that benefited America in the long run

Conclusion: Overall, the response fits the criteria for Level 2. Economic facts that infer differences between the decades are presented with limited explanation. The acknowledgment that there were both good and bad elements in the 1930s which affected the 1940s demonstrates an understanding that events of one decade can influence another decade.

The "roaring twenties" were seen as a time of growth and prosperity in the United States. It was far different than the 1930s which was a time when the American economy dramatically went down. The Great Depression and the 1920s affect different groups of people in different ways.

The lives of women changed in the 1920s. According to document two, Frederick Lewis Allen stated, "... for one thing, they could take jobs." Before this women were restricted to only certain jobs. However, when the 1920s hit, women worked in the office of publishers and advisers.

Furthermore, the 1920s had an effect on the black community. According to document three, Howard Johnson stated "it was time for something to happen in America to change the system of segregation and lynching..." The 1920s was a time of great discrimination for the black community. Life was difficult and dangerous.

According to document 5a, I. W. Burnham stated "... People were making a lot of money in the Stock market..." In the 1920s people started recklessly buying and selling stocks. This led to the Stock market crash which was a cause of the Great Depression in the 1930s.

According to document 5b, William Leuchtenburg stated, "there was a disturbing amount of unemployment." During the 1920s, the rate of unemployment was 7 to 12 percent. The drop of employment increased more and more until it reached 25 percent during the Great Depression.

The charts on document 6 show problems that are becoming more and more frequent as America moved into the 1930s. From 1929-1933 employment dropped from approximately 1 million to 13 million. Furthermore, the amount of bank failures increased dramatically. In the 1920s, the banks gave out unwise loans

that could not be paid off forcing banks to close. Consumer spending and yearly income dropped constantly over the years.

The "roaring 20s" and the 1930s were different time periods. Women and African Americans were effected differently as the American economy went down. Women and blacks lost their jobs sooner than white men. Unemployment dropped and banks failed as the 1930s came along. America hit depression in the 1930s which was far different than the "roaring 20s" which was a time of prosperity and growth.

Anchor Level 2-C

The response:

- Minimally develops the task by discussing differences in American society between the 1920s and the 1930s
- Is primarily descriptive (1920s were a time of great discrimination for the black community and life was difficult and dangerous; in the 1920s, people started recklessly buying and selling stocks; amount of bank failures increased dramatically; consumer spending and yearly income dropped constantly over the years; women and African Americans were affected differently as the American economy went down)
- Consists primarily of relevant information copied from documents 2, 3, and 5 and very limited relevant information from document 6
- Presents little relevant outside information (the stock market crash was a cause of the Great Depression; the drop of employment increased more and more until it reached 25 percent during the Great Depression; in the 1920s, banks gave out unwise loans that could not be paid off, forcing banks to close)
- Includes few relevant facts, examples, and details (lives of women changed in the 1920s; during the 1920s, the rate of unemployment was 7 to 12 percent; women and blacks lost their jobs sooner than white men); includes inaccuracies (unemployment dropped as the 1930s came along; employment dropped from approximately 1 million to 13 million)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that summarizes some of the differences pointed out in the discussion

Conclusion: Overall, the response fits the criteria for Level 2. Direct quotes from documents followed by brief explanations are used in the descriptions of the 1920s. The discussion of differences between the decades is limited and includes few specifics about the 1930s.

The roaring 20's was an age of prosperity. But this fancy life quickly turned into a great depression in the 1930's. These two eras were completely different. many people had gone from rich to poor in a matter of seconds.

The 1920's started off great. Many women were finding jobs, and would even go to college to get an education. Women worked as school teachers or in department stores, etc. Women had now been starting to be treated fairly. (D.2) But now everyone saw the ~~poor~~ rich get richer. They saw people become rich over night! They knew big bussinesses were sky rocketing with money. The stock market was going up steadily. So more and more people would invest and make a lot of money. Many people felt good about themselves and had their eyes on the money. (D.5a) The 1920's was the life everyone had dreamed of and now it had

become reality.

The 1930's was the worst era in American history. The stock market crashed, 7-12% of people were unemployed. This was the Great Depression. The unemployment rose to the highest of about 13%. Average income and spending decreased from 1929 to ~~1930~~ 1933 rapidly. Banks all over America had failed, especially in 1932-1933. (D. 6) Women now had trouble finding jobs and they ~~were~~ would get cut or their wages would get cut. All their progress went down the drain. (D. 8a) The 1930's was a horrible economic depression.

The 1920's and the 1930's were the most different eras. It went from the highest of the high, to the lowest of the low. Many people went from rich to poor.

Anchor Level 1-A

The response:

- Minimally develops the task by mentioning differences in American society between the 1920s and the 1930s
- Is descriptive (in the 1920s, women were starting to be treated fairly; more people were investing in the stock market and making a lot of money; average income and spending rapidly decreased from 1929 to 1933; the 1930s was a horrible economic depression); misinterprets part of document 8 (all of women's progress went down the drain in the 1930s)
- Includes minimal information from documents 2, 5, 6, and 8
- Presents little relevant outside information (the stock market crashed)
- Includes relevant facts, examples, and details (many women in the 1920s were finding jobs and going to college to get an education; women worked as school teachers or in department stores; banks all over America had failed especially from 1932 to 1933; women had trouble finding jobs and would get cut or their wages would get cut); includes inaccuracies (*1930s*: stock market crashed; 7 to 12 percent of people were unemployed; unemployment rose to about 13 percent)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state many people went from rich to poor

Conclusion: Overall, the response fits the criteria for Level 1. A basic understanding of most document information is presented in brief statements about each decade. Differences between the decades are referred to but are not explained.

In the 1920s American economics thrived causing great confidence and prosperity. In the 1930s greatness didn't last. Changes in politics, social, and economics created a far different America. Several similarities and differences occurred between society in the 1920s and the 1930s.

Economic trends were different between the 1920s and the 1930s. Document 6 gives historical statistics in the United States for the late 1920s and early 1930s. Unemployment had a steady rise all the way to several numbers. Many more banks closed as we got into the 1930s. Also, people were making less money and spending less money. This could cause a ripple in the economy because proper circulation of money is needed for a thriving economy. People needed to spend money to keep the economy strong but couldn't because they weren't making a lot of money.

The stock market created a buzz in the 1920s for many people. In document 5a, it states why people were interested in the stock market. People were making a ton of money in

The stock market. Because the stock market was so good in the 1920s; the 1930s held for the stock market to plummet. We let the stock market to get out of control and we paid for it in the 1930s.

The 1920s was a different time economically than the 1930s. The "roaring" twenties was a time of great prosperity. The 1930s gave many people great hardship.

Anchor Level 1-B

The response:

- Minimally develops the task by mentioning differences in American society between the 1920s and the 1930s
- Is descriptive (economic trends were different between the 1920s and the 1930s; less money could cause a ripple in the economy because proper circulation of money is needed for a thriving economy; people needed to spend money to keep the economy strong; we let the stock market get out of control and paid for it in the 1930s)
- Includes minimal information from documents 5 and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (unemployment had a steady rise; many more banks closed as we got into the 1930s; people were making a ton of money in the stock market)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Although document use is very limited, a minimal understanding of the task is demonstrated in the explanation of that information. While the statements about statistical information and the stock market are accurate, facts and details are not included to support those statements.

It has been so evident throughout history that we see a time of prosperity, growth and development that then leads to an economic downturn of struggle, unemployment and loss of wealth. The decade of the 1920s leading into the 1930s was no different. In the 1920s there was a steadily rising stock market and employment for both men and women as a result of a rise in big business. In the 1920s people bought cars and houses as well. In October 1929 that spirit of prosperity and excitement would change. The 1930s was marked by the worst economic downturn this nation has ever seen. People were pushed out on the streets, they had little money, no jobs, almost nothing. The social, economic and political outlook during the 1920s made a dramatic shift during the 1930s.

The roaring 1920s was a time of good feelings. WWI was over and many different groups in the U.S. were reaping the benefits of the economy. Women for example had gotten the right to vote through the 19th Amendment in 1919. They moved out of the house into apartments and new professions, etc. More and more women were getting married later in life and earning degrees etc. They were in "advertising, publishing, antique sales" and other professions. (Doc 2). Women became more worldly and less housebound with their short dresses and short hair. These women were called flappers. Traditional family values were challenged as women divorced/separated from their husbands if they were unhappy. Something they would have rarely dreamed of a few decades before. The attitudes of African Americans also changed. The Harlem Renaissance and racial pride were also important during the 1920s. The ^{Harlem} Renaissance was a jazz movement, a movement of black musicians such as Ella Fitzgerald, Louis Armstrong and many others. It was also a movement

of black writers and a voice began to emerge through this writing in a protest against racial segregation and discrimination. Overall the 1920s was a movement for blacks of "optimism and positive expectation" of the future. (Doc 3). These new attitudes were changed during the 1930s as women, blacks and white men suffered extreme hardship in the 1930s. Discrimination increased with the rising KKK during the 1920s and blacks continued to be segregated and denied voting rights in the 1930s. Women lost jobs, men lost jobs, and social mobility for almost everyone ended. Americans could no longer have the nice cars and the nice houses that they had during the 1920s. Life during the 1930s was in stark contrast to that of the 1920s and required an adjustment in attitudes.

Economic prosperity was quite evident during the 1920s. More and more people were investing in the Stock Market as stocks steadily rose. People were buying stocks on margin (with money they did not have). They used installment credit as well and people were buying new inventions for their houses and traveling to new places in their cars. This buying was in tune with the economic optimism that was so evident during the 1920s. As W. Burnham a wall street stockbroker said "people were making a lot of money in the stock market..." On wall street there was also "rampant speculation" (Doc 5a). Speculation, buying on margin, overly optimistic attitudes of the 1920s were all causes of the Great Depression in the 1930s. In a blink of an eye people lost most of their money in the Stock Market after it Crashed on Black Tuesday on October 29, 1929. The economy in the 1930s was marked by rising unemployment, rising bank failures and a decrease in the average income and spending. (Doc 6). Life changed for so many from the 1920s to the 1930s. It was most certainly not a good change.

There was also a stark contrast politically in between the 1920s and 1930s.

Document-Based Essay—Practice Paper – A

In the early 1920s Calvin Coolidge's administration followed *laissez faire* policies toward big business. Coolidge was a proponent of the free market and "hands off" capitalism. Businesses loved these policies because they were free from regulation which had been so rampant during the Progressive Era in the early 20th century. (Doc 1). In Doc 5b William Leuchtenburg says that "big business was becoming more concentrated." After the crash Herbert Hoover in the late 1920s was advocating "rugged individualism" which pretty much says that people need to fend for themselves without the help of the federal government. The trends of the 1920s changed direction during the 1930s. FDR establish a "new Deal" much of which was about helping "the forgotten man." (Doc 7a), with mostly unemployment, during the early years of the 1930s. The early years of the New Deal was about relief and recovery. FDR established various different programs such as the Works Progress Administration. (Doc 8b). His administration was about helping people find jobs. through gov't programs - Tennessee Valley (TVA). FDR pumped billions into the system to improve and stabilize the economy (Doc 9). FDR policies were opposite of those during the 1920s.

The social, economic ~~as~~ and political outlook during the 1920s made a dramatic shift during the 1930s. Prosperity gave way to depression.

After the victory by the Allied forces in Europe, the United States retreated within itself to practice policies of isolation. Citizens returned to their normal lives, and rejoiced in a post-war economic boom known as the "Roarin' Twenties." Big business thrived in the jungle of Republican-dominated politics. However, after a decade of stocks being bought on margin, products bought on credit and inattentive leaders, the stock market crashed and plunged the United States into the Great Depression, where all the aspects of social, political and economic American life were affected.

The differences in American life between the Roarin' Twenties and the Great Depression are far more prevalent than the similarities. During the prosperous 1920s, Silent Cal Coolidge and Herbert Hoover occupied the Oval Office and let the country (and big business) run itself (Document 1). Republican policies allowed business leaders to flatten smaller companies and form demonic monopolies while getting tax breaks from Congress. The federal ~~is~~ government changed in the 1930s when Franklin Delano Roosevelt took command and pulled the country around by its teeth. He realized a more active government was needed to pull the United States out of the Depression. FDR created the New Deal, and formed his own "economic stimulus package." Government money was pumped into failing businesses and helped boost industrial production of steel and textiles and keep people employed (Document 9). When big business and laissez-faire dominated, the little people were often pushed around and forgotten. Many people were forced to work in horrendous conditions

and were paid peanuts for long hours of work (Doc. 5b). When FDR roamed into town, "the forgotten man," the poor man, was finally remembered and cared about. The economy was finally focused on the individual as minimum wage, maximum hours, and child labor laws took effect. His efforts led to a more involved role for the president in the economy (Document 7b). One of the biggest differences between the 1920s and 1930s was over-spending versus conserving. During the economic boom, products like houses, cars and washing machines were sold left and right on credit, credit that eventually helped collapse the economy (Document 4). When money was tight, people pinched, scraped and reused every scrap of cloth and ate whatever food was available. Breadlines and Hoovervilles changed their priorities. The Great Depression taught them the lesson of frugality.

The similarities of the twenties and thirties were mainly social. Even though the twenties were a "golden" moment in United States history, there was still a large number of unemployed people, almost seven to twelve percent (Document 5b). In the Depression, unemployment skyrocketed to Armageddon levels (Document 6). One of the biggest positives for society was the expansion of women in the work force. In the 1920s, females stepped out of traditional jobs and into business and marketing (Document 2). And even though women were let go from jobs faster than men were in the thirties, they regained jobs and acclimated easier to new jobs (Document 8a). African-Americans were also inspired to new heights after serving in World War I. The soldiers were role models for African-

Document-Based Essay—Practice Paper – B

Americans around the country. Having returned as heroes, many thought equality was the next step. They were given jobs in New Deal programs like the WPA, and paid twice the amount of money they had made before (Documents 3 & 8b). This gave the black community renewed hope that desegregation and equal opportunity might be achieved in the future.

The 1920s brought political, economic and social changes to America that were both beneficial and harmful. By the end of the 1930s, the United States learned many important lessons, and opened the way for even more change in later decades.

The 1920s and 1930s both shared time for economic and social changes. The 1920s also known as the "Roaring Twenties" was a time of economic prosperity as well as dramatic changes socially for women and African Americans. On the other hand, the 1930s was a gloomy time as a result of the Depression and was focusing on facing economic depression and helping people affected by it.

The 1920's also known as the Roaring Twenties was known as the time of economic prosperity. The ~~the~~ Presidents at this time were all Republican and many did not enforce antitrust ~~set~~ laws set up by the former Progressive Presidents. Many of these Republicans ~~at~~ during this decade, favored big business and increased tariffs to protect big business. This led to economic prosperity for the United States. Document 1 is an example of the economic policy and prosperity of 1920s. It displays two political cartoons. The first one showing the cooperation between big business and government and in the second President Calvin Coolidge is being praised by big business for helping business boom.

This economic boom led to people being able afford and buy different types of products, land

and even stocks. Stocks during this time was usually for the big businessman but many heard of the immediate results of wealth in investing in the stock market and this impelled many middle-class people to become involved. Document 5a is an excerpt from W. Burnham a Wall Street stock broker discussing the reason and increase of the average men investing in stocks. Unfortunately, this has led to the use of buying stocks on credit which is one of the causes of Great Depression for many middle-class citizens were not able to pay back the credit when their losses piled up after the crash. Another negative aspect of the economy of the 1920s was the unequal distribution of wealth, although many were able to buy products, a large portion of the population was still poor and a ~~big~~ small part was very rich. This can be seen in Document 5b which is an excerpt from "The Perils of Prosperity." It showed the rich was able to prosper and the poor received low wages and were "forgotten" by business and the government.

The 1920s was also a time for change in society. Document 2 is an excerpt from "Only Yesterday: an Informal History of the 1920s"

which described the change in women's expectation. Many were able to go off and leave their homes to work in cities and many were able to get different types of jobs. Women also changed their style as well, the flopper was a common style and many women cut their hair, wore short skirts and heavy makeup. This was a great time that allowed women more ~~freedom~~ freedom in society as well as acquiring the right to vote.

African Americans were also affected by changes. Document 3 describes that World War I encouraged blacks to have more confidence and strive for an end to segregation and discrimination. They also acquired many great achievements through the Harlem Renaissance with poems by Langston Hughes, and music by Louis Armstrong which helped to show African Americans determination, pride, intelligence and hope for an end to discrimination.

Despite the economic and social changes in society in the 1920s the 1930s was a time of sadness. The stock market crashed in 1929 leaving many people without a job and the economy worldwide in ruins. Document 6 shows three charts which demonstrate the change in the economy. Unemployment and bank failures increased during the 1930s.

many decreased their spending. This was a result of the Depression that forced many to lose jobs and be forced to live in the streets. Unlike the policy of the 1920s the government began to find it necessary to be involved in big business. President Franklin D. Roosevelt made New Deal programs to help the people, help business and prevent another depression from happening. FDR set up many programs such as the WPA (Works Progress Administration) and PWA (Public Works Administration) which helped people to get jobs building roads and bridges. Although workers were not paid much they could feed their families. Many businesses were told to pay minimum wage. Older people were helped by social security. Document 8b is an excerpt from "The Great Depression & America" and stated that the programs for FDR's first and second New Deal were able to help many people including African Americans. Many were able to ~~help many people including~~ get work and earn higher wages compared to ones they received before the depression in the 1920s. FDR also used the radio to give fireside chats where he was able to comfort the people. FDR also tried to help the farmers who experienced foreclosures on their home. Document 7b is a political cartoon that shows FDR shaking hands with the "forgotten man" and demonstrating that has not forgotten them and

will try to help by creating the AAA program to pay farmers to produce less crops for better profit.

Therefore the 1920s and 1930s differed in economic policy. Supporting big business was no longer the focus for the government. Helping people recover from the economic depression became the government's policy. On the other hand, some African Americans were able to improve their lives during both decades. By the end of the 1930s, we were on our way to becoming a more fair and prosperous nation.

Great events important in the American history happened during the 1920s and 1930s. Those were different decades, when the nation went through great economic and social changes. In the 1920s the nation was prospering but a failure in protecting the economy caused the 1929 Great Depression and inevitable changes in the following decade. In the 1930s unemployment rose and nation as a whole had to work together toward rebuilding the economy and reestablishing its power.

In the 1920s new technology made people lives easier with better ways of communication, transportation and entertainment. Women gained their space in society and were able to get education and jobs changing their lives completely (Document 4). Big business also prospered, especially for having President C. Coolidge looking out for their interests and making it possible for them to grow (Document 1). Even the African Americans felt optimistic and good about themselves fighting for their civil rights (Document 3). But even with all they had, the 1920s generation only looked for more entertainment and ways to make money, and so were criticized by past generations (Document 4). They started overspeculating ^{the} stock market and overusing credit, which led to the 1929 Great Depression which

led to great change in society.

The 1930s started with rising unemployment ~~and~~, failure of banks and industries and a decrease in living conditions and wages (Document 6). Because many people bought things with credit now they didn't have money to pay debts and mortgages. Women especially lost their jobs and industries had to work hard to bring themselves up again.

The 1920s and 1930s was a period of great change in the American society and the first ^{and} greatest depression the nation had to go through. There were times of change that the nation had to learn from and work towards prosperity once more.

During the 1920's in America, the society was viewed as "Roaring". The economy was booming, people were employed, entertainment and job opportunities were increasing and people enjoyed much of life. As the 1930's approached the stock market crashed and Americans view on society changed. The economy was crashing, people were losing their jobs and it was not a flourishing time in America. Society was very different as the decades changed from the 20's to the 30's.

In the 20's, people saw new opportunities to make large amounts of money. Stock prices were steadily increasing and people were hearing about friends making thousands of dollars overnight. This led to a major increase in people buying stocks with borrowed money. (Doc 5A) This buying of stocks, credit and installment buying led to families feeling prosperous until the crash of the stock market. Opportunities to make money in the stock market disappeared as credit dried up and stocks lost much of their value. Although women in this time experienced new opportunities, many people still followed the strict ideas of the "cult of domesticity," but these ideas were changing. Women were now given other job opportunities and they didn't have to be only a housewife or a teacher. Women's roles changed,

and they could now find work in department stores and offices. More women began to work outside the home and became a larger percentage of the work force. (Doc 2)

African Americans were also seeking new opportunities. These blacks served in WWI and were given the respect and welcomed as liberators. They then came back to America in hopes of gaining some respect. This contributed to the Harlem Renaissance which was a black cultural revival. The church and music such as jazz were important factors that led to black optimism and jobs. They were in search of respect and desegregation and used jazz, art and other aspects to revive their culture and lead to good feelings. (Doc 3)

Towards the end of the 1920's this roaring era began to take a turn. In 1929, on Black Tuesday the stock market crashed. People feared this and panicked, trying to remove their money from the market before their stocks became worthless. Reckless bank lending for stock purchases led to even more bank failures. It went from under 1000 to almost 4000 from 1929 to 1933. These money issues led to an increase in unemployment by approximately 11,000,000 people from 1929 to 1933. This was

because of the average income drop. This led to a decrease in spending which hurt the economy worse. (Doc 6) During this time the unemployed looked for food in soup kitchens and lived in "Hoovervilles" or shanty shacks for the poor and waited in bread lines. This showed the changing times.

After the crash, unemployment increased. The first to lose jobs were women. Women were still viewed as inferior to men and when businesses began cutting wages and firing people some women lost their jobs. Women who were teachers didn't lose their jobs as much but suffered serious pay cuts due to the suffering economy. (Doc 8A)

Although limited, African Americans, still seeking opportunities were able to notice efforts being made by President FDR. Second New Deal organizations such as AWA and WPA helped blacks earn money and get opportunities to work. Blacks were receiving double the amount of their previous wages and even though the economy and society was struggling, the government was making some strides to help the economy and the people including African Americans. (Doc 8B)

In the 1920's society was prosperous and viewed as "The Roaring 20's". People were given more

opportunities and the economy was booming. As the 1930's came about things changed. The economy fell apart and people had fewer opportunities.

Practice Paper A—Score Level 4

The response:

- Develops the task by discussing differences and a similarity in American society between the 1920s and the 1930s
- Is both descriptive and analytical (the 1930s was marked by the worst economic downturn this nation has ever seen; World War I was over and many different groups in the United States were reaping the benefits of the economy; new attitudes of optimism and positive expectation for the future were changed during the 1930s as women, blacks, and white men suffered extreme hardship, and social mobility for almost everyone ended; life during the 1930s required an adjustment in attitudes; Roosevelt pumped billions into the system to improve and stabilize the economy)
- Incorporates relevant information from documents 2 through 9
- Incorporates relevant outside information (women had gotten the right to vote through the 19th amendment; more women were getting married later in life and earning degrees; women, known as flappers, became more worldly and less housebound with their short dresses and short hair; traditional family values were challenged as women divorced or separated from their husbands if they were unhappy; discrimination increased with the rising Ku Klux Klan during the 1920s and blacks continued to be segregated and denied voting rights in the 1930s; people lost most of their money in the stock market when it crashed on Black Tuesday; after the crash, Hoover advocated “rugged individualism”; early years of the New Deal were about relief and recovery; Roosevelt’s government program, TVA)
- Supports the theme with relevant facts, examples, and details (in the 1920s, there was a steadily rising stock market and employment for both men and women; people were pushed out on the streets, had little money, no jobs, almost nothing; women moved out of the house into apartments and new professions, such as advertising, publishing and antique sales; more and more people were investing in the stock market as stocks steadily rose; economy in the 1930s was marked by rising unemployment, rising bank failures, and a decrease in average income and spending; Roosevelt’s New Deal was much about helping the “forgotten man”); includes an inaccuracy (Coolidge’s administration followed laissez-faire policies toward big business and was a proponent of the free market and “hands off” capitalism)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions examples from the 1920s and 1930s to support the premise that a period of prosperity, growth, and development lead to an economic downturn of struggle, unemployment, and loss of wealth throughout history and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The treatment of women and African Americans in the 1920s is satisfactory, but changes those groups experienced in the 1930s are not well developed. However, the discussion of economic and political differences reflects effective document analysis and a good knowledge of the time period.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops the task evenly and in depth by discussing differences and similarities in American society between the 1920s and the 1930s
- Is more analytical than descriptive (Roosevelt realized a more active government was needed to pull out of the Depression; Roosevelt formed his own economic stimulus package; when big business and laissez-faire dominated, the little people were often pushed around and forgotten; Roosevelt's efforts led to a more involved role for the president in the economy; one of the biggest differences between the 1920s and 1930s was overspending versus conserving; credit eventually helped to collapse the economy; when money was tight, people pinched, scraped, and reused every scrap of cloth and ate whatever food was available; in the Depression, unemployment skyrocketed to Armageddon levels; after World War I, many African Americans thought equality was the next step; the black community had renewed hope that desegregation and equal opportunity might be achieved in the future)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (big business thrived in the jungle of Republican-dominated politics; after a decade of stocks being bought on margin, products being bought on credit, and inattentive leaders, the stock market crashed and plunged the United States into the Great Depression; during the prosperous 1920s, Silent Cal Coolidge and Herbert Hoover occupied the Oval Office and let big business run itself; Republican policies allowed business leaders to flatten smaller companies and form demonic monopolies while getting tax breaks from Congress; the economy was finally focused on the individual as minimum wage, maximum hours, and child labor laws took effect; breadlines and Hoovervilles changed people's priorities)
- Richly supports the theme with many relevant facts, examples, and details (government money was pumped into failing businesses and helped boost industrial production of steel and textiles; many people were forced to work in horrendous conditions and were paid peanuts for long hours; during the economic boom, products such as houses, cars, and washing machines were sold on credit; in the 1920s, there was a large number of unemployed people, almost seven to twelve percent; in the 1920s, females stepped out of traditional jobs and into business and marketing; women were let go from jobs faster than men in the 1930s but regained jobs and acclimated easier to new jobs; African Americans were given jobs in New Deal programs and paid twice the amount of money they had made before)
- Demonstrates a logical and clear plan of organization; includes an introduction that compares the "Roaring Twenties" to the Great Depression and a conclusion that states the United States learned many important lessons from the 1930s that opened the way for even more change in later decades

Conclusion: Overall, the response fits the criteria for Level 5. A well-crafted response that integrates document information and social studies knowledge frames the national values of the 1920s and sets the stage for effective connections to the 1930s. Important economic and social concepts cited throughout the response are well developed both analytically and historically.

Practice Paper C—Score Level 3

The response:

- Develops the task with little depth by discussing differences and a similarity in American society between the 1920s and the 1930s
- Is more descriptive than analytical (stocks in the 1920s were usually for big businessmen but many heard of the immediate results of wealth, and this impelled many middle class people to become involved; many people bought stocks on credit, and this was one of the causes of the Great Depression because many were not able to pay back the credit when their losses piled up after the crash; although many people were able to buy products, a large portion of the population was still poor, leading to an unequal distribution of wealth; the rich were able to prosper and the poor received low wages and were “forgotten” by business and government; many women were able to leave the home to work in cities and get different types of jobs; World War I encouraged blacks to have confidence and strive for an end to segregation and discrimination; although New Deal programs did not pay much, workers could feed their families)
- Incorporates some relevant information from documents 1 through 8
- Incorporates relevant outside information (1920s presidents favored big business and increased tariffs to protect big business; women were allowed more freedom in society and gained the right to vote; the Harlem Renaissance helped show African American determination, pride, intelligence, and hope for an end to discrimination; stock market crashed in 1929 leaving many people without a job and the economy in ruins worldwide; Depression forced many to live in the streets; unlike the policy of the 1920s, government in the 1930s found it necessary to be involved in big business; Roosevelt tried to help by creating the AAA program to pay farmers to produce less crops for better profit)
- Includes some relevant facts, examples, and details (government cooperated with big business, and big business praised President Coolidge; economic boom led to people being able to afford and buy different types of products, land, and even stocks; unemployment and bank failures increased during the 1930s; Roosevelt set up many programs such as the WPA and the PWA to help people get jobs; many African Americans were able to get work and earn higher wages; Roosevelt tried to help farmers who experienced foreclosures on their homes)
- Demonstrates a satisfactory plan of organization; includes an introduction that sets the stage for the discussion and a conclusion that summarizes the points made in the discussion

Conclusion: Overall, the response fits the criteria for Level 3. Historical background is established for the prosperity of the 1920s and is followed by matter-of-fact summaries of document information comparing that decade to the 1930s. Throughout the discussion of the 1930s, outside information strengthens the response as it helps to distinguish the differences between the two decades.

Practice Paper D—Score Level 2

The response:

- Minimally develops the task by discussing differences in American society between the 1920s and the 1930s
- Is primarily descriptive (in the 1920s, new technology made people's lives easier with better ways of communication, transportation, and entertainment; big business also prospered especially because President Coolidge looked out for their interests and made it possible for them to grow; African Americans felt optimistic and good about themselves and fought for their civil rights; the 1920s generation sought more entertainment and ways to make money and were criticized by past generations; the 1920s generation started over-speculating in the stock market and overusing credit; because many people bought things with credit, they did not have money to pay debts and mortgages); includes faulty and weak application (women were able to get education and jobs, changing their lives completely)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 6, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (the 1930s started with rising unemployment, failure of banks and industries, and a decrease in living conditions and wages); includes an inaccuracy (1929 Great Depression)
- Demonstrates a general plan of organization; includes an introduction that sets the parameters for the discussion and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although limited use of document information results in a weak discussion of the 1930s, the development of the 1920s is more complete. The comparison of the two decades is inferred by the chosen information.

Practice Paper E—Score Level 3

The response:

- Develops the task with little depth by discussing differences in American society between the 1920s and the 1930s
- Is more descriptive than analytical (during the 1920s, the economy was booming, as the 1930s approached, the economy was crashing, and people were losing their jobs; more women began to work outside the home and became a larger percentage of the workforce; African Americans' experience in World War I contributed to the Harlem Renaissance; the church and music such as jazz were important factors that led to black optimism and jobs; blacks were in search of respect and desegregation and used jazz and art to revive their culture; women were still viewed as inferior to men and when businesses began cutting wages and firing people some women lost their jobs; although limited, African Americans still seeking opportunities were able to notice efforts being made by President Roosevelt; even though the economy and society was struggling, the government was making some strides to help the economy and the people)
- Incorporates some relevant information from documents 2, 3, 5, 6, and 8
- Incorporates relevant outside information (families felt prosperous until the crash; opportunities to make money in the stock market disappeared as credit dried up and stocks lost value; although women experienced new opportunities, many people still followed the strict ideas of the "cult of domesticity"; reckless bank lending for stock purchases led to even more bank failures; unemployed looked for food in soup kitchens and lived in "Hooverilles" or shanty shacks for the poor and waited in breadlines)
- Includes some relevant facts, examples, and details (stock prices were increasing and people were hearing about friends making thousands of dollars overnight; people buying stocks with borrowed money increased; women could now find work in department stores and offices; the first to lose jobs were women; women who were teachers did not lose their jobs but suffered serious pay cuts; New Deal organizations such as the PWA and the WPA helped blacks earn money and get opportunities to work; blacks were receiving double the amount of their previous wages)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that mention points of comparison between the 1920s and 1930s

Conclusion: Overall, the response fits the criteria for Level 3. The decades are developed separately with occasional historical references that demonstrate a working knowledge of document information. Although linkage is not strong, the discussion indicates an understanding of the differences between the 1920s and 1930s.

United States History and Government Specifications June 2011

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change: Constitutional Amendments; Reform Movements; Diversity	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government
Document-based Essay	Change (1920s & 1930s); Economic Systems; Presidential Decisions and Actions; Individuals, Groups, and Institutions; Culture and Intellectual Life; Diversity	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2011 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> 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.

The State Education Department / The University of the State of New York
Regents Examination in United States History and Government – June 2011

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

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

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	2	5	8	11	14	18	21	25	29	34
	1	1	3	6	9	12	15	19	23	27	31	35
	2	2	4	7	10	13	17	20	24	28	32	37
	3	2	5	8	11	14	18	21	25	29	34	38
	4	3	6	9	12	15	19	23	27	31	35	40
	5	4	7	10	13	17	20	24	28	32	37	41
	6	5	8	11	14	18	21	25	29	34	38	43
	7	6	9	12	15	19	23	27	31	35	40	44
	8	7	10	13	17	20	24	28	32	37	41	46
	9	8	11	14	18	21	25	29	34	38	43	47
	10	9	12	15	19	23	27	31	35	40	44	49
	11	10	13	17	20	24	28	32	37	41	46	50
	12	11	14	18	21	25	29	34	38	43	47	52
	13	12	15	19	23	27	31	35	40	44	49	53
	14	13	17	20	24	28	32	37	41	46	50	55
	15	14	18	21	25	29	34	38	43	47	52	56
	16	15	19	23	27	31	35	40	44	49	53	58
	17	17	20	24	28	32	37	41	46	50	55	59
	18	18	21	25	29	34	38	43	47	52	56	61
	19	19	23	27	31	35	40	44	49	53	58	62
	20	20	24	28	32	37	41	46	50	55	59	63
	21	21	25	29	34	38	43	47	52	56	61	65
	22	23	27	31	35	40	44	49	53	58	62	66
	23	24	28	32	37	41	46	50	55	59	63	68
	24	25	29	34	38	43	47	52	56	61	65	69
	25	27	31	35	40	44	49	53	58	62	66	71
	26	28	32	37	41	46	50	55	59	63	68	72
	27	29	34	38	43	47	52	56	61	65	69	73
	28	31	35	40	44	49	53	58	62	66	71	75
	29	32	37	41	46	50	55	59	63	68	72	76
	30	34	38	43	47	52	56	61	65	69	73	77
	31	35	40	44	49	53	58	62	66	71	75	78

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	32	37	41	46	50	55	59	63	68	72	76	80
	33	38	43	47	52	56	61	65	69	73	77	81
	34	40	44	49	53	58	62	66	71	75	78	82
	35	41	46	50	55	59	63	68	72	76	80	83
	36	43	47	52	56	61	65	69	73	77	81	84
	37	44	49	53	58	62	66	71	75	78	82	85
	38	46	50	55	59	63	68	72	76	80	83	87
	39	47	52	56	61	65	69	73	77	81	84	88
	40	49	53	58	62	66	71	75	78	82	85	89
	41	50	55	59	63	68	72	76	80	83	87	90
	42	52	56	61	65	69	73	77	81	84	88	91
	43	53	58	62	66	71	75	78	82	85	89	92
	44	55	59	63	68	72	76	80	83	87	90	93
	45	56	61	65	69	73	77	81	84	88	91	94
	46	58	62	66	71	75	78	82	85	89	92	95
	47	59	63	68	72	76	80	83	87	90	93	96
	48	61	65	69	73	77	81	84	88	91	94	97
	49	62	66	71	75	78	82	85	89	92	95	97
	50	63	68	72	76	80	83	87	90	93	96	98
	51	65	69	73	77	81	84	88	91	94	97	98
	52	66	71	75	78	82	85	89	92	95	97	98
	53	68	72	76	80	83	87	90	93	96	98	98
	54	69	73	77	81	84	88	91	94	97	98	99
	55	71	75	78	82	85	89	92	95	97	98	99
	56	72	76	80	83	87	90	93	96	98	98	99
	57	73	77	81	84	88	91	94	97	98	99	99
	58	75	78	82	85	89	92	95	97	98	99	99
	59	76	80	83	87	90	93	96	98	98	99	99
	60	77	81	84	88	91	94	97	98	99	99	99
	61	78	82	85	89	92	95	97	98	99	99	99
	62	80	83	87	90	93	96	98	98	99	99	99
	63	81	84	88	91	94	97	98	99	99	99	100