

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, August 12, 2009 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

Part I

Answer all questions in this part.

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

- 1 Farmers in the Ohio River valley gained the greatest economic benefit when the United States acquired the
 - (1) Oregon Territory
 - (2) Gadsden Purchase
 - (3) Louisiana Territory
 - (4) Mexican Cession
- 2 The Mayflower Compact, New England town meetings, and the Virginia House of Burgesses are examples of
 - (1) early colonial efforts in self-government
 - (2) colonial protests against British taxation
 - (3) governments imposed by Parliament
 - (4) attempts to limit democracy
- 3 The main purpose for writing the Declaration of Independence was to
 - (1) declare war on Great Britain
 - (2) force France to support the Revolutionary War
 - (3) convince Great Britain to abolish slavery
 - (4) state the colonists' reasons for separating from Great Britain
- 4 At the Constitutional Convention of 1787, which problem was solved by the Great Compromise?
 - (1) developing the method of electing a president
 - (2) designating control of interstate commerce
 - (3) outlining the structure of the federal court system
 - (4) establishing the formula for representation in Congress
- 5 In the United States Constitution, the power to impeach a federal government official is given to the
 - (1) House of Representatives
 - (2) president
 - (3) state legislatures
 - (4) Supreme Court
- 6 A constitutional power specifically delegated to the federal government is the power to
 - (1) regulate marriage and divorce
 - (2) establish education standards
 - (3) declare war
 - (4) issue driver's licenses
- 7 To win a presidential election, a candidate must win a
 - (1) two-thirds vote of the state legislatures
 - (2) two-thirds vote in Congress
 - (3) majority of the popular vote
 - (4) majority of the electoral college vote
- 8 One goal of Alexander Hamilton's financial plan was the establishment of a
 - (1) stock exchange
 - (2) national sales tax
 - (3) federal income tax
 - (4) national bank
- 9 What was one outcome of the Supreme Court decision in *Marbury v. Madison* (1803)?
 - (1) State governments could now determine the constitutionality of federal laws.
 - (2) The principle of judicial review was established.
 - (3) Congress expanded its delegated powers.
 - (4) A method to approve treaties was developed.
- 10 The Louisiana Purchase initially presented a dilemma for President Thomas Jefferson because he believed it would
 - (1) lead to war with Great Britain
 - (2) bankrupt the new nation
 - (3) force Native American Indians off their lands
 - (4) violate his strict constructionist view of the Constitution

- 11 Which statement about the Missouri Compromise (1820) is most accurate?
- (1) Slavery was banned west of the Mississippi River.
 - (2) Unorganized territories would be governed by the United States and Great Britain.
 - (3) The balance between free and slave states was maintained.
 - (4) The 36°30' line formed a new boundary between the United States and Canada.

- 12 Which 19th-century event supported the movement for women's rights?
- (1) Seneca Falls Convention
 - (2) *Dred Scott* decision
 - (3) formation of the Republican Party
 - (4) Lincoln-Douglas debates

Base your answer to question 13 on the poster below and on your knowledge of social studies.

**100 DOLLARS
REWARD!**

Ranaway from the subscriber on the 27th of July, my Black Woman, named **EMILY,** Seventeen years of age, well grown, black color, has a whining voice. She took with her one dark calico and one blue and white dress, a red corded gingham bonnet; a white striped shawl and slippers. I will pay the above reward if taken near the Ohio river on the Kentucky side, or THREE HUNDRED DOLLARS, if taken in the State of Ohio, and delivered to me near Lewisburg, Mason County, Ky.
THO'S H. WILLIAMS.
August 4, 1853.

Source: Ohio Historical Center Archives (adapted)

- 13 Prior to the Civil War, abolitionists reacted to the situation described in the poster by
- (1) supporting the Underground Railroad
 - (2) opposing the Emancipation Proclamation
 - (3) banning freed slaves from Northern states
 - (4) proposing a stricter fugitive slave law

- 14 Literacy tests and poll taxes were often used to
- (1) enforce constitutional amendments added after the Civil War
 - (2) limit voter participation by African Americans
 - (3) promote equal educational opportunities for minority persons
 - (4) provide job training for freedmen

Base your answers to questions 15 and 16 on the song below and on your knowledge of social studies.

We mean to make things over,
we are tired of toil for naught,
With but bare enough to live upon,
and never an hour for thought;
We want to feel the sunshine,
and we want to smell the flowers,
We are sure that God has will'd it,
and we mean to have eight hours.
We're summoning our forces
from the shipyard, shop and mill,

Chorus.

Eight hours for work, eight hours for rest,
eight hours for what we will!
Eight hours for work, eight hours for rest,
eight hours for what we will!

— I.G. Blanchard, "Eight Hours," 1878

- 15 During the late 1800s, the ideas expressed in these lyrics were the goals of
- (1) organizers of labor unions
 - (2) sharecroppers following the Civil War
 - (3) Grangers demanding railroad regulation
 - (4) owners of big businesses
- 16 In the 1890s, which political party incorporated the chief concern expressed in this song into its platform?
- | | |
|------------------|----------------|
| (1) Know-Nothing | (3) Whig |
| (2) Populist | (4) Bull Moose |

17 Society advances when its fittest members are allowed to assert themselves with the least hindrance.

The idea expressed in this statement is most consistent with the

- (1) principles of Social Darwinism
- (2) concept of assimilation
- (3) goals of the Progressive movement
- (4) melting pot theory of American culture

18 During the late 1800s, many North American Indian tribes were sent to reservations that were located

- (1) along the major rivers and lakes of the Midwest
- (2) near large cities in the Northwest
- (3) in sparsely populated regions of the West
- (4) east of the Mississippi River

19 The closing of the frontier and the growth of industry in the late 1800s are two factors often associated with the

- (1) reduction of exports to Asian nations
- (2) restoration of a plantation economy in the South
- (3) formation of alliances with other nations
- (4) rise of United States imperialism

20 Yellow journalists created support for the Spanish-American War by writing articles about the

- (1) political popularity of William Jennings Bryan
- (2) efforts of the United States to control Mexico
- (3) destruction of United States sugar plantations by Hawaiians
- (4) sinking of the United States battleship *Maine* in Havana Harbor

21 Muckrakers Ida Tarbell and Upton Sinclair influenced the federal government to

- (1) grant citizenship to people who had entered the country illegally
- (2) pass legislation to correct harmful business practices
- (3) force individual states to regulate monopolies
- (4) end racial discrimination in the workplace

Base your answers to questions 22 and 23 on the speakers' statements below and on your knowledge of social studies.

Speaker A: Nature should be left as it is found. All unsettled land should be off limits to future settlement or development.

Speaker B: Natural resources should be controlled by big business to ensure the economic strength of the United States. Our abundance of land gives us a great advantage for competing in world markets.

Speaker C: The natural resources of the United States should be used wisely. We must conserve them for future generations while also using them to serve the people of today.

Speaker D: No man or institution owns the land. It is to be shared by everyone and everything in the best interest of all who depend upon its offerings.

22 Which speaker best expresses the environmental views of President Theodore Roosevelt?

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

23 The statement of *Speaker D* is most like views expressed by

- (1) Native American Indians
- (2) western farmers
- (3) railroad companies
- (4) European immigrants

24 Many United States senators refused to support membership in the League of Nations because they believed that it would

- (1) endanger United States economic growth
- (2) force the United States to give up its colonies
- (3) grant the president the power to annex new territory
- (4) involve the United States in future foreign conflicts

25 Immigration laws passed during the 1920s changed United States policy by

- (1) establishing immigration quotas
- (2) allowing only skilled workers into the country
- (3) favoring immigration from Asia
- (4) encouraging an increase in immigration to the United States

26 Henry Ford's use of the assembly line in the production of automobiles led directly to

- (1) a decrease in the number of automobiles available
- (2) a decrease in the cost of automobiles
- (3) an increase in the unemployment rate
- (4) an increase in the time needed to produce a single automobile

27 The convictions of Sacco and Vanzetti in the 1920s most closely reflected the

- (1) increase in nativist attitudes
- (2) federal government's war on crime
- (3) corruption of political machines
- (4) rise in labor unrest

28 What was one cause of the stock market crash of 1929 and the Great Depression that followed?

- (1) Costs associated with World War I had bankrupted the economy.
- (2) Speculators had purchased shares of stock on margin with borrowed funds.
- (3) Federal tax cuts had caused high inflation.
- (4) Low farm production had weakened banks.

29 During the Great Depression, one way New Deal programs tried to stimulate economic recovery was by

- (1) raising tariff rates
- (2) increasing interest rates
- (3) creating public works jobs
- (4) lowering the minimum wage

Base your answer to question 30 on the cartoon below and on your knowledge of social studies.

Let's Harmonize!



Source: Gene Elderman, *Washington Post*, January 7, 1937 (adapted)

30 The cartoonist is commenting on President Franklin D. Roosevelt's efforts to

- (1) win congressional approval for his Supreme Court nominees
- (2) gain Supreme Court support for his legislative program
- (3) set up a retirement plan for Supreme Court Justices
- (4) keep members of Congress off the Supreme Court

31 Which geographic area is most closely associated with the Dust Bowl of the 1930s?

- (1) Great Lakes basin
- (2) Mississippi River valley
- (3) Appalachian Mountains
- (4) Great Plains

- 32 Which series of events leading to World War II is in the correct chronological order?
- (1) Neutrality Acts → Japanese attack on Pearl Harbor → Lend-Lease Act → United States declaration of war on Japan
 - (2) Lend-Lease Act → Neutrality Acts → United States declaration of war on Japan → Japanese attack on Pearl Harbor
 - (3) United States declaration of war on Japan → Japanese attack on Pearl Harbor → Lend-Lease Act → Neutrality Acts
 - (4) Neutrality Acts → Lend-Lease Act → Japanese attack on Pearl Harbor → United States declaration of war on Japan
- 33 Which change in American society occurred during World War II?
- (1) African Americans were granted equality in the armed forces.
 - (2) Women were allowed to enter combat units for the first time.
 - (3) Congress enacted the first military draft.
 - (4) Women replaced men in essential wartime industries.
- 34 Which action was taken by the United States government to help Europe's economic recovery after World War II?
- (1) forming the Alliance for Progress
 - (2) sending troops to Turkey
 - (3) creating the Marshall Plan
 - (4) joining the North Atlantic Treaty Organization
- 35 Issuing the Truman Doctrine, defending South Korea, and sending military advisors to Vietnam were actions taken by the United States to
- (1) encourage membership in the United Nations
 - (2) promote American business in Asia
 - (3) limit the spread of communism
 - (4) gain additional overseas colonies
- 36 The president acted as commander in chief in response to which event of the civil rights movement?
- (1) refusal of the governor of Arkansas to obey a federal court order to integrate public schools in Little Rock
 - (2) desegregation of the city bus system in Montgomery, Alabama
 - (3) arrest of Martin Luther King Jr. during protests in Birmingham, Alabama
 - (4) assassination of Medgar Evers in Mississippi
- 37 Lunch counter sit-ins and the actions of freedom riders are examples of
- (1) steps taken in support of the Americans with Disabilities Act
 - (2) programs dealing with affirmative action
 - (3) violent acts by the Black Panthers
 - (4) nonviolent attempts to oppose segregation
- 38 One way in which President John F. Kennedy's Peace Corps and President Lyndon Johnson's Volunteers in Service to America (VISTA) are similar is that both programs attempted to
- (1) increase domestic security
 - (2) support United States troops fighting overseas
 - (3) improve the quality of people's lives
 - (4) provide aid to immigrants coming to the United States
- 39 The Supreme Court cases of *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966) dealt with the constitutional principle of
- (1) freedom of religion
 - (2) freedom from unreasonable search
 - (3) separation of powers
 - (4) rights of the accused

Base your answers to questions 40 and 41 on the cartoon below and on your knowledge of social studies.

The Odd Couple



Source: Bill Mauldin, *Chicago Sun-Times*, 1973 (adapted)

- 40 The cartoonist is commenting on which Cold War foreign policy?
- (1) détente (3) the domino theory
 (2) brinkmanship (4) collective security
- 41 Which United States foreign policy decision most clearly reflects the relationship shown in the cartoon?
- (1) issuance of the Eisenhower Doctrine
 (2) quarantine of Cuba
 (3) support of Israel in the Six Day War
 (4) negotiation of the Strategic Arms Limitation Treaty (SALT)
-

- 42 President Ronald Reagan's supply-side economic policy was successful in
- (1) increasing government spending on social programs
 (2) lowering tax rates on personal and business income
 (3) reducing defense spending
 (4) enforcing stricter environmental regulations
- 43 The rapid westward migration caused by the discovery of gold in California led directly to
- (1) the start of the Civil War
 (2) the adoption of the Compromise of 1850
 (3) increased trade through the Panama Canal
 (4) control of the United States Senate by the slave states

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

... With a profound sense of the solemn and even tragical character of the step I am taking and of the grave responsibilities which it involves, but in unhesitating obedience to what I deem my constitutional duty, I advise that the Congress declare the recent course of the Imperial German Government to be in fact nothing less than war against the government and people of the United States; that it formally accept the status of belligerent which has thus been thrust upon it, and that it take immediate steps not only to put the country in a more thorough state of defense but also to exert all its power and employ all its resources to bring the Government of the German Empire to terms and end the war. . . .

- 44 Which presidential action is the focus of this statement?
- (1) William McKinley's request for war in 1898
 (2) Theodore Roosevelt's support for the Panamanian revolt in 1903
 (3) William Howard Taft's decision to send troops to Latin America in 1912
 (4) Woodrow Wilson's response to unrestricted submarine warfare in 1917
-

Base your answers to questions 45 and 46 on the table below and on your knowledge of social studies.

Congressional Bills Vetoed: 1961 to 1993

| Period | President | Total vetoes | Regular vetoes | Pocket vetoes | Vetoes upheld | Bills passed over veto |
|---------|-------------------|--------------|----------------|---------------|---------------|------------------------|
| 1961–63 | John F. Kennedy | 21 | 12 | 9 | 21 | 0 |
| 1963–69 | Lyndon Johnson | 30 | 16 | 14 | 30 | 0 |
| 1969–74 | Richard Nixon | 43 | 26 | 17 | 36 | 7 |
| 1974–77 | Gerald Ford | 66 | 48 | 18 | 54 | 12 |
| 1977–81 | Jimmy Carter | 31 | 13 | 18 | 29 | 2 |
| 1981–89 | Ronald Reagan | 78 | 39 | 39 | 69 | 9 |
| 1989–93 | George H. W. Bush | 44 | 29 | 15 | 43 | 1 |

Source: U.S. Senate

45 Which statement is accurate about congressional bills vetoed between 1961 and 1993?

- (1) Congress was usually able to override a presidential veto.
- (2) Pocket vetoes were used more often than regular vetoes.
- (3) The majority of presidential vetoes were upheld.
- (4) The use of the veto increased steadily between 1961 and 1993.

46 The data in the table illustrate the operation of

- (1) executive privilege
- (2) checks and balances
- (3) congressional immunity
- (4) federal supremacy

47 The Pacific [Transcontinental] Railway Act (1862) and the Interstate Highway Act (1956) are both examples of

- (1) federally supported internal improvement projects linking the nation
- (2) regional construction projects coordinated by southern and western states
- (3) military projects required to meet the needs of the defense industry
- (4) transportation legislation designed to encourage foreign trade

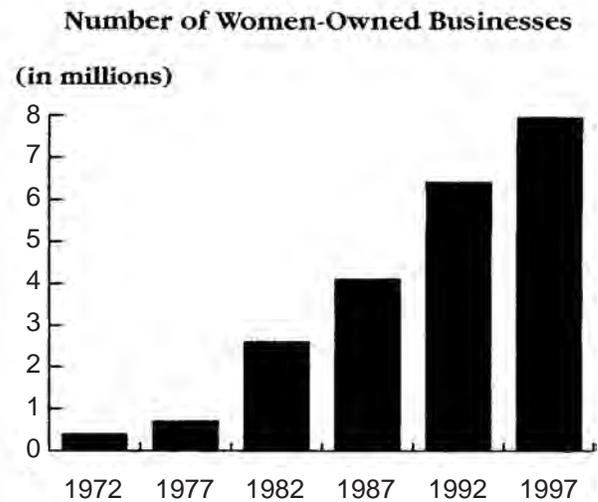
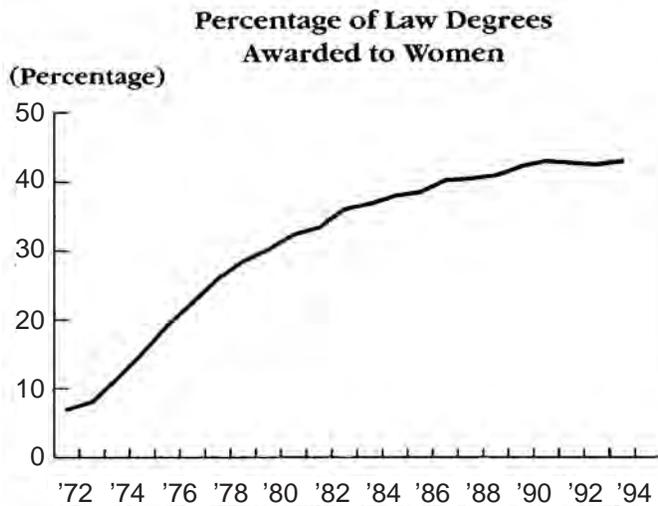
48 Mark Twain, Langston Hughes, and John Steinbeck made their most important contributions to the United States in the field of

- (1) music
- (2) politics
- (3) literature
- (4) business

49 One way in which the New Deal, the Fair Deal, and the Great Society are similar is that these programs

- (1) promoted the idea of “rugged individualism”
- (2) increased government commitment to the well-being of the people
- (3) reduced the amount of money spent on domestic programs
- (4) encouraged the states to take a more active role in national defense

Base your answer to question 50 on the graphs below and on your knowledge of social studies.



Source: "Feminism's Future," *The CQ Researcher*, February 1997 (adapted)

- 50 Data from the graphs most clearly support the conclusion that by the mid-1990s, American women as a group
- (1) surpassed men in the number of businesses owned and law degrees received
 - (2) had given up marriage in favor of careers outside the home
 - (3) had gained more opportunities in professional areas
 - (4) earned more than men in the legal profession
-

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Government — Supreme Court Decisions

The United States Supreme Court has played a major role in United States history. The Court's decisions have had a significant impact on many aspects of American society.

Task:

Select *two* Supreme Court cases that have had an impact on American society and for *each*

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court's decision in the case
- Discuss an impact this decision has had on American society

You may use any appropriate Supreme Court case from your study of United States history. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Northern Securities Co. v. United States* (1904), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Heart of Atlanta Motel v. United States* (1964), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *United States v. Nixon* (1974).

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:

- describe means “to illustrate something in words or tell about it”**
- explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”**
- discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

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

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

Historians who have evaluated presidential leadership have generally agreed that **George Washington, Abraham Lincoln, and Franklin D. Roosevelt** were great presidents because each successfully addressed a critical challenge faced by the nation during his administration.

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

Select **two** presidents mentioned in the historical context and for **each**

- Describe a challenge that faced the nation during his administration
- Explain an action taken by the president to address this challenge
- Discuss the impact of this action on the United States

This page left blank intentionally.

GO ON TO THE NEXT PAGE ⇨

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

At daybreak on July 16, 1794, about fifty men armed with rifles and clubs marched to the house of John Neville, regional supervisor for collection of the federal excise tax in western Pennsylvania. They demanded that Neville resign his position and turn over to them all records associated with collection of the tax on domestically distilled spirits. He refused. Shots were fired. In the ensuing battle five of the attackers fell wounded. One of them later died. Neville and his slaves, who together had defended the premises from secure positions inside the house, suffered no casualties. The mob dispersed. . . .

The Whiskey Rebellion, as it is traditionally known and studied, had begun. Before it was over, some 7000 western Pennsylvanians advanced against the town of Pittsburgh, threatened its residents, feigned [pretended] an attack on Fort Pitt and the federal arsenal there, banished seven members of the community, and destroyed the property of several others. Violence spread to western Maryland, where a Hagerstown crowd joined in, raised liberty poles, and began a march on the arsenal at Frederick. At about the same time, sympathetic “friends of liberty” arose in Carlisle, Pennsylvania, and back-country regions of Virginia and Kentucky. Reports reached the federal government in Philadelphia that the western country was ablaze and that rebels were negotiating with representatives of Great Britain and Spain, two of the nation’s most formidable European competitors, for aid in a frontier-wide separatist movement. In response, President Washington nationalized 12,950 militiamen from New Jersey, Pennsylvania, Maryland, and Virginia—an army approximating in size the Continental force that followed him during the Revolution—and personally led the “Watermelon Army”* west to shatter the insurgency [rebellion]. . . .

Source: Thomas P. Slaughter, *The Whiskey Rebellion: Frontier Epilogue to the American Revolution*, Oxford University Press, 1986

*Watermelon Army was a nickname by whiskey tax rebels mocking the physical fitness and fighting skills of federal troops, particularly those from New Jersey.

- 1 According to Thomas P. Slaughter, what was **one** problem that resulted from the collection of the federal excise tax in western Pennsylvania? [1]

Score

Document 2

To Major-General Lee

Sir:—I have it in special instruction from the President [George Washington] of the United States, now at this place, to convey to you the following instructions for the general direction of your conduct in the command of the militia army, with which you are charged.

The objects [reasons] for which the militia have been called forth are:

1st. To suppress the combinations [groups] which exist in some of the western counties in Pennsylvania, in opposition to the laws laying duties upon spirits distilled within the United States, and upon stills.

2nd. To cause the laws to be executed.

These objects are to be effected in two ways:

1. By military force.
2. By judiciary process and other civil proceedings.

The objects of the military force are twofold:

1. To overcome any armed opposition which may exist.
2. To countenance [approve] and support the civil officers in the means of executing the laws....

Your obedient servant,
Alexander Hamilton

Source: Alexander Hamilton to Major-General Henry Lee, October 20, 1794, Henry Cabot Lodge, ed., *The Works of Alexander Hamilton*, Volume VI, G.P. Putnam's Sons (adapted)

2a According to Alexander Hamilton, what action is President George Washington ordering in response to the Whiskey Rebellion? [1]

Score

b According to Alexander Hamilton, what is **one** reason President Washington gave this order? [1]

Score

Document 3

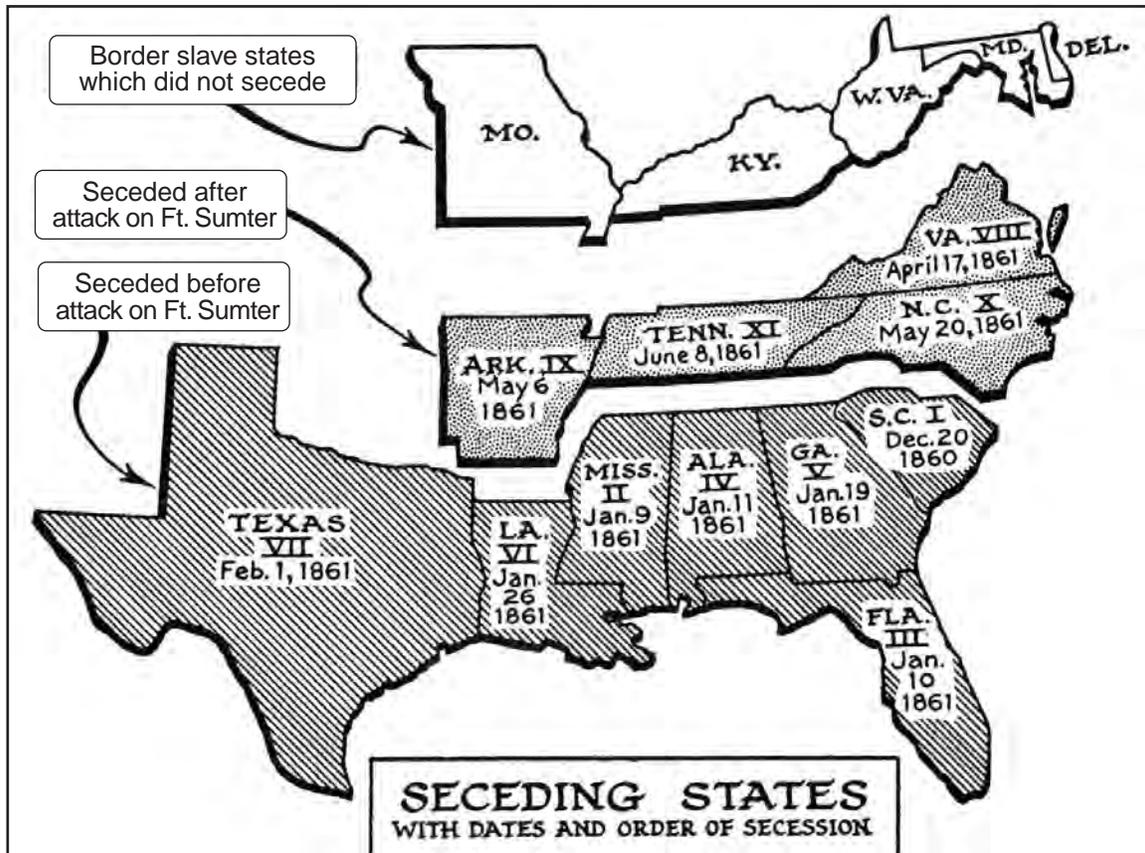
. . . The [whiskey] rebellion has long been interpreted as a milestone in the creation of federal authority, and in most respects that is its chief significance. Certainly to the Federalists, who had long been striving for a strong national government, it was a major test: the new government successfully crushed organized and violent resistance to the laws. As Hamilton put it, the rebellion “will do us a great deal of good and add to the solidity [stability] of every thing in this country.” . . .

Source: Richard H. Kohn, “The Washington Administration’s Decision to Crush the Whiskey Rebellion,”
The Journal of American History, December 1972

3 According to Richard H. Kohn, what was the significance of the Whiskey Rebellion? [1]

Score

Document 4



Source: Kennedy and Bailey, eds., *The American Spirit, Volume I: To 1877*, Houghton Mifflin, 2002 (adapted)

4 Based on the information on this map, state **one** problem the United States faced under President Abraham Lincoln. [1]

Score

Document 5

April 15, 1861

By the President of the United States
A Proclamation.

Whereas, the laws of the United States have been for some time past, and now are opposed, and the execution thereof obstructed [interfered with], in the States of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana and Texas, by combinations too powerful to be suppressed by the ordinary course of judicial proceedings, or by the powers vested in the Marshals by law,

Now therefore, I, Abraham Lincoln, President of the United States, in virtue of the power in me vested by the Constitution, and the laws, have thought fit to call forth, and hereby do call forth, the militia of the several States of the Union, to the aggregate [total] number of seventy-five thousand [75,000], in order to suppress said combinations, and to cause the laws to be duly executed. The details, for this object, will be immediately communicated to the State authorities through the War Department. . . .

ABRAHAM LINCOLN

By the President
WILLIAM H. SEWARD, Secretary of State.

Source: Roy P. Basler, ed., *The Collected Works of Abraham Lincoln*, Volume IV, Rutgers University Press (adapted)

- 5 According to this proclamation, what is **one** action President Abraham Lincoln took to enforce the laws of the United States? [1]

Score

Document 6

. . . The greatest names in American history are Washington and Lincoln. One is forever associated with the independence of the States and formation of the Federal Union; the other with universal freedom and the preservation of that Union. Washington enforced the Declaration of Independence as against England; Lincoln proclaimed its fulfillment not only to a downtrodden race in America, but to all people for all time, who may seek the protection of our flag. These illustrious men achieved grander results for mankind within a single century—from 1775 to 1865—than any other men ever accomplished in all the years since first the flight of time began. Washington engaged in no ordinary revolution. With him it was not who should rule, but what should rule. He drew his sword, not for a change of rulers upon an established throne, but to establish a new government, which should acknowledge no throne but the tribune [authority] of the people. Lincoln accepted war to save the Union, the safeguard of our liberties, and re-established it on “indestructible foundations” as forever “one and indivisible.” To quote his own grand words:

“Now we are contending that this Nation under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.” . . .

Source: William McKinley, Speech at the Marquette Club, Chicago, February 12, 1896, Nicolay and Hay, eds., *Complete Works of Abraham Lincoln*

- 6 According to William McKinley, what is **one** impact of President Abraham Lincoln’s actions on the United States? [1]

Score

Document 7

Interview with Aaron Barkham, a coal miner in West Virginia

. . . It got bad in '29. The Crash caught us with one \$20 gold piece. All mines shut down—stores, everything. One day they was workin', the next day the mines shut down. Three or four months later, they opened up. Run two, three days a week, mostly one. They didn't have the privilege of calling their souls their own. Most people by that time was in debt so far to the company itself, they couldn't live.

Some of them been in debt from '29 till today [c. 1970], and never got out. Some of them didn't even try. It seem like whenever they went back to work, they owed so much. The company got their foot on 'em even now. . . .

Source: Studs Terkel, *Hard Times: An Oral History of the Great Depression*, Pantheon Books

- 7 According to this interview with coal miner Aaron Barkham, what was **one** problem faced by mine workers during the Great Depression? [1]

Score

Document 8a

. . . In the consistent development of our previous efforts toward the saving and safeguarding of our national life, I have continued to recognize three related steps. The first was relief, because the primary concern of any Government dominated by the humane ideals of democracy is the simple principle that in a land of vast resources no one should be permitted to starve. Relief was and continues to be our first consideration. It calls for large expenditures and will continue in modified form to do so for a long time to come. We may as well recognize that fact. It comes from the paralysis that arose as the after-effect of that unfortunate decade characterized by a mad chase for unearned riches and an unwillingness of leaders in almost every walk of life to look beyond their own schemes and speculations. In our administration of relief we follow two principles: First, that direct giving shall, wherever possible, be supplemented by provision for useful and remunerative [paid] work and, second, that where families in their existing surroundings will in all human probability never find an opportunity for full self-maintenance, happiness and enjoyment, we will try to give them a new chance in new surroundings. . . .

Source: Franklin D. Roosevelt, Address of the President,
"Review of the Achievements of the Seventy-third Congress,"
June 28, 1934, FDR Library

8a According to President Franklin D. Roosevelt, what was **one** action needed to safeguard the life of the nation? [1]

Score

Document 9

. . . But was the New Deal answer really successful? Did it work? Other scholarly experts almost uniformly praise and admire Roosevelt, but even the most sympathetic among them add a number of reservations. “The New Deal certainly did not get the country out of the Depression,” says Columbia’s William Leuchtenburg, author of *Franklin D. Roosevelt and the New Deal*. “As late as 1941, there were still 6 million unemployed, and it was really not until the war that the army of the jobless finally disappeared.” “Some of the New Deal legislation was very hastily contrived [planned],” says Williams College’s James MacGregor Burns, author of a two-volume Roosevelt biography. Duke’s James David Barber, author of *The Presidential Character*, notes that Roosevelt “was not too open about his real intentions, particularly in the court-packing episode.” . . .

After all the criticisms, though, the bulk of expert opinion agrees that Roosevelt’s New Deal changed American life substantially, changed it permanently and changed it for the better. While the major recovery programs like the NRA and AAA have faded into history, many of Roosevelt’s reforms—Social Security, stock market regulation, minimum wage, insured bank deposits—are now taken for granted. . . .

But what actually remains today of the original New Deal? Alexander Heard, 64, who is retiring soon as chancellor of Vanderbilt University, remembers working in the CCC as a youth, remembers it as a time when a new President “restored a sense of confidence and morale and hope—hope being the greatest of all.” But what remains? “In a sense,” says Heard, “what remains of the New Deal is the United States.”

Source: Otto Friedrich, “F.D.R.’s Disputed Legacy,” *Time*, February 1, 1982 (adapted)

9 According to this document, what were **two** effects of President Franklin D. Roosevelt’s New Deal policies on the nation? [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

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

Historical Context:

Historians who have evaluated presidential leadership have generally agreed that **George Washington, Abraham Lincoln, and Franklin D. Roosevelt** were great presidents because each successfully addressed a critical challenge faced by the nation during his administration.

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

Select *two* presidents mentioned in the historical context and for *each*

- Describe a challenge that faced the nation during his administration
- Explain an action taken by the president to address this challenge
- Discuss the impact of this action on the United States

Guidelines:

In your essay, be sure to

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

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 12, 2009 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

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

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

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

No. Right

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

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

Signature _____

Tear Here

Tear Here

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Tear Here

Tear Here

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 12, 2009 — 12:30 to 3:30 p.m., only

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

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

VOLUME
1 OF 2
MC & THEMATIC

United States History
and Government

August 12, 2009

Part I

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

Cut Here

Cut Here

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 12, 2009 — 12:30 to 3:30 p.m., only

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

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

VOLUME
1 OF 2
MC & THEMATIC

United States History
and Government

August 12, 2009

Part I

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

Cut Here

Cut Here

Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

Theme: Government—Supreme Court Decisions

The United States Supreme Court has played a major role in United States history. The Court's decisions have had a significant impact on many aspects of American society.

Task: Select *two* Supreme Court cases that have had an impact on American society and for *each*

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court's decision in the case
- Discuss an impact this decision has had on American society

You may use any appropriate Supreme Court case from your study of United States history. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Northern Securities Co. v. United States* (1904), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Heart of Atlanta Motel v. United States* (1964), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *United States v. Nixon* (1974).

Scoring Notes:

1. This thematic essay has a minimum of *six* components (describing the historical circumstances for *each* of *two* Supreme Court cases, explaining the Supreme Court's decision in *each* case, and discussing an impact of *each* decision on American society).
2. The description of the historical circumstances surrounding the case may focus on the particulars of the case such as Linda Brown being forced to attend a segregated school farther away from her home than a local white school *or* it may take a more historical approach by discussing discrimination during the years of Jim Crow laws that preceded the *Brown* case.
3. Cases with similar elements such as *Plessy v. Ferguson/Brown v. Board of Education of Topeka* or *Schenck v. United States/Korematsu v. United States* may be used as long as all aspects of the task are developed for both.
4. Responses that either inaccurately identify the name of the case or do not name the case may receive credit for developing some aspects of the task.
5. The impact of the Supreme Court's decision on American society may be immediate or long term.
6. As is the case with many historical topics, the impact of the Supreme Court's decision on American society may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding **each** of **two** Supreme Court cases, explaining the Supreme Court's decision in **each** case, and discussing an impact that **each** decision has had on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Korematsu v. United States*: describes anti-Asian sentiment prior to World War II and its connection to the perceived threat posed by Japanese Americans after Pearl Harbor and their subsequent relocation from the West Coast, explaining the Supreme Court decision upholding the exclusion order, and then discussing how civil liberties and due process may be limited during times of war and linking it to events in the 21st century; *Brown v. Board of Education of Topeka*: describes the long-term practice of "separate but equal" in segregated public facilities including schools, explains the court's application of the equal protection clause to the order to integrate schools "with all deliberate speed," and then discusses how the decision accelerated integration and the civil rights movement
- Richly supports the theme with relevant facts, examples, and details, e.g., *Korematsu v. United States*: yellow peril; Gentlemen's Agreement; Pearl Harbor; Franklin D. Roosevelt; Executive Order 9066; West Coast; 2/3 were citizens; Nisei; property loss; Manzanar; *Schenck v. United States*; 1988 congressional apology and reparations; Guantanamo Bay Prison; *Brown v. Board of Education of Topeka*: Reconstruction; Jim Crow laws; *Plessy v. Ferguson*; Linda Brown; Thurgood Marshall; NAACP; 14th amendment; Earl Warren; unanimous decision; desegregation; Little Rock Nine in 1957; 1964 Civil Rights Act; busing; de jure vs. de facto segregation
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one Supreme Court case more thoroughly than for the second Supreme Court case *or* by discussing one aspect of the task less thoroughly than the other aspects of the task for both Supreme Court cases
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Korematsu v. United States*: describes widespread distrust of West Coast Japanese Americans after Pearl Harbor and their relocation to internment camps, explaining the decision of the Court upholding the exclusion order as a wartime necessity, and discussing how the decision set a precedent for restricting civil liberties during future national crises; *Brown v. Board of Education of Topeka*: describes the conditions faced by African Americans in segregated public facilities, explains the decision outlawing "separate but equal" schools, and discusses how the decision increased the pressure to integrate other public facilities
- 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

Examples of addressing *at least four* aspects of the task in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1 of the rubric.
A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Discusses all **three** aspects of the task with some depth for *one* case and only **one** aspect for the *second* case.
2. Discusses any **two** aspects of the task with some depth for *both* cases.

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

Score of 2:

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

Examples of addressing *at least three* aspects of the task in some depth at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1 of the rubric.
A response meeting the criteria below does not, by itself, make it a Level 2 response.

1. Discusses all **three** aspects of the task in some depth for only *one* case.
2. Discusses any **two** aspects of the task for *one* case and only **one** aspect for the *second* case.

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.

Although the Supreme Court does not create new legislation nor does it execute the laws of this nation, it brandishes much power in being able to stamp upon a law, the words constitutional or unconstitutional. In Northern Securities Co. v. United States, Theodore Roosevelt broke up a trust and in Brown v. Board of Education, the separate but equal clause of Plessy v. Ferguson was nullified. The lasting effect that the Supreme Court created through these two cases is that Northern Securities Co. v. U.S. set the precedent that the U.S. government could greater regulate business and the decision of Brown v. Board of Education led to greater tolerance, but increased racial tensions as well. Starting under Roosevelt, business began to bow to the government instead of the other way around and the idea of laissez faire policy was taken down. There was indeed greater tolerance for African-Americans and other minorities within America, but the racial tensions between Caucasian and African-Americans were especially hot. Finally, the decisions made in both cases were certainly influenced by the abuses and corruption that existed before.

Roosevelt's eyes were glued to many of the abuses that big business condoned and it compelled to take action. One of the first companies he decided to take on was the Northern Securities Company. He was determined to break up the trust that they had formed for he had perceived that their trust was harmful to the nation. ~~The~~ lawsuit reached the Supreme Court and the Supreme Court ruled that the trust that Northern Securities had formed was illegal and harmful

to the nation and to form such trusts would be improper. Winning this case, showed that the government under Roosevelt at that time, could force other mogul companies like U.S. Steel Corporation or Standard Oil Trust to bow to the government. Moreover, it dismantled the idea of complete laissez-faire policy and that now, even the Republicans had to take greater interest and control of big business.

Ever since the "separate but equal" clause of the Plessy v. Ferguson case, segregation within the nation had readily set in. Segregation took place in jobs, public transportation, and public facilities. Other African-Americans began to see the injustice in having these laws and that separate but equal could never truly be achieved. In a series of cases under Thurgood Marshall (a NAACP lawyer) that led to Brown v. Board of Education of Topeka when the "separate clause" was dismantled, it set in a trend of greater tolerance and reduced discrimination, more so in the north. The South as a whole ~~was~~ was more resistant to desegregation but this resistance led to an involvement of the federal government in enforcing these laws. African-Americans could go to facilities, have jobs, housing, and an education that was once denied to them. However, since segregation had been so instilled in the South, there was some culture clash between the culture of African-Americans and that of Caucasians. The resistance that came against desegregation and the impatience of African-Americans at ~~at~~ with the slow progress of desegregation led to fierce confrontations between the two groups and heightened tension. Furthermore instead of de jure segregation, de facto segregation became more prominent as

African-Americans and Caucasians became segregated by economic factors rather than by law.

In both cases, the degenerative and negative conditions influenced the decisions made in the cases and the actions taken afterward. In *Northern Securities v. United States*, the corrupt practices of big business had become rampant and big business ran unchecked. Trusts eliminated competition and created monopolies that increased the concentration of money in the hands of the wealthy and allowed companies to exploit their customers and extend their tentacles of influence into the Senate, and thus control government. Prior to *Brown v. Board of Education of Topeka*, the disastrous psychological effects of segregation that imprinted thoughts of inferiority on African-Americans and the obvious that African-American communities were nowhere equal to that of Caucasian facilities motivated the Supreme Court to believe that separate but equal was an absurdity. Moreover, the irrational could be seen in segregating every public facility and that segregation had always been simply fueled by hate and prejudice and not judicious judgment in the form of legislation.

Greater government regulation of business and greater tolerance in America, but escalated racial ~~to~~ tension were the fruits bore by the Supreme Court in their decisions in *Northern Securities Co. v. United States* and *Brown v. Board of Education of Topeka*. The decision in *Northern Securities Co. v. United States* set the precedent that big business would bow to the government and the policy of complete hands-off on business was replaced by augmented government involvement in

Business. There was more tolerance and more love offered for African-Americans, but there was heightened racial tension between African Americans and Caucasians that produced several violent confrontations. The widespread corruption in big business and its choking influence on competition and government led to the decision in *Northern Securities v. U.S.* while the effects of psychological inferiority, inherent inequality in segregation, and limited opportunities for African-Americans influenced the *Brown v. Board of Education of Topeka* verdict.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding *Northern Securities Co. v. United States* and *Brown v. Board of Education of Topeka*, explaining the Supreme Court’s decision, and discussing an impact on American society
- Is more analytical than descriptive (*Northern Securities Co.*: the Supreme Court ruled that the trust that the Northern Securities had formed was illegal and harmful to the nation and to form such trusts would be improper; trusts eliminated competition and created monopolies that increased the concentration of money in the hands of the wealthy and allowed companies to exploit their customers, extend their tentacles of influence into the Senate, and thus control government; the decision in *Northern Securities* set the precedent that big business would bow to the government and the policy of complete hands off on business was replaced by augmented government involvement in business; *Brown*: ever since the “separate but equal” clause of the *Plessy v. Ferguson* case, segregation within the nation had readily set in; instead of de jure segregation, de facto segregation became more prominent as African Americans and Caucasians became segregated by economic factors rather than by law; the disastrous psychological effects of segregation that imprinted thoughts of inferiority on African Americans and that African American communities were nowhere equal to that of Caucasian facilities, motivated the Supreme Court to believe that “separate but equal” was an absurdity)
- Richly supports the theme with relevant facts, examples, and details (*Northern Securities Co.*: Theodore Roosevelt; laissez-faire; United States Steel Corporation; Standard Oil Trust; Republicans; widespread corruption; *Brown*: racial tensions; series of cases under Thurgood Marshall; NAACP lawyer; culture clash)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that go far beyond a restatement of the theme by addressing important concepts

Conclusion: Overall, the response fits the criteria for Level 5. Sophisticated analyses and unusually perceptive comprehension of the complexity of the cases enhance the response.

Established as an institution to interpret laws, the United States system of courts has shaped the state of American life. There have been many controversial issues over the course of this country's history and decisions mandated by the United States Supreme Court have rocked the foundation of this nation and radicalized American society. Often rulings by Supreme Court justices influence much more than the laws they address; they characterize the attitudes of the people and have great bearing on politics and morals.

In the 1950s decision race issues unresolved since Reconstruction proved to be a hot topic among politicians and citizens alike. The Jim Crow segregation of African-Americans in public facilities was becoming contested as many activists sought to overturn the Plessy v. Ferguson ruling that had made such an impact years earlier. The call for reconsideration would be granted in 1954 when the Supreme Court under Earl Warren would rule that "separate but equal", principle established by Plessy v. Ferguson, was unconstitutional. The Court would then mandate the desegregation of schools "with all deliberate speed" - an order that would meet much resistance from the American public for years to come.

The Brown decision radicalized education and roused angry sentiments from those opposed. Many people, claiming fear of too powerful a federal government, insisted

that the ruling violated the powers reserved to the states and that the issue of desegregation should be left to the states' decision. An instance like that which occurred in Little Rock, Arkansas, schools fought the desegregation order – though this would prove unsuccessful here. The Brown v. Board of Education decision changed forever the face of federal power and society and proved to be an immense step forward in the progress of African-Americans.

Perhaps one of the most controversial issues – even today – has proved to be one of the most influential Supreme Court decisions to have ever been made. In the 1960s and 1970s women's rights activists promoted women's right to birth control and abortion. Since the laws varied from state to state, feminists pushed for a decision that would apply to all. The issue of abortion was and continues to be foremost on the minds of American citizens in electing officials, following an ideology and establishing morals, it is understandable then why the decision in Roe v. Wade has made such an impact on every individual in American society – no matter their views on the issue. In its ruling, the Supreme Court determined that it was unconstitutional for a state to prohibit an abortion in the first trimester of pregnancy as it violated a woman's constitutional right to privacy. The decision, made in 1973 has

proved to be an issue of nationwide discord even 36 years later.

Roe v. Wade demonstrated an obvious liberal majority in the Supreme Court of that decade, a fact which reflects the thinking of the age. The Supreme Court ruling has continued to shape American views and become a determinant factor in politics. Certainly, Roe v. Wade will continue to provide for the ever-growing chasm between conservative and liberal views in American politics and influence the choice of a party's candidates. For instance, in the 2008 election, the Republicans were clearly pro-life and the Democrats were for keeping Roe v. Wade in effect.

The United States Supreme Court has, in its controversiality, seen its role flourish. The inclinations of those nine incomprehensibly powerful men and women have changed the course of American society and ~~shaped~~ shaped American culture to what it has become today and will undoubtedly continue to do so in the future - for better or for worse.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding *Brown v. Board of Education of Topeka* and *Roe v. Wade*, explaining the Supreme Court’s decision, and discussing an impact on American society
- Is more analytical than descriptive (*Brown*: the Jim Crow segregation of African Americans in public facilities was becoming contested as many activists sought to overturn the *Plessy v. Ferguson* ruling that had made such an impact years earlier; the court would then mandate the desegregation of schools with all deliberate speed—an order that would meet much resistance from the American people for years to come; many people, claiming fear of too powerful a federal government, insisted that the ruling violated the powers reserved to the states and that the issue of desegregation should be left to the states; *Roe*: since the laws varied from state to state, feminists pushed for a decision that would apply to all; in its ruling, the Supreme Court determined that it was unconstitutional for a state to prohibit an abortion in the first trimester of pregnancy as it violated a woman’s constitutional right to privacy; *Roe v. Wade* will continue to provide for the ever-growing chasm between conservative and liberal views in American politics and influence the choice of party candidates)
- Richly supports the theme with relevant facts, examples, and details (*Brown*: Reconstruction; Earl Warren; “separate but equal”; Little Rock, Arkansas; federal power; *Roe*: 1960s and 1970s women’s rights activists; birth control; abortion; liberal majority; 2008 elections; Republicans were clearly pro-life; Democrats were for keeping *Roe* in effect)
- Demonstrates a logical and clear plan of organization; includes an introduction that cites the controversial nature of the decisions and a conclusion that notes the power of nine men and women to change American society

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a good understanding of the impact of the two decisions on United States government and politics. The exploration of federal-state relations in *Brown v. Board of Education of Topeka* and the divisive political fallout of *Roe v. Wade* indicates a strong understanding of the topic.

Throughout United States history, the U.S. government, the Supreme Court in particular, has played a significant role on our nation's society. The decisions made by our Supreme Court impact the way we live today as American citizens. In particular, decisions made by the court regarding our freedoms and rights can limit or impact our daily activities.

One court case exemplifies the power the government has over our daily freedoms is *Scheck vs. the United States* (1919). When Wilson brought the United States into World War I, the decision was made to bring back the draft, or demanding military services from any qualifying individual. In such a stressful time of crisis, many citizens protested this reenactment and spoke out against it, as well as other extreme war-time efforts. In 1919, Scheck an American citizen who spoke out against the war-time procedures such as the draft, was arrested for handing out pamphlets that persuaded others to do the same. Scheck protested that such an arrest violated his first amendment right to freedom of speech and press. ~~It was~~ Eventually, the case was appealed all the way up to the Supreme Court. They stated that during a time of war or crisis, individual freedoms will sometimes be sacrificed in order to protect national security. From this case, the phrase

evolved "clear and present danger". The Supreme Court ruled that Schenk ~~po~~ posed a clear and present danger to society. This case is an example where the Supreme Court usually supports the government during war time. The Court did this again in Korematsu during World War II. As a result of this case, freedoms that we are guaranteed under the Constitution may be ignored at times by the American Government in order to protect national security. The justices compared Schenk's actions to yelling "Fire" in a crowded theater, which may cause harm. In this example, the rights to freedom of speech are limited by the Supreme Court decision of 1919.

The court case of Gideon v. Wainwright is an example of a Supreme Court decision that granted us with the rights promised by the constitution, Unlike Schenk v. U.S. Because of this case of determination and strong will, all accused and set on trial are ~~guaranteed~~ ^{guaranteed} legal aid, even if they are unable to afford it.

Clarence Gideon was a man who was accused of robbery in his small hometown. Uneducated and poor, Gideon was unable to put up a fair fight against the opposing lawyer during his trial. Gideon was sent to jail, and he protested that his constitutional right gave him the right to a lawyer. Through much strenuous

research and many letters to the Supreme Court, the U.S. government finally agreed to take his case. The court agreed that indeed, Gideon was denied his right to a lawyer, and they ordered him a new trial with proper legal representation. As a result of this trial, not only Clarence Gideon received a lawyer, but other accused members of society are provided with legal assistance today, even if they are unable to pay for it. This case is an excellent example of a Supreme Court decision that helped protect the rights of the citizens in the United States, and one that has greatly impacted our society today.

As you can see, throughout the course of American history, Supreme Court decisions have made a dramatic impact on our society as ~~at~~ we know it. While *Scheck v. United States* effected our society for the worse, cases like *Gideon v. Wainwright* have protected our rights and have had a positive impact on our daily lives. Whether a case has a positive or negative impact on our lives, it is no question that the Supreme Court is a powerful branch of our government that continues to shape our American society.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing all aspects of the task for *Schenck v. United States* more thoroughly than for *Gideon v. Wainwright*
- Is both descriptive and analytical (*Schenck*: protested that his arrest violated his first amendment right of freedom of speech; the Supreme Court ruled that Schenck posed a “clear and present danger” to society; case is an example of where the Supreme Court usually supports the government during wartime; *Gideon*: uneducated and poor, Gideon was unable to put up a fair fight against the opposing lawyer during his trial; not only did Clarence Gideon receive a lawyer, but other accused members of society are provided with legal assistance today, even if they are unable to pay for it)
- Supports the theme with relevant facts, examples, and details (*Schenck*: President Wilson; World War I; draft, pamphlets; national security; yelling fire in a crowded theater; Korematsu; *Gideon*: sent to jail; letters to the Supreme Court; ordered a new trial)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response indicates comprehension of the historical forces prompting the *Schenck v. United States* decision and the long-lasting impact of the “clear and present danger” doctrine. In contrast, the treatment of *Gideon v. Wainwright* is more superficial and general.

The United States Supreme Court has the authority to deem a law unconstitutional and uphold democratic principles of American society. As a result, the supreme court has had a great impact on society throughout history. *Brown v. Board of Education of Topeka* ended the well-established practice of segregation and paved the way for African American equality. Similarly, *Roe v. Wade* ruled in favor of women's freedom of choice and has since provoked much debate.

Brown v. Board of Education of Topeka exhibits the supreme court influence over the course of history. From the Civil War, to the case in 1954, segregated public facilities for African Americans + whites were deemed acceptable as long as they were equal. Jim Crow laws were established to uphold segregation, severely limiting black rights. This "separate but equal" principle had been affirmed by *Plessy v. Ferguson*. As a result, separate schools, restrooms, parks, water fountains, etc. were set up for Blacks. However, such facilities were certainly not equal; Black facilities were of lower quality. *Brown v. Board of Ed.* ruled in favor of Black equality + civil rights. The supreme court

declared segregated public schools unconstitutional because separating children by race was wrong. As a result of the ruling, all schools were ordered to be desegregated + integrate Black students. African American students initially faced much adversity, as many whites opposed integration. For example, in Little Rock, AK, the state gov't tried to deter integration to keep the white population satisfied. It took federal troops to enforce the decision. The case also had widespread effects on the African American Civil Rights movement, encouraging Blacks to fight against other racial injustices. Brown v. Board of Ed. ultimately helped to establish a more equal American society in which an African American man could become President.

Roe v. Wade was a supreme court case that positively effected women's rights in today's society. Prior to the ruling, women were not equal to men in status or in freedoms. Abortion was banned in most states. However, during the feminist movement many women believed they should have the freedom to choose + Roe v. Wade gave them that power. The supreme court ruled

that women were entitled to the right to choose if they want to have an abortion. The Supreme Court said women had the right to privacy and abortion should be allowed in all states. Since 1973, the case has aroused controversy between those that are pro-life and those that are pro-choice.

The Supreme Court has a great deal of influence in shaping American society. It has played a major role in civil rights, women's rights, and all other aspects of society.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing all aspects of the task for *Brown v. Board of Education of Topeka* more thoroughly than for *Roe v. Wade*
- Is both descriptive and analytical (*Brown*: from the Civil War to 1954, segregated public facilities for African Americans and whites were deemed acceptable as long as they were equal; the Supreme Court declared segregated public schools unconstitutional because separating children by race was wrong; the case also had widespread effects on the African American civil rights movement, encouraging blacks to fight against other racial injustices; *Roe*: prior to the ruling, women were not equal to men in status or in freedoms; the Supreme Court decision said that women had the right to privacy and abortions should be allowed in all states; since 1973, the case has aroused controversy between those that are pro-life and those that are pro-choice)
- Supports the theme with relevant facts, examples, and details (*Brown*: Jim Crow; “separate but equal”; *Plessy v. Ferguson*; Little Rock, Arkansas; federal troops; *Roe*: feminist movement)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Understanding of *Brown v. Board of Education of Topeka* is illustrated by astute generalizations and rich detail. That same level of detail is missing in the discussion of *Roe v. Wade*.

The role of the Supreme Court is to determine if laws are constitutional or not. ~~The Supreme Court~~ There have been a plethora of cases in which civil liberties have been protected. Two such cases were Brown v. Board of Education of Topeka in 1954 and United States v. Nixon in 1973. Both had great impact on society, one was one step in the direction towards true equality for African Americans, and the other showed that not even the president was above the law; that the law is blind and that everyone is legally equal.

Almost a hundred years after the Civil War and ~~of~~ when ~~African American~~ slaves were freed, there was still no equality ^{for African Americans.} ~~The~~ Jim Crow laws were in place which limited the freedom of African Americans. Segregation separated blacks and whites completely, they ate in different restaurants, went to bathroom in different places, and went to different schools. Blacks and ~~white~~ whites did not integrate, not only by choice, but by law. According to the law these segregated schools were separate but equal, unfortunately this was not at all

The case. The level of any black establishment was far inferior than that of a ~~very~~ white establishment. In 1954 a Supreme Court ~~rating~~ case, Brown v. Board of Topeka of Kansas changed all that and made segregation illegal. An African American girl had to travel a far distance to go to school and travel dangerous railroad tracks even though there was a white school just minutes from her home. Her father brought the case all the way to the Supreme Court. ~~Not only~~ Black schools had inferior equipment, books, desks and other supplies than white schools, as well. The Supreme Court ruled that separate was not equal and ruled that segregation was illegal. This was a monumental case in that it was a step in the direction of equality. Although it was extremely difficult in certain areas of the South, like Little Rock, Arkansas where troops had to be sent to protect black students, whites and blacks finally work and learn together.

Another extremely important case was the

United States of Nixon. ~~Richard~~ ~~Richard~~
~~Nixon~~ Under Nixon a couple of
burglars broke into the Democratic
Convention, when these men were caught
Nixon supposedly told someone to pay them
to keep quiet about the White House's
knowledge and involvement. More evidence
was made public with the publication of
the Pentagon Papers. When it came to light
that Nixon had taped all of his conversations
Congress asked to hear them, but Nixon refused
claiming executive privilege. It was
brought to the Supreme Court and they
told Nixon that he had to give up the tapes,
that it was an obstruction of justice. Although
Nixon finally did, he had taped over the
incriminating section. Nixon probably
would have been found guilty had he
not resigned, Gerald Ford his vice president
became president. This case showed
the efficiency of the government and
that the system of checks and balances

waked and especially that nobody, including the President, was above the law and that actions had consequences.

Both cases *Brown v. Board of Topeka of Kansas* and *United States v. Nixon* were important Supreme Court cases that bettered the United States. Both since how important the Supreme Court is and how influential it is in American Society.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by addressing *United States v. Nixon* more thoroughly than *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Brown*: almost a hundred years after the Civil War when slaves were freed, there was still no equality for African Americans; the Supreme Court ruled that separate was not equal and ruled that segregation was illegal; it was extremely difficult in certain areas of the South, like Little Rock, Arkansas, where troops had to be sent to protect black students; *Nixon*: evidence was made public with the publication of the Pentagon Papers; when it came to light that Nixon had taped all of his conversations, Congress asked to hear them, but Nixon refused, claiming executive privilege; the Supreme Court told Nixon that he had to give up the tapes, that it was obstruction of justice; the system of checks and balances worked; nobody, including the President, was above the law)
- Supports the theme with relevant facts, examples, and details (*Brown*: Jim Crow laws; segregation; ate in different restaurants; “separate but equal”; *Nixon*: burglars paid to keep them quiet; taped over the incriminating section; Nixon probably would have been found guilty had he not resigned; Gerald Ford became President); includes an inaccuracy (*Nixon*: 1973 Democratic Convention)
- Demonstrates a logical and clear plan of organization; includes an introduction that connects both cases to the concept of equality for all Americans and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the rule of law and checks and balances in *United States v. Nixon* is especially notable. However, the discussion of *Brown v. Board of Education of Topeka* lacks the same substance and depth.

The United States Supreme Court has made many decisions, which shaped American society. The Supreme Court cases "Brown v. Board of Education of Topeka" in 1954 and "Heart of Atlanta Motel v. United States" in 1964 greatly changed American society because they led to an increase of civil rights for minorities living in the United States.

The ¹⁹⁵⁴ Supreme Court case "Brown v. Board of Education of Topeka" came to be for many reasons. Many schools were segregated by race and this made many children have to travel far to receive an education, ~~but~~ ^{even though} there ~~was~~ ^{were} nearby schools that they were not allowed to attend due to their race. Many people found this unfair and brought it to the Supreme Court.

The Supreme Court ruled in the case "Brown v. Board of Education" that all public schools had to be integrated; schools were to be zoned by location, not race. The United States guaranteed all citizens the right to an education, and it is unfair to have children travelling far to learn, when there is a much more accessible school nearby.

The case "Brown v. Board of Education of Topeka" led to a great change in American society because

Schools were now forced to integrate. This integration led to more equality among all races. This case led to incidents, such as "The Little Rock Nine" in ~~Arkansas~~ ^{Arkansas} ~~Arkansas~~. Nine students living in Arkansas were rejected admittance to a primarily Caucasian, public school. Federal troops were called in to Little Rock to ensure that these nine students were allowed admittance. This event shows how "Brown v. Board of Education of Topeka" did change racial segregation in American schools; this Supreme Court case helped to integrate American society.

The 1964 Supreme Court case "Heart of Atlantic Motel v. United States" greatly impacted American society and it came to be for many reasons. The United States federal government rules interstate commerce, and the United States declared that all public places be integrated. The Heart of Atlantic Motel in Georgia denied African Americans the privilege of renting rooms because the motel claimed that motels are private places, not public. The African Americans that were denied a room took this case to the Supreme Court because they felt that this treatment was unfair.

The ~~sup~~ United States Supreme Court ruled in

the case "Heart of Atlanta Motel v. United States" that denying rooms to people of specific races was unlawful. The ~~motel~~ motel business is interstate commerce because people ~~visit motels~~ ~~from~~ in most cases, people visiting motels are from out of state and travelling. The federal government has the right to regulate interstate commerce; individual ~~to~~ states and businesses cannot make their own laws when dealing with interstate commerce. "Heart of Atlantic Motel v. United States" ruled that hotels and motels could not deny access based on race.

~~HEART~~

"Heart of Atlanta Motel v. United States" ~~case~~ impacted American society greatly because it was yet another case to enforce integration. This case led to integration in hotels and motels, and as more things became integrated, races were slowly being treated equally. This court case showed how the United States wanted to take action and enforce racial equality.

Many ~~court cases~~ United States Supreme cases, such as "Brown v. Board of Education of Topeka" and "Heart of Atlantic Motel v.

United States," greatly impacted and changed American society. "Brown v. Board of Education of Topeka" and "Heart of Atlanta Motel v. United States" both help lead to a more integrated society. This integration helped lead to equality among all races in the United States.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth by addressing the historical circumstances surrounding *Brown v. Board of Education of Topeka* and *Heart of Atlanta Motel v. United States*, explaining the Supreme Court's decision in *Heart of Atlanta Motel v. United States* and discussing an impact of both cases on American society
- Is more descriptive than analytical (*Brown*: many schools were segregated by race; this case led to incidents like the "Little Rock Nine" in Arkansas; *Heart of Atlanta Motel*: the Heart of Atlanta Motel in Georgia denied African Americans the privilege of renting rooms because the motel claimed that hotels are private places, not public; the United States Supreme Court ruled that denying rooms to people of specific races was unlawful; it was yet another case to enforce integration); includes faulty and weak analysis (*Brown*: the United States guarantees all citizens the right to an education, and it is unfair to have children traveling far to learn when there is a much more accessible school nearby)
- Includes few relevant facts, examples, and details (*Heart of Atlanta Motel*: the right to regulate interstate commerce)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion stating that both decisions led to increased civil rights and integration

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates knowledge of how the federal government used its power over interstate commerce to enforce integration. A lack of historical detail limits its overall quality.

Throughout history, the United States Supreme Court has played a large role in influencing society. ~~issues~~ The Supreme Court's decisions often have long-term effects on societal aspects of life. For example, issues such as industrial corporations, freedom of speech, and abortion have all been decided upon by the Supreme Court. The Judicial Branch has especially played a major role in dealing with civil rights ^{and slavery} "as demonstrated by Dred Scott v. Sanford and Brown v. Board of Education of Topeka. In both cases, the Supreme Court's verdicts highly influenced society for African Americans and those living throughout the Civil Rights ^{and Civil War} periods.

In the court case of Dred Scott v. Sanford, a slave named Dred Scott ~~was~~ attempted to sue his owner for his freedom. Scott had lived in a free territory (an area above the 36'30 line) and thus believed that he became a free citizen. The Supreme Court ruled that Dred Scott was not a citizen, and could therefore not sue in a court of law. Furthermore, the Court declared that Congress had no right to bar slavery from any area. In the decade leading up to the Civil War, the Dred Scott case of 1857 served to further divide the North and South territories and increase the sectional strife between abolitionists and slaveholders.

Another civil rights court case that had extreme societal consequences was Brown v. Board of Education of

Topeka of 1954. This case, almost a century after the Dred Scott Decision, concerned a little African American girl named Linda Brown who was denied access to a white school of which she lived closest to. The Brown family argued that if Linda ~~could~~ ^{would} not be taught in the white school, she would have to walk miles out of her way to the nearest school that would accept her. The Supreme Court ruled that the all-white school must allow Linda ~~to~~ admittance, and ~~also that~~ ^{also called} for ~~desegregation measures~~ the beginning of desegregation measures. As a result of this decision and the desegregation that ensued in schools, restaurants, and hospitals, new race riots erupted in a number of large cities. Brown v. Board of Education had overturned the verdict in a previous case – Plessy v. Ferguson, which had affirmed the idea that African Americans were to be "separate, but equal." This overturning angered many whites who believed in lasting segregation, and thus fueled the violence seen in the race riots of the major cities.

The decisions made by the United States Supreme Court have ^{had} a significant impact on many aspects of American society throughout history. The Supreme Court has had an especially lasting effect on the issue of civil rights ^{and slavery}. Whereas in the nineteenth century, ~~about~~ African Americans had ^{largely} lost their ^{political stance} ~~stance~~ as a result of the Dred

Scott Decision, in the twentieth century, African Americans were just beginning to be treated with justice, as seen by the ^{case of} *Brown v. Board of Education*. ~~case of~~ In any case, it is clear that the ^{decisions of the} United States Supreme Court has have largely affected American society throughout the eras of the Civil War and Civil Rights period.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by describing the historical circumstances surrounding *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*, explaining the Supreme Court's decision, and discussing an impact on American society
- Is more descriptive than analytical (*Dred Scott*: Scott had lived in a free territory above the 36°30' line; the court declared that Congress had no right to bar slavery from any area; in the decade leading up to the Civil War, the *Dred Scott* case of 1857 served to further divide the North and South and increase the sectional strife between abolitionists and slaveholders; *Brown*: Linda Brown was denied access to a white school that she lived closest to; the Supreme Court ruled that the all-white school must allow Linda admittance and also called for the beginning of desegregation measures; this overturning angered many whites who believed in lasting segregation); includes faulty analysis (*Brown*: refueled the violence seen in the race riots of the major cities)
- Includes some relevant facts, examples, and details (*Dred Scott*: a slave; not a citizen; *Brown*: almost a century after the *Dred Scott* decision; desegregation that ensued in schools, restaurants, and hospitals; *Plessy v. Ferguson*; "separate but equal")
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that reiterate the importance of the cases for African Americans

Conclusion: Overall, the response fits the criteria for Level 3. The response addresses the tasks for *Dred Scott v. Sanford* accurately but without elaboration. The discussion of the impact of *Brown v. Board of Education of Topeka* includes an inaccurate focus on urban race riots.

Throughout history the Supreme Court has played a vital role in the government. They have expanded laws ~~and~~ and disagreed with those they thought against the Constitution. The highest court has been the judges of the most major issues to this date and always get the final say on the issue. The decisions of these esteemed judges are critical to American Society, it changes the rights we have and paints the fine line between what's wrong and what's right.

In the early twentieth century after the case of Plessy v. Ferguson, Society was one of "separate but equal" in regards to public places. Segregation was ~~there~~ an unspoken rule, Blacks could not enter ~~or~~ a white business, while a white man would never think to enter a place of Black men. Everything from schools to libraries to bathrooms were segregated. Until 1954 when a little girl from Topeka decided she didn't want to go to a black school. This girl lived literally blocks away from a white school but was forced to go miles across town to attend

a school reserved for colored kids. To a little girl that was unfair and made no sense at all. So she ~~took~~^{appealed to} ~~the~~ the Supreme Court in a case that became known as Brown v. the Board of Education of Topeka. In the end the court ruled segregation wrong and that "separate but equal" was no longer valid. It was no longer a choice to have public places being dominated by a one color system. It ruled that separate was not equal and said public places had to begin integrating, but without a set date. Little Brown was allowed to attend the school right up the road, accompanied by government guards. This had a huge impact on the society at the time, taking away the normal actions and ~~realities~~ forcing everyone to mingle with each other. It changed everything society was built on and created unity.

Some cases in American history were about extending individual rights and freedoms. After Earl Warren had come to power as chief justice it became a move towards

rewarding people with more individual rights than they had. It allowed people to take advantage of the opportunities they have in America.

Supreme Court cases truly ~~do~~ determine the means in which society will live. It can expand right of the people or change the ~~base~~ building blocks society was built on. The decision of each case impacts society in ways ~~only~~ only the highest justices can.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth by describing the historical circumstances surrounding *Brown v. Board of Education of Topeka* and *Miranda v. Arizona*, explaining the Supreme Court's decision in each case, and discussing the impact of *Miranda v. Arizona* on American society
- Is more descriptive than analytical (*Brown*: in the early 20th century, after the case of *Plessy v. Ferguson*, society was one of "separate but equal" in regards to public places; the court ruled segregation wrong and that "separate but equal" was no longer valid; *Miranda*: while being questioned, Miranda said some incriminating things which were later used in court against him; after Earl Warren had come to power as Chief Justice, there was a move toward individual rights; before arresting someone, they must be informed of their Miranda rights); includes faulty analysis (*Brown*: segregation was an unspoken rule; it changed everything society was built on and created unity)
- Includes some relevant facts, examples, and details (*Brown*: schools to libraries to bathrooms were segregated; *Miranda*: accused of rape and kidnapping; right to remain silent; retrial); includes some inaccuracies (*Brown*: said public places had to begin integrating; *Brown* was accompanied by government guards; *Miranda*: this transformed the procedure of indictment)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion emphasizing the effect of the supreme court on individual rights

Conclusion: Overall, the response fits the criteria for Level 3. A clear understanding of *Miranda v. Arizona* is evident. However, the treatment of *Brown v. Board of Education of Topeka* is characterized by broad overstatements, misinformation, and a lack of detail.

Throughout United States history, the Supreme Court and their decisions have had a significant impact and played a major role on what the United States is today. Two of the many court cases which prove this statement are *Brown vs The Board of Education* (1954) and *Roe vs Wade* (1973). Both court cases made an impact on United States history.

Brown vs. Board of Education of Topeka in 1954 was about whether "separate but equal" was constitutional or not. Thirty years prior to this in the *Plessy vs. Ferguson* case it was declared constitutional. In the case some African American kids had to walk farther to school, ^{and} through rough neighborhoods to get to a "black" school when the "white" school was closer and safer. When the case was brought up to the Supreme Court they debated it then passed the decision saying "separate but equal" was unconstitutional. The decision impacted society because segregation soon ended and discrimination decreased.

slightly. The second case also impacted society.

The second case is Roe vs. Wade in 1973. This case had to deal with whether having an abortion was constitutional or not. A girl wanted to have an abortion but it was illegal in her state. She fought for the right. When it was brought to the Supreme Court, the decision was made 5 to 4. ~~There~~ The first trimester it was pro-choice, second trimester was dependant on circumstances and third trimester was pro-life. The decision still stands today at a 5 to 4 majority. Across the nation people still debate the issue. It is very controversial and that is one impact of the decision. Another impact is that there are many rallies and campaigns fighting on way or another.

Court case decisions made by the Supreme Court have influenced American history a lot. Whether the impacts are long term or short term they still have an impact.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by describing the historical circumstances surrounding *Brown v. Board of Education of Topeka* and *Roe v. Wade*, explaining the Supreme Court's decision, and mentioning an impact on American society
- Is primarily descriptive (*Brown*: in the *Plessy v. Ferguson* case "separate but equal" was declared constitutional; the Supreme Court debated the case then made the decision saying "separate but equal" was unconstitutional; discrimination decreased slightly; *Roe*: a girl wanted to have an abortion but it was illegal in her state; the decision was made 5 to 4; across the nation people still debate the issue); includes faulty analysis (*Brown*: the decision impacted society because segregation soon ended; *Roe*: the first trimester was pro-choice, second trimester was dependent on circumstances; and third trimester was pro-life)
- Includes few relevant facts, examples, and details (*Brown*: African American kids walked farther to school; *Roe*: led to rallies and campaigns fighting one way or another)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a simplistic conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Over-generalized statements throughout the response suggest limited understanding of the cases.

The United States Supreme Court has played a major role in the United States history. The court's decisions have had a significant impact on many aspects of American society.

The Brown v. Board of Education of Topeka case had an impact on American society. This case highlighted that separate but equal is not equal. A young girl had to walk by a school full of Caucasians to go to a black school, that was not equal. The court came to the decision that blacks & whites should be able to attend the same school.

Another case that impacted the American society was Dred Scott v. Sandford. For this case a slave brought their slave owner to court, because the slave owner brought his slave with him to another state & the slave believed that because he is in another state he is a free slave. But the court ruled that once a slave owns a slave, slaves were considered property & had no rights.

Many cases had been brought to the Supreme Court & played major roles in the United States history. The decisions ruled by the Supreme Court have had significant impacts on the American society. Now, because of the *Brown v. Board of Education of Topeka* I can attend schools with Caucasian people.

Anchor Level 2-B

The response:

- Minimally develops most aspects of the task by describing the historical circumstances surrounding *Brown v. Board of Education of Topeka* and *Dred Scott v. Sanford*, stating the Supreme Court's decision in each case, and mentioning an impact of *Brown v. Board of Education of Topeka* on American society
- Is primarily descriptive (*Brown*: a young girl had to walk by a school full of Caucasians to go to a black school that was not equal; the court came to the decision that blacks and whites should be able to attend the same school; now, because of *Brown*, I can attend schools with Caucasians; *Dred Scott*: the slave owner brought his slave with him to another state and the slave believed that because he was in another state he was free; slaves were considered property and had no rights)
- Includes few relevant facts, examples, and details (*Brown*: separate but equal is not equal)
- Demonstrates a general plan of organization; restates the theme in the introduction and concludes with a statement about the personal impact of *Brown*

Conclusion: Overall, the response fits the criteria for Level 2. The response presents a cursory treatment of the tasks and fails to mention the impact of the *Dred Scott* decision.

The United States court cases ^{has} ~~have~~ ~~had~~ played a major role in the United States history. The courts decisions have had a significant impact on many aspects of American society. When acknowledging these court cases there are a few ^{cases} ~~cases~~ to consider. The first thing to ponder is the United States v. Nixon in 1974. The other case to examine is Schenk v. the United States.

Nixon was the first president to be impeached. He was brought to trial for ~~obstructing justice~~ ~~obstructing justice~~ up holding information. Another reason he was brought to trial because he had illegal recordings, that he recorded during his meeting. Finally Nixon was apart of a group called CREEP, that tried to keep Nixon in office. They spied on other people, until they got caught. One day a janitor found a piece of tape on the door on the night ~~of it~~ of it, until it he noticed it

again and called the police. Wilson was brought to trial for all of these accusations. Finally Wilson responded as ~~the~~ President Debe anything thing could happen to him for his signature. The court would of found him guilty, if he did not respond. That is what happened in the case Wilson v. The United States.

Another case that impacted the American society was Schenck v. The United States. In this case Schenck sent out packets to people about the war. These packets were considered propaganda. Schenck thought nothing of it, he believed he was protected by the 1st Amendment. Finally Schenck was brought to trial and charged. During war time freedom of speech is limited. That is the significance of the trial Schenck v. The United States.

~~The~~ The United States court cases had a major impact on

American society today. When acknowledged-
ing these cases, there are a few to
examine. The 1st one to examine is
Nixon v. the United States and
the significance of that case. The other
case to ponder is Schenck v. S
the United States and the significance
of the outcome of that case. There are
a few things to recognize when
~~consider~~ consider each case that had
an impact on American society.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth by describing the historical circumstances surrounding *United States v. Nixon* and *Schenck v. United States* and explaining the Supreme Court's decision in *Schenck v. United States*
- Is primarily descriptive (*Nixon*: they spied on other people until they got caught; *Schenck*: Schenck sent out packets to people about the war; during wartime, freedom of speech is limited)
- Includes few relevant facts, examples, and details (*Nixon*: CREEP; Nixon resigned; *Schenck*: propaganda; first amendment); includes inaccuracies (*Nixon*: Nixon was the first President to be impeached; he was brought to trial for upholding information; illegal recordings)
- 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 general knowledge about two significant cases; however, it fails to address all aspects of the task and is poorly worded.

Supreme Court cases have had a long lasting effect on us. Especially those from the earlier years. These court cases helped establish what the United States is today!

Brown vs. The Board of Education involved an African American child to walk farther to ~~cross a road~~ an integrated school, while the white school was closer. Had it not been for this case many schools would not be mixed like it is today. ~~When~~ Blacks were not allowed at white schools, which is why the young girl was forced to walk to the integrated school. Her father there after decided to go to court to help his child go to the school which is closer though it was white.

The ~~the~~ supreme court case United States v. Nixon occurred due to the watergate scandal. When Nixon tried covering up his past and got caught. he was brought to the supreme court and it was decided to impeach

President Nixon.

These two court cases have had an everlasting change in the world. *Brown v. Board of Education* helped to mix all cultures into almost every school. Which is how most schools are here today. While *United States v. Nixon* helped the government to insure that a watergate scandal would indeed never happen again.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by describing the historical circumstances surrounding *Brown v. Board of Education of Topeka* and *United States v. Nixon*
- Is descriptive (*Brown*: her father decided to go to court to help his child go to the school which was closer though it was white; *Nixon*: Nixon tried covering up his past and got caught); lacks understanding (*Brown*: involved an African American child to walk farther to an integrated school; helped to mix all cultures into almost every school, which is how most schools are today)
- Includes few relevant facts, examples, and details (*Nixon*: Watergate scandal); includes an inaccuracy (*Nixon*: he was brought to the Supreme Court and it was decided to impeach President Nixon)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that makes inaccurate generalizations about the cases

Conclusion: Overall, the response fits the criteria for Level 1. The response demonstrates only a minimal understanding of the cases.

Throughout the many years that the United States has been a country there have been many court cases with big outcomes. Worcester v Georgia, Korematsu v United States, Brown v. Board of education, and one that I think had a huge impact on everyone, Nixon vs United States.

Richard Nixon, a president that many looked too for greatness, and one that would lead the U.S. like it should be, ~~was~~ was involved in one of the biggest scandals in the U.S. ~~the~~ history, The Watergate Scandal. Nixon denied for 5 days that he had nothing to do with it, but as more evidence came to be known, it made ~~Nixon~~ Nixon look guilty. Nixon always recorded every conversation ~~and~~ he had, person or telephone, and once they leaked, he was a ~~more~~ more than guilty. There was evidence of him talking about Watergate, and he was caught. Nixon then resigned, making

W'm the first and only president
to ever ~~be~~ resign.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by describing the historical circumstances surrounding *United States v. Nixon* and stating an impact of the case on American society
- Is descriptive (*Nixon*: Nixon always recorded every conversation he had; Nixon then resigned, making him the first and only President to ever resign)
- Includes few relevant facts, examples, and details (*Nixon*: scandal; Watergate); includes an inaccuracy (*Nixon*: Nixon denied for five days that he had nothing to do with it)
- Demonstrates a general plan of organization; includes a brief introduction that lists some suggested cases and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Details of the Watergate affair are cited with no connection to the role played by the Supreme Court. Only slight understanding of the case is implied.

The Supreme Court has played an active role in shaping American Society. Throughout American history, the Supreme Court decisions have established important principles and created trends. Two landmark cases that have had a profound impact on the nation are the Dred Scott Case and Brown v. Board of Education.

The Dred Scott case was one of the most significant trials in American history. The case took place during a time period when there was much turmoil about slavery and its role in society. Many northerners feared the expansion of slavery westward, as they did not want the "slave power" to grow. Southerners, however, were quite content with their free labor and naturally wanted to bring slaves with them when they expanded. There were a series of compromises drawn up dictating where slavery was and was not allowed. Dred Scott was a slave whose owner took him to a free territory. Since the

area was technically declared free, Dred Scott decided to take his owner court with hopes that he would be considered legally free.

Unfortunately for him, the court ruled that African Americans were not citizens, and therefore did not have the right to a trial. He also stated that the federal government did not have the authority to ban slavery anywhere.

This undid the Missouri Compromise and the Compromise of 1850. Some people tried to work around this declaration, such as Stephen Douglas with his freeport doctrine. He stated that a state can ban slavery by not creating any provisions to ensure its survival. Ultimately, this case increased turmoil surrounding slaves, and contributed to the civil war.

Another landmark case was Brown v. the Board of Education.

This case arose during the Civil Rights movement of the 1950's. African Americans were trying to

exercise rights that had been granted to them during the reconstruction period. Although written on paper, there were many things preventing African Americans from actually exercising their rights. For example, the Ku Klux Klan tried to intimidate blacks from voting. The Plessy v. Ferguson case said that as long as facilities were equal, segregation was legal. However, in reality facilities were not equal. "White" facilities were pretty much always in better condition. In the Brown v. Board of Education case, Linda Brown and her father went to court and requested that Linda be allowed to attend a White school because it was right near her house and the nearest Black School was miles away. The court ruled that schools had to desegregate and undid the Plessy v. Ferguson case. The ruling, however, did

not indicate a time frame and therefore many schools did not uphold the ruling. This led to the ~~the~~ incident in Little Rock, Arkansas. President Kennedy sent troops to guard some black children who went to a white school. Many whites did not want blacks in their schools. Private school attendance began to increase because many whites saw this as a haven from blacks.

Both cases had a profound impact on American history and changed its course. The Supreme Court had and continues to play a large role in society and establishes many significant precedents.

The United States Supreme Court has played a major role in United States history.

The court decisions have had a significant role on many aspects of American society.

Two United States Court cases were *Brown vs. Board of Education of Topeka* (1954), and *The Mumford Trial*.

The court case of *Brown vs. Board of Education* (1954) proposed that *Brown* was being penalized for teaching the theory of Darwin's evolution in schools to children. *Brown* thought that it was something important that the kids should learn about. Darwin's evolution theory is about the transformation of monkeys to human over decades (or centuries) of time. The parents of the children were

were being taught this & the districts Board of education rejected that students should not be taught that in school due to there are so many beliefs of it.

The Nuremberg trials were court cases held against the leading Nazis during WWII at the concentration camps in Poland. At two camps ~~to~~ mostly Jews were killed & also Russians. People were killed for their race and some were never able to find their families ever again.

Nazi leaders were accused of acts of humanity and were all put to death from them killed millions of Jews.

Thought history many court cases reflect how they have played a major role in the lives of us now. Evolution is taught in

Thematic Essay—Practice Paper – B

SCHOOLS along with two other
trials. The numbers trials
resulted in the acts of humanity
the Nazis were charged for
would never happen ever
again. ~~on the line~~

Thematic Essay—Practice Paper – C

The United States Supreme Court has played a major role
in United States history. The court's decisions have had
a significant impact on many aspects of American society.
Two such cases were *Miranda v. Arizona* and *Shenck v.
United States of America*. Each impacted society differently.

Miranda v. Arizona was a landmark court case that
had to do with the rights of the accused. *Miranda* had
been arrested but did not know his rights and was not
informed of them. As a result he sued the state of
Arizona. The Supreme Court ruled in favor of *Miranda* and
now in today's society a person being arrested must
be read their rights and agree to knowing them. The
next case is an opposite reflection of *Miranda v. Arizona*.

The other case that was important was *Schenck v. United States of America*. In the World War I era a man in a movie theatre named Schenck yelled "fire" and caused a chaotic scene as a result. He was arrested but countered stating he was exercising his freedom of speech. The court stated back that in war time personal rights ~~can~~ can be limited and that you can't say necessarily everything you want to in public.

Schenck v. U.S.A and *Miranda v. Arizona* were two major Supreme Court cases that have left a lasting impact on American society. One grants rights while the others limited them. Each had to deal with the idea of one's personal rights. It is because of our great justice system making decisions like these that America is the great nation it has ~~become~~ come to be today.

American History has seen the United States Supreme Court impact society greatly. The Court's decisions have played a major role in our history. These cases were major problems in our Government and had made their way to the highest court where they made the final decision.

In 1944 the Supreme Court was brought the case of *Korematsu v. The United States*, when Pearl Harbor was attacked in WWII by the Japanese. The United States tried to protect itself from possible Japanese spies in the country. The United States then proceeded to act on this by finding Japanese Americans and putting them in internment camps to keep an eye on them and make sure they are not spies. Many Japanese Americans lost their jobs, their homes, and all other personal belongings after being put into these camps. After Mr. Korematsu was caught not obeying the exclusion order, he tried to legally take action against the United States. His case made it all the way up to the Supreme Court when they ruled against his favor. With the notion that the United States, during a period of crisis of war, may infringe on all citizens and non-citizens rights to protect other people. This ruling shows that the Court will usually support the government during wartime. They may put you in a camp if they think you are a threat. Many years later the survivors of these internment camps received

money from our government as an apology for what had happened, but they still reserve that right.

Ten ~~the~~ years later in 1954, The Supreme Court was brought a different kind of case. This case dealt with the Segregation of public schools by race. The Board of Education ~~Spoke~~ ^{being} was brought up as a major problem in the United States that ceased to be fixed since the Civil War. Equal rights of all citizens regardless of race. The Brown family took sides against the law that Blacks and whites could not go to school together. This was one of many laws made to split the society apart by color. Their mission was intergration of schools, intergrative of society. The Supreme Court heard this case and ruled in their favor. Blacks and whites should be able to go and learn in whatever public school they want to. This has made a great impact in our society. The intergration of public schools was at first rejected and turned violent, but over time the public learned to live with each other. And our society today is mixed much further than before. Because of this ruling our Tolerance for other cultures has raised significantly.

These two Supreme Court cases have shaped today's society and laws. We learned from our mistakes and have become a better nation, a closer nation because of these Supreme Court decisions.

Throughout history, the Supreme Court has played a major role within the United States of America. The decisions that the Supreme Court has made has changed American society in some kind of way. Two major Supreme Court cases that have made a difference consist of *Brown v. Board of Education of Topeka* (1954) and *Miranda v. Arizona* (1966).

Brown v. Board of Education of Topeka was a court case which involved racial segregation rights. There was a African American family who had lived one mile from a "white" school and lived several miles from an African American school; therefore the mother had fought with the school as well as the court to allow her children to attend an all-white school. The court did rule in favor of the Brown family and stated that racial segregation is illegal! This changed the American society dramatically. Many white Americans were extremely angry, believing that there should be a separation of schools due to race. However, the African Americans had felt that progress was occurring in helping

them gain many more freedom rights. Multiple mixed emotions had occurred as a result of the court ruling in favor of Brown during the Brown v. Board of Education court case.

Miranda v. Arizona is another important court case that is well known throughout the U.S. still till this day. Miranda was arrested in 1966 and when she had been arrested she was never read her rights. ~~and~~ Since she was never read her rights ~~therefore~~ not knowing she had the right to remain silent and anything she did or said would be used against her. This angered Miranda; therefore she took her argument to the court. The court did rule in favor of Miranda, stating that a person has to be read their rights if arrested. This changed American society by Miranda's determination and as shown on just about every television show and movie, when a person is arrested they are read their rights. As a result of this court case many people were saved knowing they have the right to remain silent.

These court cases have changed

American society in many ways
if it weren't for Miranda and the
Brown family, things might not have
changed. The Supreme Court now to
make serious decisions that can change the
American society forever

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances surrounding *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka* more thoroughly than the remaining aspects of the task
- Is more descriptive than analytical (*Dred Scott*: many northerners feared the expansion of slavery as they did not want the “slave power” to grow; the court ruled that African Americans were not citizens; Stephen Douglas stated that a state can ban slavery by not creating any provisions to ensure its survival; *Brown*: although written on paper, many things prevented African Americans from actually exercising their rights; the court ruled that schools had to desegregate and undid the *Plessy v. Ferguson* case; private school attendance began to increase because many whites saw this as a haven from blacks)
- Includes some relevant facts, examples, and details (*Dred Scott*: series of compromises; Missouri Compromise; Freeport Doctrine; Civil War; *Brown*: civil rights movement of the 1950s; Reconstruction; Ku Klux Klan; Linda Brown; Little Rock, Arkansas); includes some inaccuracies (*Dred Scott*: undid the Compromise of 1850; *Brown*: President Kennedy sent troops to Little Rock)
- Demonstrates a satisfactory plan of organization; includes an introduction that labels the cases as landmarks and a conclusion noting the importance of each case in establishing precedents

Conclusion: Overall, the response fits the criteria for Level 3. The descriptions of the historical circumstances surrounding each case indicate understanding of each era. However, the important ideas mentioned in the rest of the response are not adequately explored.

Practice Paper B—Score Level 0

The response:

Fails to develop the task; includes no relevant facts about United States Supreme Court cases

Conclusion: The response fits the criteria for level 0. Although the response is lengthy and contains much information about two famous trials, it describes the State of Tennessee Scopes trial under *Brown v. Board of Education of Topeka* and describes the Nuremberg war crimes tribunal as another United States Supreme Court case.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning the historical circumstances surrounding *Miranda v. Arizona*, stating the Supreme Court’s decision in *Miranda v. Arizona* and *Schenck v. United States*, and mentioning an impact of *Miranda v. Arizona*
- Is descriptive (*Miranda*: Miranda had been arrested but did not know his rights and was not informed of them; the Supreme Court ruled in favor of Miranda and now in today’s society a person being arrested must be read their rights and agree to knowing them; *Schenck*: the court stated that in wartime personal rights can be limited and that you cannot say necessarily everything you want to in public)
- Includes few relevant facts, examples, and details (*Miranda*: rights of the accused; *Schenck*: World War I era); includes an inaccuracy (*Schenck*: a man in a movie theater named Schenck yelled “fire” and caused a chaotic scene as a result)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that observes one case granted rights and the other reduced them

Conclusion: Overall, the response fits the criteria for Level 1. Very limited information about *Miranda v. Arizona* is presented. Furthermore, the response confuses Justice Holmes’ analogy of yelling fire in a crowded theater with the actual events surrounding *Schenck v. United States*.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth by describing the historical circumstances surrounding *Korematsu v. United States* and *Brown v. Board of Education of Topeka*, explaining the Supreme Court’s decision, and discussing an impact on American society
- Is more descriptive than analytical (*Korematsu*: many Japanese Americans lost their jobs, their homes, and all other personal belongings after being put into these camps; the United States, during a period of crisis or war, may infringe on all citizen’s and non-citizen’s rights to protect other people; many years later, the survivors of these internment camps received money from our government as an apology for what had happened, but they still reserved that right; *Brown*: brought up a major problem in the United States that ceased to be fixed since the Civil War; the Supreme Court heard this case and ruled in their favor; the integration of public schools was at first rejected and turned violent); includes weak analysis (*Brown*: blacks and whites should be able to go and learn in whatever public school they want to)
- Includes some relevant facts, examples, and details (*Korematsu*: Pearl Harbor; World War II; possible Japanese spies; internment camps; exclusion order; *Brown*: segregation)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is partially inaccurate

Conclusion: Overall, the response fits the criteria for Level 3. The response presents sound information about each case but neglects to clearly develop its impact on American society.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task by describing the historical circumstances surrounding *Brown v. Board of Education of Topeka* and *Miranda v. Arizona*, stating the Supreme Court’s decision, and mentioning an impact on American society
- Is primarily descriptive (*Brown*: the mother had fought with the school as well as the court to allow her children to attend an all-white school; the court did rule in favor of the Brown family and stated that racial segregation is illegal; many white Americans were extremely angry, believing that there should be a separation of schools due to race; *Miranda*: never read her rights not knowing she had the right to remain silent; the court did rule in favor of Miranda, stating that a person has to be read their rights if arrested)
- Includes few relevant facts, examples, and details (*Brown*: several miles from an African American school); includes an inaccuracy (*Miranda*: refers to Miranda as “she” throughout the response)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that generally restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response refers to the cases in a general way and fails to show that they are landmark decisions that had a significant impact on American society.

United States History and Government Specifications August 2009

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

| | Theme | STANDARDS |
|----------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Thematic Essay | Supreme Court Decisions; Citizenship; Constitutional Principles; Civic Values | Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government |
| Document-based Essay | Presidential Decisions and Actions; Constitutional Principles; Government; Change | Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government |

Notes:

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

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

The *Chart for Determining the Final Examination Score for the August 2009 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 12, 2009 — 12:30 to 3:30 p.m., only

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

VOLUME
2 OF **2**
DBQ

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

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

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

Document 1

At daybreak on July 16, 1794, about fifty men armed with rifles and clubs marched to the house of John Neville, regional supervisor for collection of the federal excise tax in western Pennsylvania. They demanded that Neville resign his position and turn over to them all records associated with collection of the tax on domestically distilled spirits. He refused. Shots were fired. In the ensuing battle five of the attackers fell wounded. One of them later died. Neville and his slaves, who together had defended the premises from secure positions inside the house, suffered no casualties. The mob dispersed. . . .

The Whiskey Rebellion, as it is traditionally known and studied, had begun. Before it was over, some 7000 western Pennsylvanians advanced against the town of Pittsburgh, threatened its residents, feigned [pretended] an attack on Fort Pitt and the federal arsenal there, banished seven members of the community, and destroyed the property of several others. Violence spread to western Maryland, where a Hagerstown crowd joined in, raised liberty poles, and began a march on the arsenal at Frederick. At about the same time, sympathetic “friends of liberty” arose in Carlisle, Pennsylvania, and back-country regions of Virginia and Kentucky. Reports reached the federal government in Philadelphia that the western country was ablaze and that rebels were negotiating with representatives of Great Britain and Spain, two of the nation’s most formidable European competitors, for aid in a frontier-wide separatist movement. In response, President Washington nationalized 12,950 militiamen from New Jersey, Pennsylvania, Maryland, and Virginia—an army approximating in size the Continental force that followed him during the Revolution—and personally led the “Watermelon Army”* west to shatter the insurgency [rebellion]. . . .

Source: Thomas P. Slaughter, *The Whiskey Rebellion: Frontier Epilogue to the American Revolution*,
Oxford University Press, 1986

*Watermelon Army was a nickname by whiskey tax rebels mocking the physical fitness and fighting skills of federal troops, particularly those from New Jersey.

1 According to Thomas P. Slaughter, what was *one* problem that resulted from the collection of the federal excise tax in western Pennsylvania?

Score of 1:

- States a problem that resulted from the collection of the federal excise tax in western Pennsylvania according to Thomas P. Slaughter
Examples: people took up arms against tax collectors; when a tax collector refused to hand over tax records, men were wounded/killed; the Whiskey Rebellion began; violence spread to Maryland/surrounding areas; rebels began to negotiate with representatives of Great Britain/Spain in a frontier-wide separatist movement; a crowd in Maryland marched on the arsenal at Frederick; property was destroyed in Pittsburgh; some 7,000 western Pennsylvanians advanced against Pittsburgh

Score of 0:

- Incorrect response
Examples: Neville turned over tax records to the rebels; "friends of liberty" supported the federal government; the federal government supported the separatist movement
- Vague response that does not answer the question
Examples: it was studied; residents pretended; reports were made
- No response

Document 2

To Major-General Lee

Sir:—I have it in special instruction from the President [George Washington] of the United States, now at this place, to convey to you the following instructions for the general direction of your conduct in the command of the militia army, with which you are charged.

The objects [reasons] for which the militia have been called forth are:

1st. To suppress the combinations [groups] which exist in some of the western counties in Pennsylvania, in opposition to the laws laying duties upon spirits distilled within the United States, and upon stills.

2nd. To cause the laws to be executed.

These objects are to be effected in two ways:

1. By military force.

2. By judiciary process and other civil proceedings.

The objects of the military force are twofold:

1. To overcome any armed opposition which may exist.

2. To countenance [approve] and support the civil officers in the means of executing the laws....

Your obedient servant,

Alexander Hamilton

Source: Alexander Hamilton to Major-General Henry Lee, October 20, 1794, Henry Cabot Lodge, ed., *The Works of Alexander Hamilton*, Volume VI, G.P. Putnam's Sons (adapted)

2a According to Alexander Hamilton, what action is President George Washington ordering in response to the Whiskey Rebellion?

Score of 1:

- States an action President George Washington ordered in response to the Whiskey Rebellion according to Alexander Hamilton

Examples: the use of military force to put down the rebellion; execution of the laws; the suppression of groups in some western counties of Pennsylvania, who are opposing laws; the support of the judiciary process and other civil proceedings; the support of civil officers, who were executing laws

Note: This question focuses on an action. A correct response must identify a specific action ordered by George Washington.

Score of 0:

- Incorrect response
Examples: lay duties upon spirits distilled within the United States; the support of groups in western counties of Pennsylvania; interference with civil officers who are executing the laws
- Vague response that does not answer the question
Examples: the use of directions; appointments; approval; stopping it
- No response

2b According to Alexander Hamilton, what is *one* reason President Washington gave this order?

Score of 1:

- States a reason President Washington gave this order according to Alexander Hamilton
Examples: to overcome armed opposition; to end the rebellion; to execute the laws; to uphold civil officers who are executing the laws; to support the collection of the excise tax on whiskey

Score of 0:

- Incorrect response
Examples: to protect the rebels in western Pennsylvania; to oppose the laws laying duties on spirits distilled in the United States; to obey instructions from Alexander Hamilton
- Vague response that does not answer the question
Examples: to make the objects twofold; to give charges; to give special instructions
- No response

Document 3

. . . The [whiskey] rebellion has long been interpreted as a milestone in the creation of federal authority, and in most respects that is its chief significance. Certainly to the Federalists, who had long been striving for a strong national government, it was a major test: the new government successfully crushed organized and violent resistance to the laws. As Hamilton put it, the rebellion “will do us a great deal of good and add to the solidity [stability] of every thing in this country.”. . .

Source: Richard H. Kohn, “The Washington Administration’s Decision to Crush the Whiskey Rebellion,”
The Journal of American History, December 1972

Document 3

3 According to Richard H. Kohn, what was the significance of the Whiskey Rebellion?

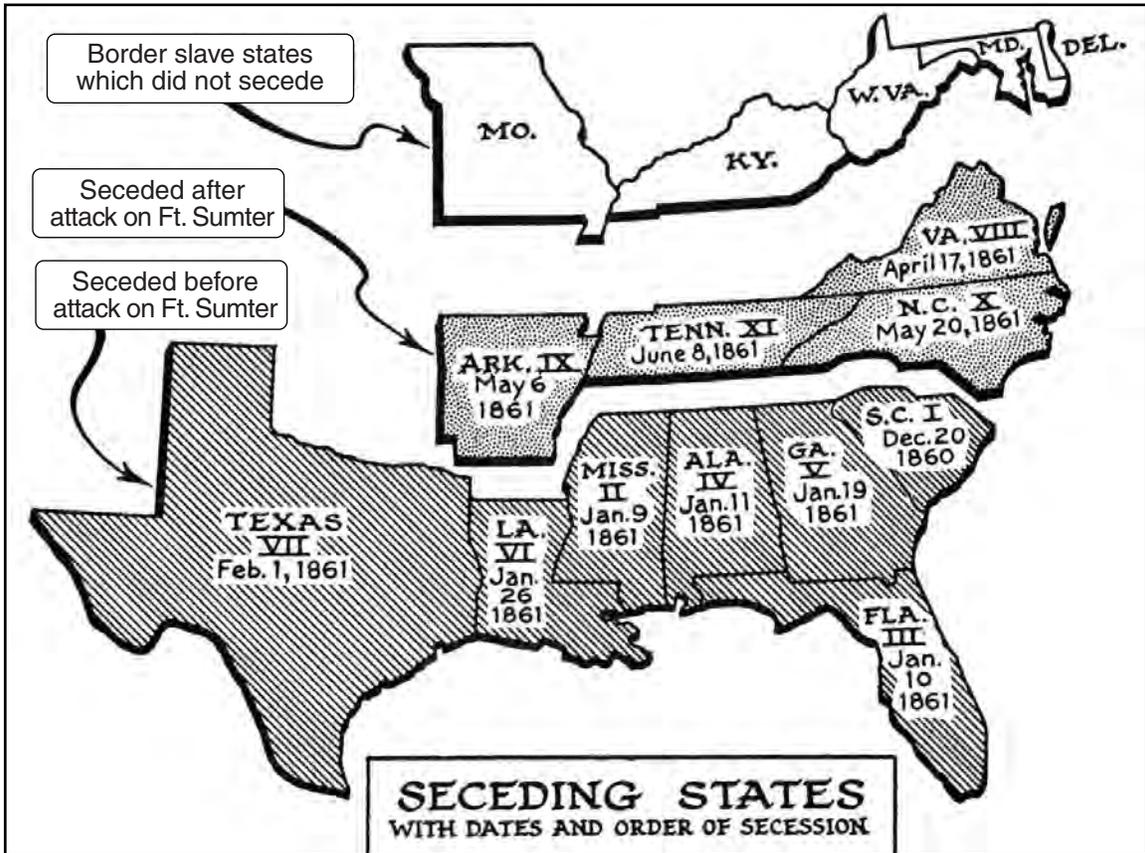
Score of 1:

- States the significance of the Whiskey Rebellion according to Richard H. Kohn
Examples: it was a milestone in the creation of federal authority; it showed that the nation could deal with organized and violent resistance to its laws; it was a major test of the national government’s strength; it added to the stability of the nation; it strengthened the national government

Score of 0:

- Incorrect response
Examples: Federalists supported the rebellion; it proved the national government was weak; it proved the nation was not stable; Federalists feared a strong federal authority
- Vague response that does not answer the question
Examples: milestone; it was a test; it was interpreted; it was very important
- No response

Document 4



Source: Kennedy and Bailey, eds., *The American Spirit, Volume I: To 1877*, Houghton Mifflin, 2002 (adapted)

4 Based on the information on this map, state *one* problem the United States faced under President Abraham Lincoln.

Score of 1:

- States a problem the United States faced under President Abraham Lincoln based on the information on the map

Examples: Southern States seceded; the Union/United States was divided; Southern States withdrew from the Union in the months before/after the attack on Ft. Sumter; most of the Southern States seceded in 1861; secession; a divided nation; the nation was coming apart

Score of 0:

- Incorrect response
Examples: border states left the Union after the attack on Ft. Sumter; Northern States seceded; Ft. Sumter started the secession of Southern States
- Vague response that does not answer the question
Examples: states changed; states seceded in order; it was before the attack; fewer states
- No response

Document 5

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April 15, 1861 |
| By the President of the United States A Proclamation. |
| Whereas, the laws of the United States have been for some time past, and now are opposed, and the execution thereof obstructed [interfered with], in the States of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana and Texas, by combinations too powerful to be suppressed by the ordinary course of judicial proceedings, or by the powers vested in the Marshals by law, |
| Now therefore, I, Abraham Lincoln, President of the United States, in virtue of the power in me vested by the Constitution, and the laws, have thought fit to call forth, and hereby do call forth, the militia of the several States of the Union, to the aggregate [total] number of seventy-five thousand [75,000], in order to suppress said combinations, and to cause the laws to be duly executed. The details, for this object, will be immediately communicated to the State authorities through the War Department. . . . |
| ABRAHAM LINCOLN |
| By the President WILLIAM H. SEWARD, Secretary of State. |

Source: Roy P. Basler, ed., *The Collected Works of Abraham Lincoln*, Volume IV, Rutgers University Press (adapted)

5 According to this proclamation, what is *one* action President Abraham Lincoln took to enforce the laws of the United States?

Score of 1:

- States an action President Abraham Lincoln took to enforce the laws of the United States according to this proclamation
Examples: called for 75,000 militia from the states to execute the laws; used his constitutional powers to execute the laws; issued a proclamation to call forth the militia/troops

Note: This question focuses on an action. A correct response must identify a specific action taken by Abraham Lincoln.

Score of 0:

- Incorrect response
Examples: suppressed the Southern rebellion through judicial proceedings; asked Congress to declare war; proclaimed that Southern States were no longer part of the Union
- Vague response that does not answer the question
Examples: got angry; suppressed powerful combinations; communicated details
- No response

Document 6

. . . The greatest names in American history are Washington and Lincoln. One is forever associated with the independence of the States and formation of the Federal Union; the other with universal freedom and the preservation of that Union. Washington enforced the Declaration of Independence as against England; Lincoln proclaimed its fulfillment not only to a downtrodden race in America, but to all people for all time, who may seek the protection of our flag. These illustrious men achieved grander results for mankind within a single century—from 1775 to 1865—than any other men ever accomplished in all the years since first the flight of time began. Washington engaged in no ordinary revolution. With him it was not who should rule, but what should rule. He drew his sword, not for a change of rulers upon an established throne, but to establish a new government, which should acknowledge no throne but the tribunal [authority] of the people. Lincoln accepted war to save the Union, the safeguard of our liberties, and re-established it on “indestructible foundations” as forever “one and indivisible.” To quote his own grand words:

“Now we are contending that this Nation under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.” . . .

Source: William McKinley, Speech at the Marquette Club, Chicago, February 12, 1896, Nicolay and Hay, eds., *Complete Works of Abraham Lincoln*

6 According to William McKinley, what is *one* impact of President Abraham Lincoln’s actions on the United States?

Score of 1:

- States an impact of President Abraham Lincoln’s actions on the United States according to William McKinley

Examples: the Union was preserved; the ideals of the Declaration of Independence were proclaimed to a downtrodden race/to all people for all time; the Union was reestablished on indestructible foundations; the Union was saved; liberties were safeguarded; there was a new birth of freedom; government by the people did not perish from the Earth

Score of 0:

- Incorrect response
Examples: the Declaration of Independence was enforced against England; the states became independent; the federal union was formed; a new government was established
- Vague response that does not answer the question
Examples: there were grander results for mankind; revolutions became ordinary; he became a great name; he made things better
- No response

Document 7

Interview with Aaron Barkham, a coal miner in West Virginia

. . . It got bad in '29. The Crash caught us with one \$20 gold piece. All mines shut down—stores, everything. One day they was workin', the next day the mines shut down. Three or four months later, they opened up. Run two, three days a week, mostly one. They didn't have the privilege of calling their souls their own. Most people by that time was in debt so far to the company itself, they couldn't live.

Some of them been in debt from '29 till today [c. 1970], and never got out. Some of them didn't even try. It seem like whenever they went back to work, they owed so much. The company got their foot on 'em even now. . . .

Source: Studs Terkel, *Hard Times: An Oral History of the Great Depression*, Pantheon Books

7 According to this interview with coal miner Aaron Barkham, what was *one* problem faced by mine workers during the Great Depression?

Score of 1:

- States a problem faced by mine workers during the Great Depression as stated in this interview
Examples: the mines/stores shut down; most people were in debt to the company; when the mines reopened, they ran for fewer days; they/miners didn't have much money

Score of 0:

- Incorrect response
Examples: the miners got \$20 gold pieces; none of the mines reopened; coal mining ended in the United States
- Vague response that does not answer the question
Examples: it got bad in '29; they did not have privileges; it was hard work
- No response

Document 8a

. . . In the consistent development of our previous efforts toward the saving and safeguarding of our national life, I have continued to recognize three related steps. The first was relief, because the primary concern of any Government dominated by the humane ideals of democracy is the simple principle that in a land of vast resources no one should be permitted to starve. Relief was and continues to be our first consideration. It calls for large expenditures and will continue in modified form to do so for a long time to come. We may as well recognize that fact. It comes from the paralysis that arose as the after-effect of that unfortunate decade characterized by a mad chase for unearned riches and an unwillingness of leaders in almost every walk of life to look beyond their own schemes and speculations. In our administration of relief we follow two principles: First, that direct giving shall, wherever possible, be supplemented by provision for useful and remunerative [paid] work and, second, that where families in their existing surroundings will in all human probability never find an opportunity for full self-maintenance, happiness and enjoyment, we will try to give them a new chance in new surroundings. . . .

Source: Franklin D. Roosevelt, Address of the President, "Review of the Achievements of the Seventy-third Congress," June 28, 1934, FDR Library

8a According to President Franklin D. Roosevelt, what was *one* action needed to safeguard the life of the nation?

Score of 1:

- States an action needed to safeguard the life of the nation as expressed by President Franklin D. Roosevelt in this document
Examples: call for large/long-term expenditures for relief; give direct aid tied to useful/paid work; provide direct relief; create jobs; give families a new chance in new surroundings; spend government money to help people

Note: This question focuses on an action. A correct response must identify a specific action Franklin D. Roosevelt believed was needed.

Score of 0:

- Incorrect response
Examples: eliminate expenditures for relief; chase unearned riches; guarantee happiness/enjoyment
- Vague response that does not answer the question
Examples: follow two principles; recognize the fact; be consistent
- No response

Document 9

. . . But was the New Deal answer really successful? Did it work? Other scholarly experts almost uniformly praise and admire Roosevelt, but even the most sympathetic among them add a number of reservations. “The New Deal certainly did not get the country out of the Depression,” says Columbia’s William Leuchtenburg, author of *Franklin D. Roosevelt and the New Deal*. “As late as 1941, there were still 6 million unemployed, and it was really not until the war that the army of the jobless finally disappeared.” “Some of the New Deal legislation was very hastily contrived [planned],” says Williams College’s James MacGregor Burns, author of a two-volume Roosevelt biography. Duke’s James David Barber, author of *The Presidential Character*, notes that Roosevelt “was not too open about his real intentions, particularly in the court-packing episode.” . . .

After all the criticisms, though, the bulk of expert opinion agrees that Roosevelt’s New Deal changed American life substantially, changed it permanently and changed it for the better. While the major recovery programs like the NRA and AAA have faded into history, many of Roosevelt’s reforms—Social Security, stock market regulation, minimum wage, insured bank deposits—are now taken for granted. . . .

But what actually remains today of the original New Deal? Alexander Heard, 64, who is retiring soon as chancellor of Vanderbilt University, remembers working in the CCC as a youth, remembers it as a time when a new President “restored a sense of confidence and morale and hope—hope being the greatest of all.” But what remains? “In a sense,” says Heard, “what remains of the New Deal is the United States.”

Source: Otto Friedrich, “F.D.R.’s Disputed Legacy,” *Time*, February 1, 1982 (adapted)

9 According to this document, what were *two* effects of President Franklin D. Roosevelt’s New Deal policies on the nation?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of President Franklin D. Roosevelt’s New Deal policies on the nation according to this document
Examples: Social Security benefits continue to help the citizens; the stock market is now regulated; there is a minimum wage; bank deposits are insured; a sense of confidence/ morale/ hope were restored to the nation; it changed American life permanently/substantially/for the better

Note: To receive maximum credit, two *different* effects on the nation must be stated. For example, *bank deposits are insured* and *money in banks is safer* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: it ended unemployment; it did away with the Social Security system; the army disappeared; minimum wage was eliminated
- Vague response that does not answer the question
Examples: he had real intentions; there were scholarly experts; it changed things
- No response

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

Historical Context: Historians who have evaluated presidential leadership have generally agreed that **George Washington, Abraham Lincoln, and Franklin D. Roosevelt** were great presidents because each successfully addressed a critical challenge faced by the nation during his administration.

Task: Select *two* presidents mentioned in the historical context and for *each*

- Describe a challenge that faced the nation during his administration
- Explain an action taken by the president to address this challenge
- Discuss the impact of this action on the United States

President George Washington

Key Ideas from Documents 1–3

| | |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Challenge Faced by Nation | Doc 1 —To avoid a frontierwide separatist movement Doc 1 and 2 —To enforce collection of federal taxes Doc 1 and 3 —To suppress the Whiskey Rebellion |
| Action Taken by President | Doc 1 —Nationalizing militiamen in New Jersey, Pennsylvania, Maryland, and Virginia Leading of troops by Washington to stop rebellion Doc 2 —Conveying militia’s objectives to commander and outlining objectives to be achieved |
| Impact of President’s Action | Doc 3 —Milestone in creation of federal authority achieved Violent resistance to laws successfully crushed by government Country will become more stable National government strengthened |

Relevant Outside Information

(This list is not all-inclusive.)

| | |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Challenge Faced by Nation | Need for taxation to raise revenue (Hamilton’s Plan) View of taxation as unfair burden by western farmers because whiskey was a medium of exchange Threat to viability of national government by talk of western secession Threat to economic well-being of new nation by noncollection of new taxes |
| Action Taken by President | Exercising power as commander in chief |
| Impact of President’s Action | National government’s power to control western frontier demonstrated Precedent to resist organized violent opposition to law established New respect commanded by national government as opposed to weaknesses of Articles of Confederation Government’s heavy-handed approach criticized by Jeffersonians National debt addressed by tax revenue (establishing credit of the United States) |

President Abraham Lincoln

Key Ideas from Documents 4–6

| | |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Challenge Faced by Nation | Doc 4 and 5 —To suppress combination of seceding states Doc 5 —To execute laws Doc 4 and 6 —To preserve the Union |
| Action Taken by President | Doc 5 —Activating militias of several states Communicating objectives to State authorities through the War Department Doc 6 —Accepting war to save the Union |
| Impact of President’s Action | Doc 6 —Union preserved Nation’s “indestructible foundations” reestablished Fulfillment of Declaration of Independence ideals proclaimed to a downtrodden race Government of the people, by the people, for the people preserved |

Relevant Outside Information

(This list is not all-inclusive.)

| | |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Challenge Faced by Nation | Role of issues and events of the 1850s (abolition movement, Compromise of 1850, Northern nullification of Fugitive Slave Law, <i>Dred Scott</i> case, growth of Republican Party, “Bleeding Kansas”) Concern of slaveowners about future of slavery as balance of political power shifts to the North Lack of action by President Buchanan against seceding states Election of Lincoln in 1860 as a minority president Formation of Confederate States of America Firing on Fort Sumter by South Carolina Maintaining loyalty of border states |
| Action Taken by President | Deciding to reinforce Fort Sumter Reassuring South in First Inaugural Address Calling for volunteers to save the Union Establishing blockade, suspending habeas corpus, supervising voting in border states, requesting congressional passage of a draft law, issuing Emancipation Proclamation Encouraging North to continue fight for preservation of Union (Gettysburg Address) Emphasizing forgiveness and groundwork for reunion in Second Inaugural Address |
| Impact of President’s Action | Northern economy stimulated (railroads, banking, manufacturing) South economically devastated Federal supremacy established States rights proponents overwhelmed Federal government’s power expanded (13th, 14th, 15th amendments, Freedmen’s Bureau, Reconstruction programs) Northern political and economic dominance maintained Presidential power expanded Southern defiance/bitterness continued (Black Codes, Ku Klux Klan, Jim Crow laws, support for Democratic Party, Solid South) |

President Franklin D. Roosevelt

Key Ideas from Documents 7–9

| | |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Challenge Faced by Nation | Doc 7 —To address the increase of unemployment in mining Doc 8 —To save and safeguard our national life To not permit anyone to starve |
| Action Taken by President | Doc 8 —Providing direct relief and paid work Giving families a new chance in new surroundings Working with Congress to design New Deal legislation (CWA, CCC, AAA, and others) |
| Impact of President’s Action | Doc 9 —American life changed for the better Many reforms became permanent economic fixtures (Social Security, stock market regulations, minimum wage, insured bank deposits) A sense of confidence, morale, and hope restored United States saved Jobs for unemployed created |

Relevant Outside Information

(This list is not all-inclusive.)

| | |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Challenge Faced by Nation | 1929 stock market crash triggering chain of events that exposed nation’s economic weaknesses (maldistribution of wealth, overproduction, underconsumption, banking policies, overexpansion of credit, international trade) Hunger, homelessness and demoralization as a result of business bankruptcies, unemployment, and pay cuts Worsening of economy between FDR’s election and inauguration |
| Action Taken by President | Using communication skills to reassure nation (1932 campaign, inaugural addresses, Fireside Chats) Choosing “brain trust” to help design legislation for economic recovery Calling Congress into special session and directing passage of legislation promoting “relief, recovery, and reform” (Hundred Days) Expanding role of government (facts and details about New Deal reform efforts) Attempting to increase Supreme Court membership to safeguard programs (details about court packing) |
| Impact of President’s Action | Unemployment declined Industrial production increased Agricultural prices increased Purchasing power of farmers and workers increased Confidence in nation’s financial institutions restored Federal government’s role in the economy expanded Precedents for deficit spending established Government involvement in the economy resented by business interests Presidential power expanded Labor union movement stimulated (Wagner Act, CIO) Democratic Party strengthened (farmers, workers, African Americans) More responsibility taken by government for well-being of individuals Threats to checks and balances perceived (court packing) Benefits of New Deal programs became long lasting (schools, tunnels, bridges, zoos, culture, dams, irrigation, conservation) |

Scoring Notes:

1. This document-based question has a minimum of **six** components (a challenge that faced the nation during **each** of **two** president's administration, an action taken by **each** president to address the challenge, and the impact of **each** president's action on the United States).
2. Only two presidents should be chosen from the historical context. If three presidents are discussed, only the first two may be rated.
3. The impact of the president's action on the United States may be immediate or long term.
4. Challenges faced by these presidents that are not included in the documents may be used as outside information in the discussion (e.g., the institution of slavery and Lincoln, World War II and Franklin D. Roosevelt).
5. The response may discuss the impact of the president's action from a variety of perspectives as long as the position taken is supported by facts and examples.
6. For the purposes of meeting the criteria of using **at least four** documents in the response, documents 8a and 8b may be considered as separate documents **if** the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing a challenge that faced the nation during the administration of **each** of **two** presidents, explaining an action taken by the president to address **each** challenge, and discussing the impact of **each** president's action on the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Washington*: connects the farmers' refusal to pay the excise tax and their belief that Hamilton's financial plan to raise revenue discriminated against them to Washington's decision to use his commander in chief powers to enforce tax legislation to the establishment of the precedent that the national government would use military power within the United States to enforce federal laws; *Franklin D. Roosevelt*: connects the continuing effects of the stock market crash (rising unemployment, bank failures, and business bankruptcies) to the president's decision to call Congress into special session to the establishment of the precedent of government taking more responsibility for the economic and social welfare of the people during economic downturns
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to presidential leadership (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Washington*: Whiskey Rebellion; Federalists; national supremacy; Articles of Confederation; militia; frontier; *Franklin D. Roosevelt*: laissez-faire; New Deal; relief, recovery, reform; alphabet soup agencies; Great Depression; "forgotten man"; First Inaugural Address; Second Inaugural Address; Fireside Chats
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one president more thoroughly than for the second president *or* by discussing one aspect of the task less thoroughly than the other aspects of the task for both presidents
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Washington*: discusses the belief that the federal excise tax on whiskey was unfair to western farmers and discusses Washington's commitment to enforce federal law using troops to end the rebellion thereby strengthening the power of the federal government; *Franklin D. Roosevelt*: discusses the continuing effects of the stock market crash and discusses how New Deal policies that attempted to solve the problems of the Depression eventually led to an expansion of the economic role of the federal government
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Note: At score levels of 5 and 4, all **six** components of the task should be developed.

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

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

When studying World powers, one may come to find that even though the United States is one of the youngest, it is still one of the most powerful. This has become a well-known fact due to the trials + tribulations of the Presidents that have led the country through troubled times to great success and overall prosperity. Some of the nation's most remembered Presidents include Abraham Lincoln and Franklin Delano Roosevelt (FDR), two men who led the growing United States through a war within and a nation wide Depression, (respectively), and without their efforts, the United States may not be the powerful nation it is today.

Even before Abraham Lincoln took office, there was tension between the Northern and Southern States of America over the issue of slavery. However, it was the election of Lincoln into office that caused the time bomb of secession to explode and sever the nation into two separate countries, the Union, which consisted of mostly Northern states, and the Confederacy, which at first consisted of 7 Southern states. The Southern States were concerned that they had lost their voice in the national government and would soon lose their slaves. (Document 5) The initial secession would lead to more including the secession of North Carolina, Virginia, Arkansas, + Tennessee in 1861 after Lincoln's decision to resupply Fort Sumter. The Nation was at war when South Carolina responded by firing on the fort and Lincoln called for 75,000 volunteers.

Abraham was faced with a huge dilemma as the war dragged on. His moral conscience the next step to take was to free slaves nationwide due to his belief in freedom for all as well as needing man power to fight the South. However, there were states at stake if he made the decision to free all the slaves, Border ^{slave} states of Missouri, Kentucky, West Virginia, Maryland, and Delaware had not decided whether

to secede or not. Therefore, Lincoln had to put off his plan to free all the slaves until he secured the support of the border states for the Union for without them, the North would have been at a huge disadvantage & may have lost the Civil War.

Although Lincoln put his efforts towards preserving the Union first, emancipation of all slaves did come in 1865 at the end of the war. With the passage of the 13th amendment, Congress freed all slaves within the United States & reaffirmed the words of the Declaration of Independence which claimed that all men were created equal. (Document 6) With the man power of the North, the support of the border states, and making the war a moral cause, Lincoln helped win the war and reunited the states of America into one united nation, under God, forever.

When FDR took office he knew that he was going to be almost solely responsible for bringing the United States out of the darkness of the Depression. In 1929, the United States stock market crashed due to over speculation and easy credit and caused nation wide panic from Maine to California. Thousands upon thousands had lost work, some of the hardest hit being miners, factory workers, & farmers. Millions of dollars of debt plagued the unemployed & business owners. (Document 7) The world was in a depression & in need for a change for the better & they hoped FDR's election to office with his plans for a New Deal would be it.

The New Deal consisted of 3 "r's": relief, recovery, and reform, all of which came with many programs to bring about their meaning. FDR's first step was to alleviate the people's emotional starvation, pain, & concerns over debt with relief & recovery programs such as the PWA & CCC which provided work programs. (Document 8 & 9) Although these programs did not pay much and were short lived, FDR's reforms of Social Security, stock market regulation, minimum wage, and

insured bank deposits have thrived to this very day. (Document 8) FDR provided several programs for work + a chance for drought-stricken Dust Bowl farmers to start a new life. He gave the people of America a new chance of full self maintenance, happiness, and enjoyment of their replenished dignity. (Document 8) Although there are critics who try to say that the New Deal was not a full success because it did not solve all the problems of the Great Depression, what the New Deal initially did was provide hope + the promise of a better tomorrow which is essential in any time of hardship + chaos. (Document 8 + 9) It also stabilized the banking system + the stock exchange which gave people confidence to put their money back into banks and invest their money in the stock market.

As said before, there will always be critics. Critics will always be there to ~~put~~ question the effects of men who try to change their world. However, Abraham Lincoln + FDR can not be criticized for not trying their best. They succeeded in changing the United States in ways which it needed to survive + thrive to this very day. Although some of their achievements seem to have diminished as time has passed, what remains of their decisions + actions is essentially the United States. (Document 9)

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Lincoln and Roosevelt
- Is more analytical than descriptive (*Lincoln*: his election caused the time bomb of secession to explode and the nation to sever into separate countries; he reaffirmed the Declaration of Independence which declared that all men were created equal; with the manpower of the North, the support of the border states, and making the war a moral cause, he helped reunite the states of America into one united nation; *Roosevelt*: he knew that he was going to be almost solely responsible for bringing the United States out of the darkness of depression; millions of dollars of debt plagued the unemployed and business owners; his first step was to alleviate the people's emotional pain, starvation, and concerns over debt with relief and recovery programs, such as the PWA and CCC, which provide work programs; critics say the New Deal was not a full success because it did not solve all the problems of the Great Depression)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Lincoln*: the Southern States were concerned that they had lost their voice in the national government and would soon lose their slaves; the nation was at war once South Carolina responded by firing on Fort Sumter; he had to put off his plan to free all slaves until he secured the support of the border states for the Union because without them the North would have been at a huge disadvantage and might have lost the Civil War; although he put his efforts toward preserving the Union first, emancipation of all slaves did come in 1865 at the end of the war; with the passage of the 13th amendment, Congress freed all slaves within the United States; *Roosevelt*: in 1929, the United States stock market crashed due to overspeculation and easy credit policies and caused a nationwide panic; the New Deal consisted of three R's: relief, recovery, and reform, all of which came with many programs; he provided programs for work and a chance for drought-stricken Dust Bowl farmers to start a new life; the New Deal stabilized the banking system and the stock exchange, which gave people confidence)
- Richly supports the theme with relevant facts, examples, and details (*Lincoln*: he called for 75,000 volunteers; his moral conscience told him the next step to take was to free slaves nationwide due to his belief in freedom for all as well as needing manpower to fight the South; *Roosevelt*: thousands upon thousands lost work and some of the hardest hit were miners and factory workers; his reforms of Social Security, stock market regulation, minimum wage, and insured bank deposits have thrived to this very day)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both Lincoln and Roosevelt led the country to great success and overall prosperity and a conclusion that summarizes the success of both Lincoln and Roosevelt in changing the United States in ways needed to survive

Conclusion: Overall, the response fits the criteria for Level 5. A good historical chronology is demonstrated in the discussion of Lincoln's secession challenge and is indicative of an insightful knowledge of his presidency. The analysis of the impact of both Lincoln's and Roosevelt's actions demonstrates an understanding of each time period and interweaves outside information with document interpretation.

Greatness stems from an individual's ability to clearly see a problem and make tough decisions necessary to solve the problem. Greatness is rarely achieved in one's own time. In history, there is a general consensus that some of the greatest presidents, which include among the ranks, George Washington and Abraham Lincoln, were great leaders. The decisions that these men made as presidents assured their greatness when they successfully dealt with the challenges thrown their way. The achievements of these presidents continue to be respected and acknowledged as great even though they may not have achieved presidential greatness necessarily during their presidency.

During the reign of Washington's presidency, Washington faced many challenges such as setting a precedent for future presidents, in foreign and domestic policy. His decision to proclaim neutrality in 1793 and his statement about isolationism in his Farewell Address were early foreign policy precedents. Domestically, the most notable of challenges Washington had to face, was the Whiskey Rebellion which resulted from Hamilton's tax policies and his financial plan. An insurrection occurred when western Pennsylvanians refused to pay the excise tax on spirits and made an advance on Pittsburgh, threatened residents, and proliferated violence (Doc. 1). These citizens thought the tax discriminated against farmers and the plan benefited only the wealthy. This rebellion spread like wildfire to Maryland and other surrounding states. Washington had a rebellion on his hands, and feared for the fledgling country's life. As a result, Washington ordered militia to crush the insurrection, to force the rebels to pay the excise tax (Doc. 2). This rebellion was fostered by the mere fact that the citizens did not think it fair that the government levied a tax on a western

economic necessity and because the tyranny of the British was still freshly emblazoned in the Americans' minds. President Washington's militiamen crushed the rebellion with little resistance. Washington's use of federal power and use of federal authority, showed the true might of the infant government (Doc. 3). The result of Washington's decision to send troops showed just how much power the government could wield and that this government had a greater strength and greater power than any previous attempts at governing, such as the Articles of Confederation. The result of Washington's action set the standard for his successors to use the government as an enforcement and a unifying agent.

An even greater testament in the use of governmental power, stemmed from the presidency of Abraham Lincoln. Abraham Lincoln's presidency was the first and only presidency consumed and defined by a civil war - the American Civil War. Tensions over states rights, the ability of a state to decide if it will obey a federal law, the protective tariffs that seemed to favor the North's economy over the South economy, and Northern nullification of the Fugitive Slave Law, threatened to undermine Southern interests. These tensions came to a head when Lincoln was elected president. Slowly southern states began to secede from the Union, South Carolina being the first state to leave, followed by ~~Mississippi~~, Mississippi, Florida, Alabama, Georgia, Louisiana and Texas (Doc. 4). Then, the final straw came, when Lincoln decided to send provisions to the Union held Fort Sumter and South Carolina military ordered the firing on the fort. After the attack at Fort Sumter, Arkansas, Tennessee, North Carolina, and Virginia left to join the Confederacy. Lincoln now faced a civil war, that seemed

unavoidable and grim. As president, Lincoln had to make the executive decision to send troops to fight this war (Dec. 5). Lincoln's original intention on the issue of slavery, was that it should be confined, not completely abolished, but as the war continued, Lincoln began to see that the evils of slavery, best illustrated in Harriet Beecher Stowe's Uncle Tom's Cabin, had to be addressed as a moral issue. Lincoln issued the Emancipation Proclamation, which freed states in the still rebelling southern states, and helped earn him the name, "The Great Emancipator." Lincoln's actions proclaimed the power of the federal government, but also illustrated the hope and belief in American liberties, the protection of the downtrodden (Dec. 6). The effects of his actions, united a dispirited country and began to reverse the tide of slavery.

Greatness is the ability to face a challenge head on and both President Washington and President Lincoln faced the country's problems head and ran into them with all their might. These two men demonstrated the power of the federal government and the power that can be wielded by a president in time of crises. Their actions had many long term impacts on the country and how we Americans enjoy our personal freedom.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Washington and Lincoln
- Is more analytical than descriptive (*Washington*: an insurrection occurred when western Pennsylvanians refused to pay the excise tax; he feared for the fledgling country's life; his militiamen crushed the rebellion with little resistance; the results of his decision to send troops showed how much power the government could wield; his actions set the standard for his successors to use the government as an enforcement and unifying agent; *Lincoln*: faced a civil war that seemed unavoidable and grim; made the executive decision to send troops to fight the war; his actions proclaimed the power of the federal government over the states but also illustrated the hope and belief in American liberties and the protection of the downtrodden; the effects of his actions united a disjointed country and began to reverse the tide of slavery)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Washington*: set a precedent for future presidents in foreign policy; Whiskey Rebellion resulted from Hamilton's tax policies and financial plan; rebellion was fostered by citizens who did not think it fair that the government levied a tax on a western economic necessity; tyranny of the British was still freshly emblazoned in American minds; his decision showed that this government had a greater strength and power than any previous attempts at governing; *Lincoln*: his was the first and only presidency consumed and defined by a civil war—the American Civil War; tensions over states' rights, protective tariffs that seemed to favor the North's economy over the South's economy, and Northern nullification of the Fugitive Slave Law threatened to undermine Southern interests; final straw came when he decided to send provisions to the Union-held Fort Sumter; his original intention on the issue of slavery was that it should be confined, not completely abolished; as the war continued, he began to see that the evils of slavery, best illustrated in Harriet Beecher Stowe's *Uncle Tom's Cabin*, had to be addressed as a moral issue; he issued the Emancipation Proclamation which earned him the name "Great Emancipator")
- Richly supports the theme with relevant facts, examples, and details (*Washington*: ordered militia to crush the insurrection to force the rebels to pay the excise tax; *Lincoln*: slowly Southern States began to secede from the Union, South Carolina being the first state to leave followed by others)
- Demonstrates a logical and clear plan of organization; includes an introduction that states greatness stems from an individual's ability to see a problem and make the tough decisions and a conclusion that states that Washington's and Lincoln's actions demonstrated the power of the federal government and the power of the presidency

Conclusion: Overall, the response fits the criteria for Level 5. Historical references to British tyranny, the Articles of Confederation, and Hamilton's economic plan in the evaluation of Washington and national tensions, as well as Lincoln's change of opinion about slavery, establish a strong case for precedents and the power of the federal government over the states. Document interpretation, analysis, and outside history are integrated effectively to reinforce the nature of each president's leadership.

Presidential leaders can change America in so many ways & can have profound impacts on the country for many years to come. These leaders tend to show their strengths during times of challenge faced during their administration. Two of the presidents seem to ultimately stand out due to their brave & courageous leadership. These two presidents being Abraham Lincoln & Franklin D. Roosevelt.

During the Presidential Election of 1860, the question of slavery & what to do about it was strongly present. Abraham Lincoln, a senator from Illinois & a Republican was on the ballot & believed that slavery should be prevented in new territories but left alone in states where it already existed. In the South, however, Lincoln was seen as an abolitionist and kept off the ballot in many states. This election angered the South so one month after he was elected, South Carolina seceded from the Union. Soon after this bold move, it did not take long for others to make this same choice. In less than a year 10 other southern states seceded, forming what was known as the Confederate States of America with their own President. (Doc 4). Lincoln's priority had become the preservation of the Union proving that majority rule and Republican government could survive. Because he had considered the secession an attack on the rest of the country he called for the militia which started the Civil War. His

Reasons for this included the enforcement of federal laws + to suppress the south's confederacy + return them to the Union. (Doc 5) He knew that a long war was inevitable, + that the Union would have to win. In order to preserve the Union that the founding fathers had created, Lincoln's deciding to use force against the south showed that he was willing to accept war as the only option to save the Union, + protect our liberties. His action of reestablishing the Union on "indestructible foundations" as forever "one + indivisible" allowed future generations to live in a strong united Democratic nation. (Doc 6).

When Franklin Delano Roosevelt was elected to the presidency in 1932 + took office in '33, the Great Depression had reached its lowest point. Former President Hoover's plan of allowing private charities to help the unemployed had not helped very much. In FDR's first address to the nation + to Congress he represented ideas for helping the nation which later became known as the New Deal. The New Deal consisted of many domestic reforms which eventually allowed the nation to get back on its feet. In the first "Hundred Days" of his administration, FDR worked on the first "R" of the "Three R's" of his recovery program: relief. FDR claimed that "any Government dominated by the humane ideals of democracy is the simple principle that in a land of vast resources no one should be permitted to starve." (Doc 8a) Relief meant that he

would set up government agencies to help the needy. FDR's first order of business was to reform institutions like banks + the stock market, forming agencies like the Federal Deposit Insurance Corporation (FDIC) + the Securities + Exchange Commission (SEC) to make these institutions safer. He also formed agencies to provide work for the unemployed including the Civilian Conservation Corps (CCC) + Works Progress Administration (WPA). (Doc 8b). However, even though FDR created many of these short term agencies that seemed to have just disappeared; he also began major reforms that are still in use today, leaving a profound impact on American economic life. Some of the lasting reforms he made include social security, stock market regulation, minimum wage + insured bank deposits. FDR's New Deal truly restored a sense of confidence, morale, + hope to the U.S. + according to Otto Friedrich, "what remains of the New Deal is the United States." (Doc 9)

These two presidential leaders had a lasting impact on the U.S. because of the actions they took to deal with the challenges that faced them. Abraham Lincoln faced the separation of his Union with its people fighting against one another. Franklin D. Roosevelt faced the worst economic depression the country has ever seen. Despite these two horrible events, two amazing leaders emerged.

Anchor Level 4-A

The response:

- Develops all aspects of the task for Lincoln and Roosevelt but does so somewhat unevenly by discussing the impact less thoroughly than the other aspects
- Is both descriptive and analytical (*Lincoln*: it did not take long for other states to make the same choice; his priority had become the preservation of the Union; he considered secession an attack on the rest of the country; his decision to use force against the South showed that he was willing to accept war as the only option to save the Union and protect our liberties; his action of reestablishing the Union on “indestructible foundations” as forever “one and indivisible” allowed future generations to live in a strong, united democratic nation; *Roosevelt*: the New Deal consisted of many domestic reforms which eventually allowed the nation to get back on its feet)
- Incorporates relevant information from documents 4, 5, 6, 8, and 9
- Incorporates relevant outside information (*Lincoln*: during the presidential election of 1860, the question of slavery and what to do about it was strongly present; he believed slavery should be prevented in new territories but left alone in states where it already existed; he was seen as an abolitionist by the South; his election angered the South; he wanted to prove that majority rule and republican government could survive; he knew a long war was inevitable and that the Union would have to win to preserve the Union that the founding fathers had created; *Roosevelt*: the Great Depression had reached its lowest point when he took office; former President Hoover’s plan of allowing private charities to help the unemployed had not helped very much; his first address to the nation and to Congress presented ideas for helping the nation; in the first Hundred Days of his administration, Roosevelt worked on the first “R” of the “Three R’s” of his recovery program; his first order of business was to reform institutions like banks and the stock market forming agencies like the FDIC and the SEC; agencies such as the CCC and WPA provided work for the unemployed)
- Supports the theme with relevant facts, examples, and details (*Lincoln*: one month after his election, South Carolina seceded from the Union; *Roosevelt*: his plan to help the nation became known as the New Deal; relief meant government agencies would be set up to help the needy; he began major reforms that are still in use today; some of the lasting reforms that he made include Social Security, stock market regulation, minimum wage, and insured bank deposits; his New Deal restored a sense of confidence, morale, and hope to the United States)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states events facing Lincoln and Roosevelt were horrible but their actions helped make them amazing leaders

Conclusion: Overall, the response fits the criteria for Level 4. Specific historical references to political history are used to introduce both Lincoln’s and Roosevelt’s challenges, while the explanation of their actions relies more on document information. Quotations from the documents are used effectively as concluding statements; however, the lack of development of the impact of presidential actions limits the response.

It has been very important for the Presidents of the United States to take a stand when the country faces a major crisis. Although there are many appropriate examples, two significant presidents, known for bringing the country through the harsh times, are Abraham Lincoln and Franklin D. Roosevelt.

During Lincoln's term, there was a lot of ~~controversy~~ ~~over~~ controversy over the issue of slavery. The issue grew so big, that the country split in half over the conflict when the South seceded because they thought Lincoln would end slavery. (Doc. 4). Lincoln was not an abolitionist but he was willing to do what was necessary in order to keep the Union together. He sent troops to enforce the appropriate laws, because he was willing to use his presidential powers to achieve his goal of reunifying the country. Lincoln helped to promote peoples' liberties that were being violated (Doc. 6), while fighting for the Union. Lincoln also stood up for the African Americans in the country, whose rights were being violated every day. When hope for a Union victory was fading after three years of war Lincoln gave new hope to the people and hope for equality in his Gettysburg Address, assuring the North that their sacrifice would keep the country as one. In 1865, the Union finally defeated the Confederacy. The results of Lincoln's actions were a country that was no longer divided,

and the beginning of the rights for a race that was once enslaved.

The Great Depression began during the presidency of Herbert Hoover and the presidency of Franklin D. Roosevelt had to deal with a worsening crisis. It was devastatingly hard times for almost everyone in America, but Roosevelt eventually helped them through it. In 1929, the stock market crash resulted in unemployment for many in America (Doc. 7). People could not get work and they could not support their families. Hoover had felt that the people should not be given direct aid but Roosevelt did. Roosevelt also set up federal programs such as the WPA and CCC that helped give work to the unemployed, so they could earn wages (Doc 8a + 8b). Roosevelt's New Deal program set up many reforms that helped the country through the depression. These reforms included Social Security, which helped the elderly and the disabled, stock market regulation, minimum wage, which helped people make a secure earning, and ensured bank deposits (Doc. 9). A lasting impact of Roosevelt's presidency was that some of the New Deal reforms have helped prevent another Great Depression. He also helped the people through the Great Depression by letting them know on the radio and in speeches that the country would get through the hard times and they would too.

When a major crisis occurs in the United States, the government should be there to get the people to a more safe and

prosperous time. Many of the presidents in United States history, including Lincoln and Roosevelt, have come through and accomplished that goal for the people of America.

Anchor Level 4-B

The response:

- Develops all aspects of the task for Lincoln and Roosevelt but does so somewhat unevenly by discussing the impact less thoroughly than the other aspects
- Is both descriptive and analytical (*Lincoln*: was willing to do what was necessary in order to keep the Union together; helped promote liberties that were being violated; *Roosevelt*: in 1929, the stock market crash resulted in unemployment for many in America; some of the New Deal reforms helped prevent another Great Depression)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Lincoln*: the South seceded because they thought Lincoln would end slavery; he was not an abolitionist; he was willing to use his presidential powers to achieve his goal of reunifying the country; he stood up for African Americans whose rights were being violated every day; when hope for a Union victory was fading after three years of war, Lincoln gave hope to the people and hope for equality in his Gettysburg Address; he assured the North that their sacrifice would keep the country as one; in 1865, the Union finally defeated the Confederacy; the results of his actions were a country that was no longer divided and the beginning of rights for a race that was once enslaved; *Roosevelt*: the Great Depression began during the presidency of Herbert Hoover and the presidency of Franklin D. Roosevelt had to deal with the worsening crisis; Hoover felt that the people should not be given direct aid but Roosevelt did; Roosevelt also set up federal programs such as the WPA and CCC that helped give work to the unemployed so that they could earn wages; he helped people through the Great Depression by letting them know on the radio and in speeches that the country would get through hard times)
- Supports the theme with relevant facts, examples, and details (*Lincoln*: the country split in half over the conflict; he sent troops to enforce the laws; *Roosevelt*: people could not get work and they could not support their families; his New Deal program set up many reforms that helped the country through the Depression; Social Security; minimum wage; bank deposits were insured)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Although some good historical references are made throughout the response, further explanation and more document analysis would enhance the discussion. The strength of the response is the evaluation of Lincoln's leadership which historically establishes the controversy over slavery as a cause for secession and follows the strand of liberty and equality as important aspects for preserving the Union.

Throughout history, historians have debated over who the strongest leaders of this nation have been. Two names that often arise in these debates are George Washington and Abraham Lincoln. Both embodied a strong sense of leadership by maintaining their convictions and providing excellent leadership in times of crisis. George Washington and Abraham Lincoln were, according to many historians, two of the greatest presidents in the history of the United States.

As the first president of the U.S.A, George Washington had a lot on his hands. The unanimously elected president was faced with the job of being the first to interpret the Constitution, and to lead the people of the fragile new nation. In July of 1794, this new nation was put to the test when citizens in Pennsylvania rebelled against an excise tax on whiskey. (Document 1) These farmers were upset because it was cheaper for them to ship their corn crop as whiskey than it was for them to ship it as corn. They felt that this tax was unfair and therefore chose to rebel in what became known as the Whiskey Rebellion. Concerned with the well being of the new nation, George Washington ordered that the military be sent in to take control of the situation. (Document 2) Washington's purpose of sending in troops was not only to suppress the rebellion, but also to enforce the execution

of the law. In his response to the Whiskey Rebellion, George Washington showed that the federal government was fully capable of nipping civilian uprising in the bud. This was a change from the weak federal government under the Articles of Confederation which had not been strong enough to end Shays' Rebellion. (Document 3) This idea of the strength of the federal government would act as a distinct precedent for later presidents to look back on and learn from.

One such president was Abraham Lincoln. The first Republican president, Lincoln was faced with many issues throughout the time of his presidency. Quite possibly the most important issue that Lincoln was faced with was the Civil War, and the secession of nearly a dozen states from the Union. (Document 4) Following the precedent set by Washington, Lincoln also employed the use of the militia in order to preserve the Union. (Document 5) ~~States were~~ When the border states were secured and pressure from Radical Republicans increased, he became more willing to deal with the issue of slavery. As the issue of the war shifted to the issue of slavery Lincoln's war goals shifted with it, further proving his strong leadership. He issued the Emancipation Proclamation bringing about

the beginning of freedom for the slaves and later followed with support for the 13th amendment. Besides preserving the Union, Lincoln gave the nation "a new birth of freedom." (Document 6)

There is no doubt that the United States of America has been shaped into what it is now by the endless efforts of its forefathers. These men proved themselves in times of trial and major crisis by courageously leading the nation by solving problems and keeping the nation together. It is clear that the two of the greatest presidents were George Washington and Abraham Lincoln. These men truly embody greatness.

Anchor Level 4-C

The response:

- Develops all aspects of the task for Washington and Lincoln but does so somewhat unevenly by discussing the impact less thoroughly than the other aspects
- Is both descriptive and analytical (*Washington*: was the first to interpret the Constitution and lead the people of the fragile new nation; he showed that the federal government was fully capable of nipping civilian uprising in the bud; the strength of the federal government would act as a distinct precedent for later presidents to look back on and learn from; *Lincoln*: he learned from the precedent set by Washington; as the issue of the war shifted to the issue of slavery, his war goals shifted with it further proving his strong leadership)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Washington*: farmers were upset because it was cheaper for them to ship their corn crop as whiskey; farmers felt that the excise tax was unfair; his action was a change from the weak federal government under the Articles of Confederation which had not been strong enough to end Shay's Rebellion; *Lincoln*: the most important issue that he faced was the Civil War; when border states were secured and pressure from Radical Republicans increased, he became more willing to deal with the issue of slavery; he issued the Emancipation Proclamation bringing about the beginning of freedom for some slaves and later followed with support for the 13th amendment)
- Supports the theme with relevant facts, examples, and details (*Washington*: new nation was put to the test when citizens in Pennsylvania rebelled against an excise tax on whiskey in the Whiskey Rebellion; he ordered that the military be sent in to take control of the situation; his purpose in sending troops was not only to suppress the rebellion but also to enforce the execution of the law; *Lincoln*: nearly a dozen states seceded from the Union; he employed the use of the militia in order to preserve the Union)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both Washington and Lincoln embodied a strong sense of leadership by maintaining their convictions and a conclusion that states both Washington and Lincoln proved themselves by solving problems and keeping the nation together

Conclusion: Overall, the response fits the criteria for Level 4. However, additional factual support of document interpretation and the inclusion of more facts and details in the discussion would improve the evaluation of presidential leadership. The historical analysis of the impact of Washington's action regarding the creation of a stronger federal government and Lincoln's action leading to a change in war goals demonstrates a good understanding of each example of presidential leadership.

Presidents come and go. Some are forgotten; others idealized. Two presidents in particular, George Washington and Franklin Roosevelt, had faced massive challenges during their administration. Each president had addressed a critical challenge and did their best to try solve them.

The original 13 states had just ratified the constitution and the experiment of American democracy had begun. America was a new born calf, wobbly and timid. Under Washington's presidency, the government had its first dilemma. Whiskey makers in Pennsylvania became rebellious after an excise tax hindered their business (Doc1). The first president and the first rebellion under the constitution led to Washington's decision to mobilize an army to squash the rebellion (Doc2). Whether Washington knew it at the time or not, he had given faith and stability to the fledgling government (Doc3). He had also helped define the powers of the president in the untested constitution to mobilize armed forces against his own people. A precedent that was used later by Lincoln.

Franklin Roosevelt became president during the midst of the Great Depression. Over production, debt, and speculation during the 1920s plunged the country into one of

the greatest national economic challenges ever experienced in American history. FDR won the election of 1932 in a landslide victory over Herbert Hoover with the promise of saving the country. Once in office he began to experiment with setting up government agencies to help solve the crisis (Doc 8b). Agencies like FERA, CCC, and NRA attempted to offer relief to the public with jobs in conservation, and hopes for businesses. All of FDR's experiments did not work; the NRA & AAA never were able to blossom and were declared unconstitutional by the Supreme Court. But still, some of FDR's plans (Social Security, FDIC, and SEC) survive today (Doc 9). They have become part of American life and have left their mark on society.

Most American presidents tend to fade from public eye after their terms are up. The truth of the matter is that only the outstanding presidents are remembered. Washington led the nation establishing precedent and ensuring security in the government; FDR faced the Great Depression and World War II. They accepted their challenges and fought tooth and nail to win them. That is why they're remembered.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for Washington and Roosevelt
- Is both descriptive and analytical (*Washington*: the government had its first dilemma since the original thirteen states had ratified the Constitution and the experiment of American democracy had begun; whether he knew at the time or not, he had given faith and stability to the fledgling government; he helped define the powers of the president in the untested Constitution to mobilize armed forces against his own people; his action was a precedent that has been used throughout American history; *Roosevelt*: once in office he began to experiment with setting up government agencies to help solve the crisis; all of his programs did not work; some of his plans have become part of American life and have left their mark on society)
- Incorporates some relevant information from documents 1, 2, 3, 8, and 9
- Incorporates some relevant outside information (*Washington*: whiskey makers in Pennsylvania became rebellious after an excise tax hindered their business; *Roosevelt*: overproduction, debt, and speculation during the 1920s plunged the country into one of the greatest national economic challenges ever experienced in American history; he won the election of 1932 in a landslide victory over Herbert Hoover with the promise of saving the country; agencies were set up to offer relief to the public, jobs in conservation, and hopes for businesses; the NRA and AAA were never able to blossom and were declared unconstitutional by the Supreme Court)
- Includes some relevant facts, examples, and details (*Washington*: made the decision to mobilize an army to squash the rebellion; *Roosevelt*: became president during the midst of the Great Depression; agencies such as FERA, CCC, and NRA were set up; some of his plans such as Social Security, FDIC, and SEC survive today)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses why Washington and Roosevelt are remembered

Conclusion: Overall, the response fits the criteria for Level 3. While some additional details are used to describe Roosevelt's challenge, few facts and details are used in the development of Washington's challenge and the action he took to resolve the Whiskey Rebellion. However, the constitutional references supporting the discussion of the impact of each presidential action are thoughtful and add to the response.

Presidents Franklin D. Roosevelt and Abraham Lincoln seemed to illustrate the famous quote "government of the people, by the people, for the people". Both of these men were faced with difficult challenges during their time as president. Their actions have had a lasting affect on our nation which have held the nation together.

"United we stand Divided we fall" describes Lincoln's attitude about the United States during the early 1860's. Abraham Lincoln faced a nation divided over the issue of slavery as it entered and raged in a civil war. Document 4 shows the seceding states, and how divided the U.S. was. Lincoln had to make unimportant decisions to avoid having the nation fall apart permanently. Document 5 shows one decision Abraham Lincoln made to try and fix the problem of Southern opposition to laws. Lincoln ordered 75,000 militamen to enforce laws in the states of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana, and Texas. This meant a civil war.

Lincoln accepted war in order to keep the United States together. (Doc. 6) Had Lincoln not called for war and enforced laws, the United States might still be divided into the Confederacy and the Union, with slavery still ^{existing} ~~existing~~ in the South.

Franklin D. Roosevelt faced a more unique challenge than that of other presidents. Document 7 implies the stock market

Crash in 1929. This was the start of the Great Depression.

Too many people bought stocks on margin and when the stocks dropped, they couldn't pay their debts. Many factories closed. With almost 25% of the American population ~~unemployment~~ ^{unemployed}, people stopped buying leisure goods, and more people were laid off. This was a vicious cycle that had to be fixed, after President Hoover's trickle down policy failed, Roosevelt entered the stage with a huge serving of problems.

Roosevelt came up with the New Deal as shown in Document 8a and b. The New Deal consisted of plans and associations that would help Americans get food, and jobs. Another part of the New Deal was the three R's: Relief, Recovery, and Reform. These were Roosevelt's ideas on giving Relief to the population, Recovering the economy, and Reforming the government to allow it more power to regulate the stock market and banking.

Roosevelt held "fireside chats" to boost people's confidence, and also declared "Bank holidays" so as to only allow qualified and stable banks to reopen to the public and set up the FDIC to insure people's savings.

Document 9 discusses how Roosevelt helped boost people's morale and confidence. He also created programs such as Social Security and SEC that are still in place today. Roosevelt helped to bring about an end to the Depression, even though WWII was the last pull needed to get us out of the Depression.

Presidents Lincoln and Roosevelt both faced hard decisions that have had lasting effects on our nation. Lucky for us, we had such competent and intelligent presidents to pull us out of hard times. Fortunately both Presidents were able to pull us out of hard times and return us to united and economic normalcy.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for Lincoln and Roosevelt
- Is more descriptive than analytical (*Lincoln*: his attitude about the United States during the early 1860s was “United we stand, Divided we fall”; he had to make important decisions to avoid having the nation fall apart permanently; he tried to fix the problem of Southern opposition to laws; he accepted war in order to keep the United States together; *Roosevelt*: wanted to give relief to the population and help the economy to recover; he helped bring an end to the Depression even though World War II was the last pull needed to get us out of the Depression)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Lincoln*: he faced a nation divided over the issue of slavery as it entered and raged in a civil war; his actions meant a civil war; had he not called for war and enforced the laws, the United States might still be divided into the Confederacy and the Union with slavery still existing in the South; *Roosevelt*: the stock market crashed in 1929 and was the start of the Great Depression; too many people bought stocks on margin and when the stocks dropped they could not pay their debts; with almost 25 percent of the American population unemployed, people stopped buying leisure goods and more people were laid off; after President Hoover’s trickle down policy failed, Roosevelt entered the stage with a huge serving of problems; Relief, Recovery, and Reform were part of the New Deal; he wanted to reform the government to allow it more power to regulate the stock market and banking; he held Fireside Chats to boost people’s confidence; he declared Bank Holidays to allow only qualified and stable banks to open; he set up the FDIC to insure peoples’ savings)
- Includes some relevant facts, examples, and details (*Lincoln*: the seceding states show how divided the United States was; he ordered militiamen to enforce laws in Southern States; *Roosevelt*: many factories closed; he came up with the New Deal, consisting of plans that would help Americans get food and jobs; he also created programs such as Social Security and the SEC that are still in place today)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state the actions of both Lincoln and Roosevelt have had lasting effects on the nation

Conclusion: Overall, the response fits the criteria for Level 3. While the discussion of Lincoln and secession is dominated by document information, the discussion of Roosevelt and the Depression demonstrates a good economic understanding of the time period. The impact of each presidential action is primarily document-driven and opportunities to expand on good statements are missed.

In many ways, history creates greatness. After analyzing past events, historians can create a persona of either good or bad. Presidents Lincoln and Roosevelt faced monumental tasks which, due to their policies and actions, were tackled successfully.

When in 1860 Abraham Lincoln won the presidency, it was thrust upon him a great undertaking. After years of Southern and Northern disagreements over states rights, the Union was split in two when the South decided to leave and become independent (Doc 4). Shortly after, President Lincoln devised a plan set on reunification when he called the Union's militia to enforce the laws and bring the South back into the Union (Doc 5). After a bloody civil war, President Lincoln called for a "10% Plan" to reunite the South who, due to the Emancipation Proclamation and the 13th amendment, had lost their slaves. He was assassinated by John Wilkes Booth while attending a play and Reconstruction had to be completed by his successors.

To jump ahead in time, historians agree that the general prosperity, laissez-faire, and overspeculation in the Stock Market during the Roaring Twenties was the cause of the Great Depression. After experiencing hardship and a failure to solve the problems caused by the Depression under Herbert Hoover, the United States put their trust into the Democrat Franklin D. Roosevelt. During Hoover's presidency, things graduated from bad to worse (Doc 7). Roosevelt took office

and proposed the three R's which he believed would ease the country back into Prosperity. He, with his famous "Hundred Days", implemented a number of programs that focused on relief, recovery and reform and more government involvement in the economy (8a). He was not afraid to dip the U.S. into a little bit of socialism because the problem was too big for people or states to solve on their own (Doc 8b) He served 3 terms as president; and, like all presidents, some of his plans and policies during those years worked and eased the suffering of people in the United States.

In all, both President Abraham Lincoln and President Franklin D. Roosevelt showed the United States that democracy can triumph in even the worst situations. Whether it is the need for legislation and government spending or military power, these two individuals have set precedents which have been virtually unsurpassable. Few presidents can be associated with true greatness but Lincoln and FDR certainly qualify.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for Lincoln and Roosevelt
- Is more descriptive than analytical (*Lincoln*: a great undertaking was thrust upon him when he won the presidency in 1860; he devised a plan of reunification and brought the South back into the Union; *Roosevelt*: some of his plans eased the suffering of people in the United States)
- Incorporates some relevant information from documents 4, 5, 7, and 8
- Incorporates relevant outside information (*Lincoln*: after years of Southern and Northern disagreements over States rights, the Union was split in two when the South decided to leave and become independent; after a bloody civil war, he called for a “Soft Plan” to reunite the South; due to the Emancipation Proclamation and the 13th amendment, the South had lost their slaves; Reconstruction had to be completed by his successors; *Roosevelt*: general prosperity, laissez-faire, and overspeculation in the stock market during the Roaring Twenties was the cause of the Great Depression; after experiencing hardship and failure to solve the problems caused by the Depression under Hoover, the United States put their trust in Democrat Franklin D. Roosevelt; during Hoover’s presidency, things graduated from bad to worse; Roosevelt proposed the three R’s which he believed would ease the country back into prosperity; his famous Hundred Days implemented a number of programs that focused on relief, recovery, and reform and more government involvement in the economy; he was not afraid to dip the United States into a little bit of socialism because the problem was too big for people or the states to solve on their own)
- Includes some relevant facts, examples, and details (*Lincoln*: he called the Union’s militia to enforce the laws; *Roosevelt*: some of his plans worked)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states Lincoln and Roosevelt set precedents which have been virtually unsurpassable

Conclusion: Overall, the response fits the criteria for Level 3. While the inclusion of States rights, Southern independence, and Roaring Twenties economics indicates a historical understanding of the challenges faced by Lincoln and Roosevelt, a limited use of supporting facts and details weakens the discussion. Although document analysis could be expanded, conclusions throughout the response are good.

George Washington and Abraham Lincoln were two of the greatest presidents of the United States. Unlike other presidents, both were put to a hard test and was push to their limits.

George Washington, the first American president. George Washington wasn't only famous for being the first president, but he was tested to see if the American government and its people will work. One example was the Whiskey rebellions. Many despised tax on whiskey, so the people gather up and started to rebel. Rebellion against the government was great in size and it affect other places to join the rebellion too. George Washington, seeing this major problem gathered up an army of 12,950 men from New Jersey, Pennsylvania, Maryland and Virginia. George Washington ordered the troops to suppress and abolish the rebellion, and also enforce the law with the army also. This event was a major test to the American Government. To prove its national government's powers and authority.

Abraham Lincoln was another great president of the United States. He was also put through a test of havoc on the nation. During Abraham Lincoln's period, the nation was in chaos. Chaos between the North and the South. North was anti-slavery^{and} industrialized, ~~and~~ while the South was pro-slavery and agricultural. The two just don't fit together. ~~After~~ After shots were fired at Fort Sumter, the ~~civil~~ civil war began. The South ~~seceded~~ seceded from the North and formed the Confederate States. In the beginning, Lincoln always wanted to preserve the Union, but now since the South seceded, which is against the law, Abraham Lincoln is officially against the South now. After dreadful years of the civil war, the North have beaten the south and unify the country once again.

Both presidents was ones of American's greatest. George Washington facing the first problem as an independent country and Abraham Lincoln facing the problem of 2 countries within one; the North and South. The 2 hardest tests was tested on the 2 greatest presidents.

Anchor Level 2-A

The response:

- Develops most aspects of the task for Washington and Lincoln
- Is primarily descriptive (*Washington*: was tested to see if the American government and its people would work; many despised the tax on whiskey; the rebellion was a major test to the American government and proved its powers and authority; *Lincoln*: in the beginning, Lincoln wanted to preserve the Union; since the South seceded, Lincoln was officially against the South)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 6
- Presents little relevant outside information (*Lincoln*: North was industrialized and the South was agricultural; after shots were fired at Fort Sumter, the Civil War began; the South formed the Confederate States; after the dreadful years of the Civil War, the North beat the South and the country was unified once again)
- Includes few relevant facts, examples, and details (*Washington*: people gathered and started to rebel against the tax on whiskey; he gathered an army of men; he ordered the troops to suppress the rebellion and enforce the law; *Lincoln*: the South seceded from the North)
- Demonstrates a general plan of organization; includes an introduction that states both presidents were put to a hard test and pushed to their limits and a conclusion that mentions the challenges faced by both presidents

Conclusion: Overall, the response fits the criteria for Level 2. Some outside information is incorporated in the discussion about Lincoln. However, the impact of Washington's action appears as a brief statement and Lincoln's action is only inferred in the mention of the Civil War.

There have been many great presidents throughout the course of the United States history. When presidential leaderships were evaluated by historians many have agreed that Abraham Lincoln and Franklin D. Roosevelt were some of the greatest presidents because during each of their administration they each addressed a critical challenge faced by the nation. The critical challenge that Lincoln was faced with was the civil war and the challenge Roosevelt faced was the Great Depression.

There were many actions ^{took} taken by President Lincoln to address his challenge. Many southern states were seceding from the union. (Document 4). The southern states wanted slavery to be allowed and seceded from the because it was not going to be allowed. President Lincoln wanted to preserve the union. One action that President Lincoln took was he called upon the militia from the union, 75,000, to suppress and cause the law to be duly executed (Document 5). President Lincoln did this when because the seceded states were too powerful to be addressed by just law (Document 5).

The impact of Lincoln's action was represented the union and abolished slavery. Lincoln accepted war to save the union and the safe guard of our liberties. Also to re-establish it as forever one with indestructible foundations (Document 6).

President Roosevelt faced the challenge of the great depression. A significant cause of the great depression was an over extension of credit. The stock market crash was also a cause of the great depression which caused people to go into debt and effected people like coal miners. Mines were shut down and once they did re-open it would run mostly one day a week (Document 7). One action that Roosevelt took was he aided relief. Roosevelt believed in a land of vast resources no one should starve. He believed that people should give and receive new chances (Document 8a). Roosevelt also issued the New Deal as a remedy for the United States during the great depression (Document 8b). The New Deal changed American life for the better. The New Deal

contained many major recovery programs like the NRA and AAA. Many of Roosevelt's New Deal reforms have ~~effect~~ impacted our nation, such as ~~the~~ social security, stock market regulation, minimum wage, and insured bank deposits (Document a).

President Lincoln and President Roosevelt took many actions which impacted our nation. They both were faced with critical challenges faced by the nation during their administration. They have had great presidential leadership that many historians have agreed on. There have only been a few great presidential leaders whom have shaped our nation.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for Lincoln and Roosevelt
- Is primarily descriptive (*Lincoln*: accepted war to save the Union and safeguard our liberties; *Roosevelt*: believed no one should starve in a land of vast resources; believed people should receive new chances; the New Deal changed American life for the better)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Lincoln*: Southern states wanted slavery to be allowed; *Roosevelt*: a significant cause of the Great Depression was an overextension of credit; stock market crash was also a cause of the Great Depression)
- Includes few relevant facts, examples, and details (*Lincoln*: many Southern States were seceding from the Union; he wanted to preserve the Union; he called upon the militia from the Union to suppress and cause the law to be duly executed; *Roosevelt*: mines were shut down and once opened they would run mostly one day a week; he issued the New Deal as a remedy for the Great Depression; the New Deal contained many major recovery programs such as the NRA and AAA; New Deal reforms had an impact on stock market regulation, minimum wage, and insured bank deposits)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The references to outside information in discussing the national challenges faced by Lincoln and Roosevelt are offset by a reliance on information generally copied directly from the documents. Although this document information is accurately used to address the task, the lack of explanation, especially in the discussion of impact, weakens the response.

Historians who have evaluated past president's generally agree that George Washington and Abraham Lincoln are two of the most famous and noteworthy presidents. Each faced a critical challenge during his administration and each handled that challenge with great power. Washington is forever associated with the independence of a nation and Lincoln is remembered for preserving that nation (Doc. 6). The challenges faced by Washington and Lincoln were the Whiskey Rebellion and the Civil War.

The Whiskey Rebellion was started when an excise tax was placed on whiskey. Finding it unfair, whiskey farmers rebelled. In response, ~~Washington~~ Washington ~~sent~~ sent militiamen to suppress rebel groups (Doc. 2). The impact ~~on~~^{of} this action on the United States was great. Federal authority was established (Doc. 3). The United States government was able to crush a resistance to the law (Doc. 3).

During the time of Abraham Lincoln's ~~presidential~~ administration, the Southern States were seceding from the Union (Doc. 4). By the middle of 1861, 11 Southern States seceded from the Union (Doc. 4). In response, Lincoln issued a proclamation stating that ~~there~~ 75,000 troops would enter the seceded states to enforce United States law (Doc. 5). As a result, the Union was ~~preserved~~ preserved (Doc. 6). ~~The~~ To this day, the United States has remained a single nation.

Presidents Washington and Lincoln will forever be remembered as two of the greatest presidents. This is ~~because~~ because of their great accomplishments. Although faced with problems, they never ~~gave~~ gave up. Washington helped crush a rebellion and establish federal authority. Lincoln helped preserve the United States of America, shaping it into the nation it is today.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for Washington and Lincoln
- Is primarily descriptive (*Washington*: finding the whiskey tax unfair, farmers rebelled; federal authority of the United States was established when the government was able to crush the resistance to the law; *Lincoln*: to this day, the United States has remained a single nation)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Washington*: Whiskey Rebellion was started when an excise tax was placed on whiskey; he sent militiamen to suppress rebel groups; *Lincoln*: eleven Southern States seceded from the Union; he issued a proclamation stating that troops would enter the seceded states to enforce United States law; the Union was preserved)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme but mention the challenge and the impact for both presidents

Conclusion: Overall, the response fits the criteria for Level 2. The response contains a series of brief statements copied from the documents that address each aspect of the task. While the premises established in the introduction are good, they are not developed in the body of the essay.

Franklin D. Roosevelt and abraham lincoln were great presidents. To be a great president you must help the country a great deal and these two presidents sure did.

Franklin Delano Roosevelt was president during the great depression, But he kept the country going strong and with his new deal he introduced things like social security and Minimum Wage. Not only did he get our country through the great depression he also got our country through world war two. another great accomplishment.

another great president was abraham lincoln. He also got our country through some very tough times. He is known as the civil war president. during the mid 1800's our country begin to split into the confederate states and the union states. our country was in civil war and he still wound up keeping it together in the end. Not only all that

he abolished slavery.

Both these men were obviously great presidents during times of crisis. They came through in the clutch.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for Roosevelt and Lincoln
- Is descriptive (*Roosevelt*: kept the country going strong; *Lincoln*: got our country through some tough times; our country was in a civil war and he still wound up keeping it together); includes weak application (*Lincoln*: abolished slavery)
- Includes limited relevant information from documents 4, 6, 8, and 9
- Presents little relevant outside information (*Roosevelt*: not only did he get our country through the Great Depression he also got our country through World War II, another great accomplishment; *Lincoln*: is known as the Civil War president)
- Includes few relevant facts, examples, and details (*Roosevelt*: president during the Great Depression; Social Security and minimum wage were introduced with his New Deal; *Lincoln*: during the mid-1800s, our country began to split into Confederate states and Union states)
- Demonstrates a general plan of organization; includes an introduction that states a great president must help the country a great deal and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although a few accurate facts are extracted from the documents and an attempt is made to address the task, the isolated ideas are not developed.

President Abraham Lincoln and Franklin D. Roosevelt are historians who have evaluated presidential leadership. ~~and so~~ They were great presidents ~~who~~ because each addressed a critical challenge faced by the nation during this administration.

According to document ~~4~~ Four, one problem the US faced under President Abraham Lincoln was secession which broke up the US. ~~It~~ It seceded after the attack on Ft. Sumter.

According to document ~~5~~ Five, one action President Abraham Lincoln took to enforce the laws of the US was to call forth the militia of the several states of the Union, to the aggregate number of 75,000, in order to suppress said combinations and to cause the laws to be duly executed.

According to document ~~6~~ six, one impact of President Abraham Lincoln's actions on the US was he saved the union, which gave us a new birth of freedom.

According to document ~~8a~~ 8a, one action needed by President Franklin D. Roosevelt to safeguard the life of the nation was relief, because the primary concern of any government dominated by

the humane ideals of democracy is that the ~~the~~ simple principle that in a land of vast resources no one should be permitted to starve.

According to 8b, one step taken by President Franklin D. Roosevelt to solve the problems of the Great Depression was the creation of the New Deal. According to document nine, President Franklin ~~According to~~ D. Roosevelt's New Deal policies on the nation restored a sense of confidence, morale and hope to the nation. Also it gave social security to the nation.

In conclusion, President Abraham Lincoln and Franklin D. Roosevelt were very important people who played a big role in our lives and secured our freedom. Both presidents faced many challenges and overcame them because of their leadership and ~~knowledge~~ knowledge of the U.S.

Anchor Level 1-B

The response:

- Minimally develops all aspects of the task for Lincoln and Roosevelt
- Is descriptive (*Lincoln*: secession broke up the United States; *Roosevelt*: relief was needed to safeguard the nation; the New Deal was created to solve the problems of the Great Depression); includes faulty application (*Lincoln*: secession occurred after the attack on Fort Sumter)
- Includes limited relevant information mostly copied from documents 4, 5, 6, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Lincoln*: the United States faced the problem of secession; he called forth the militia of several states; he saved the Union; *Roosevelt*: created the New Deal)
- Demonstrates a general plan of organization; includes an introduction that copies the historical context but incorrectly identifies Lincoln and Roosevelt as historians as well as presidents and a conclusion that mentions the role of Lincoln and Roosevelt in securing our freedom

Conclusion: Overall, the response fits the criteria for Level 1. All aspects of the task are addressed in a methodical fashion, primarily through the use of information copied directly from the documents. This information, characterized by brevity, demonstrates only a limited understanding of the historical concepts being tested.

THE UNITED STATES HAS BEEN CHALLENGED AND HAS OVERCOME MANY OBSTACLES AS A NATION. THROUGH THE STRONG LEADERSHIP OF ABRAHAM LINCOLN AND FRANKLIN D. ROOSEVELT, THE NATION HAS SUCCESSFULLY ENDURED A CIVIL WAR AND THE GREAT DEPRESSION. THESE PRESIDENTS WERE RESPONSIBLE FOR SOME OF THE MOST IMPORTANT LEGISLATIONS EVER PASSED.

PRESIDENT ABRAHAM LINCOLN WAS A LEADER WHO STOOD UP FOR WHAT HE BELIEVED IN AS PRESIDENT DURING THE CIVIL WAR, WHICH OCCURRED IN THE 1860s, THE NATION WAS DIVIDED BETWEEN NORTH AND SOUTH; UNION AND THE CONFEDERACY; SLAVE AND NONSLAVE STATES (DOC. 4). THE ECONOMIC DIFFERENCES BETWEEN THE NORTH AND ^{THE} SOUTH, SUCH AS AGRICULTURAL VERSUS INDUSTRIAL, AS WELL AS THE SOUTHERN BELIEF IN SLAVERY, PLOTTED THE TWO OPPONENTS AGAINST EACH OTHER IN ORDER TO ADDRESS THE CHALLENGE, LINCOLN DECIDED TO USE FORCE IN ORDER TO PRESERVE THE UNION (DOC. 5) LINCOLN CALLED FOR 75,000 MILITIA VOLUNTEERS IN ORDER TO ENFORCE THE LAWS OF THE COUNTRY IN THE SOUTH. THE WAR WAS FOUGHT TO UNITE THE COUNTRY AND TO ENSURE THAT ITS CITIZENS LIBERTIES WERE BEING PROTECTED (DOC. 6). THE IMPACT OF THIS ACTION TO USE FORCE TAKEN BY LINCOLN WAS TREMENDOUS. THROUGH EFFECTIVE MILITARY STRATEGY AND THE SUPPORT OF THE INDUSTRIAL NORTH, LINCOLN WAS ABLE TO COME THROUGH VICTORIOUS. THE ~~UNITED~~ UNION WAS SAVED AND ONCE AGAIN ^{UNITED} LINCOLN'S ACTIONS ALSO PROVED THAT SECESSION WAS NOT LEGAL AND FEDERAL AUTHORITY WAS GREATER THAN THE STATES.

PRESIDENT FRANKLIN D. ROOSEVELT WAS AN OPTIMISTIC AND INSPIRING

LEADER WHO BROUGHT HOPE TO A SUFFERING NATION. AS PRESIDENT DURING THE GREAT DEPRESSION, ROOSEVELT FACED THE PROBLEMS OF LOW EMPLOYMENT, CLOSING BUSINESSES, AND FAILING BANKS. (DOC. 7) DURING THE 1920S TOO MANY PEOPLE WERE BUYING THINGS ON CREDIT, INCLUDING STOCKS WHICH HELPED CAUSE THE CRASH. THEREFORE, ROOSEVELT HAD TO CREATE THE NEW DEAL TO HELP PEOPLE DURING THE DEPRESSION. THIS PROGRAM AS A WHOLE SET UP A NUMBER OF ADMINISTRATIONS AND RELIEF PROGRAMS TO HELP THE NATION RECOVER FROM A TROUBLED TIME (DOC. 8) THESE PROGRAMS PROVIDED A MEANS OF GETTING FOOD AND OTHER NECESSITIES AS WELL AS JOB OPPORTUNITIES SUCH AS BUILDING PUBLIC WORKS. THE IMPACT OF THIS ACTION TAKEN BY ROOSEVELT WAS THAT SOME REFORMS HELPED TO RAISE CONFIDENCE IN THE ECONOMY, WHICH WAS LOW DURING THE DEPRESSION AND HELPED PROSPERITY RETURN. (DOC. 9) ALSO SOME ASPECTS OF THE NEW DEAL ARE STILL USED TODAY, SUCH AS SOCIAL SECURITY.

IN CONCLUSION, THE CHALLENGES FACED BY THE UNITED STATES ARE OFTEN TIMES MADE MEMORABLE BY THE LEADERS THAT WERE PRESENT DURING THAT TIME. THROUGH THE CIVIL WAR AND THE GREAT DEPRESSION, PRESIDENTS ABRAHAM LINCOLN AND FRANKLIN D. ROOSEVELT WERE ASTOUNDING LEADERS OF THE UNITED STATES. BOTH MEN SHOWED THAT THE JOB OF THE PRESIDENT IS IMPORTANT, AND THE ACTIONS TAKEN ARE FOREVER RECORDED IN HISTORY. THE IMPACTS OF THEIR DECISIONS ARE STILL FELT TODAY.

The United States would not be such a large and powerful country if it was not for its many outstanding leaders. Two of which were Abraham Lincoln, and Franklin D. Roosevelt. These two presidents had more than regular duties to deal with. Both of these presidents went above and beyond their call of duty to both preserve, and protect the United States, and its people.

Abraham Lincoln was one of the best presidents America ever had. During his terms, the US was split in two, and a Civil War raged on. Many of the southern states seceded from the Union, and formed the Confederacy (Doc. 4). The president declared war on the Confederacy, and ~~called~~^{called} the militia from all of the Union states to get ready to fight for war. More than 75,000 soldiers were sent to fight in the war (Doc. 5). There were many gruesome battles, such as Gettysburg, ~~and then~~ Lincoln rode out the war, just so he could accomplish one very important goal. This was to preserve the Union (Doc. 6). This would be a lasting impact on the United States, even today. If it was not for Lincoln the United States would have been cut in half, and may never have been able to have been put together again.

Another great president that the United States had, was Franklin D. Roosevelt. During Roosevelt's presidency, a full blown depression was in effect. Many people such as coal miners, factory workers, and businessmen, were out of their jobs (Doc. 7). Many people were also in a lot of debt.

Many people had bought on credit before the depression, and were now in debt because they could not pay it all back.

President Roosevelt wanted to help the people come out of this huge economic crisis. He created the New Deal Program. This program created public works projects, to better the country, and give people jobs. One of these programs was the Tennessee Vally Authority. This project was to make power and send it across the nation. This gave many people jobs. There were many lasting impacts of the New Deal program. One of which is, Social Security (Doc. 9). Still today Social Security gives money to the poor, and disabled to help them get by. Also, the stock market regulation, and insured bank deposits are here today. Today, the government regulates the stock market to make sure that it does not go too low, to cause another depression. Also, whenever someone puts money in the bank the government insures it, to guarantee no one will lose their money again.

These two amazing leaders of the United States, did many things to help our country get to where it is today. They also had to face many obstacles while doing their jobs. Abraham Lincoln had to face southern states seceding from the Union, and Civil War, in order to preserve the Union. Also, Franklin D. Roosevelt had to face a hard economic depression, and many hungry and sick people, in order to restore the United States economy to what it once was.

In time of the Great Depression President George Washington and Abraham Lincoln had faced many challenges. They both had to find solutions to their conflict. Even though in the Great Depression it was really difficult.

Just like for example in document 9. Abraham Lincoln ~~challenge~~ ^{challenge} was to get out of the depression. Even he thought that the New Deal would help him to get out of it. But it didn't help out.

Reason because there was major conflicts such as no jobs until the war for the army. Also there was unemployment.

In document 9. There was ~~un~~employment for the mine workers. At that time everything was shut down. After it had reopened in 2-3 months later. And most people was in debt. And even where they work was in debt. ~~Time~~ ^{Time} past they had a lot of money to owe.

And in document 6 President's Washington and Lincoln had their formation as in one went for the independence of the country and the other for the

Document-Based Essay—Practice Paper – C

freedom and preservation. As even Washington tried to ~~prevent~~^{have} independence against England. A Lincoln claimed fulfillment.

in document 8 As they continue over Roosevelt ~~had~~^{wanted} to relief as another of ~~the~~^{the} president. They tried to do their best to save their nations and have opportunity for the nation too.

Document-Based Essay—Practice Paper – D

During the course of this nation's history, there have been many great challenges, in addition to great leaders ready to take challenge. Two of the greatest tests of US stability, the Whiskey Rebellion and Civil War had a large impact on US society, as did their respective heroes, George Washington and Abraham Lincoln.

The Whiskey Rebellion began very early in our nation's history, nearly 20 years after the conception of the Union. It was already facing a daunting task, to put down a rebellion against the taxing of distilled spirits, namely whiskey (hence the name), with no previous example to follow. The president, George Washington, felt the best plan of action was to use force to quell the rebellion. He gathered together a force of roughly 13,000 militiamen from all over the Union, a force almost equaling in size of the Revolutionary Army. (Doc 1) The outcome was that Washington's forces crushed the rebellion. This left a standing

impact on the United States because it generally increased the power of the Federal government as well as giving it more stability and solidity. (Doc. 3)

Another challenge the country faced threatened to split the Union in two, literally. The Civil War pitted Americans versus Americans, sons against fathers, brothers against brothers. Without the skilled leadership of Abraham Lincoln, we may still have a Union and Confederate US. With states seceding left and right, Lincoln had no choice but to follow Washington's precedent and use force to crush the Confederate rebellion. He assembled a force of 75,000 militiamen, and within a couple years had the country back as a whole again. (Doc. 5) This conflict and resolution had a profound impact on the United States. Lincoln was willing to go to war to preserve the Union. (Doc. 6) Without his leadership, we could very well still have a Confederate state today. However, through wise decisions and strong actions, Lincoln preserved the Union, as well as freedom to prosper in the future.

Through these tests of the American people, government, and leaders, it is clear to see why Washington and Lincoln are such important figures. Without people like these, the people have no one to look up to and the government has no one to follow.

Although the right to govern comes from the consent of the governed, without anyone to do the governing, everything would fall into a state of disarray and confusion. Here in lies the importance of great leaders such as Washington and Lincoln.

The United States as a nation has survived over two centuries of struggle and conflict with other nations. The Spanish-American War, World Wars I and II, and the current War in Iraq all have tested American power, but the true test of American leadership has been when internal struggle has occurred. The greatest American leaders of all time, George Washington and Abraham Lincoln, helped the United States through these tests. Decisive executive authority exercised by a strong President in times of internal struggle is essential to the survival of the United States and is evident in the actions of Washington and Lincoln.

Soon after the Revolutionary War the United States was in trouble again, but this time there was no foreign power like Great Britain. 7,000 or so western Pennsylvanians had begun the Whiskey Rebellion and marched on Pittsburgh in 1794 (Doc 1). The United States government under George Washington had to convince American citizens to end rebellious protests and to democratically petition the government about their grievances. Washington set a strong example for federal power summoning almost 13,000 men from around the nation (Doc. 1 and Doc. 3). Although some people were not sure if the militia would respond ~~to the~~ taking action against their fellow countrymen in Pennsylvania, the militia answered Washington's call and showed their loyalty to the new nation. Washington's use of overwhelming force, although criticized by Anti-Federalists,

helped to stabilize federal power and the government in general, ultimately leading to the continuation of the collection of the excise tax until President Jefferson convinced Congress to repeal it. It also meant the continuation of the United States as a nation.

Another era of great internal struggle was the Civil War under Abraham Lincoln. The most devastating war to date (more men died in the Civil War than all previous United States wars combined), the Civil War meant a divided nation and the end of the "United" States if the seceding states prevailed. The seceded states believed they had the right to leave the United States and become independent. Abraham Lincoln, however, did not believe secession was legal and fortunately, acted as Washington did, declaring the states "in rebellion." In order to act quickly, congressional decisions on the war (Congress has war-making powers) were set aside as he summoned an initial force of 75,000 men to fight for unity (Doc. 5). These men were also called to fight their fellow countrymen and they too showed their loyalty to the nation. Abraham Lincoln's use of presidential powers and his successful military strategy essentially meant the existence of the United States today. He also put into motion the beginning of the end of slavery and ended the belief that states had the right to secede from the Union.

In conclusion, Washington and Lincoln truly are

among the greatest leaders in American history, each achieving success in preserving the nation (Doc. 6). One can only hope future American presidents are as dedicated and successful, making authoritative and educated decisions.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for Lincoln and Roosevelt
- Is more descriptive than analytical (*Lincoln*: stood up for what he believed in; *Roosevelt*: had created the New Deal to help people during the Depression; some reforms helped to raise confidence in the economy which was low during the Depression; some reforms helped prosperity return)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Lincoln*: the nation was divided between North and South, Union and Confederacy, and slave and non-slave states; economic differences between the North and the South such as agricultural versus industrial as well as the Southern belief in slavery plotted the two opponents against each other; effective military strategy and the support of the industrial North allowed him to come through victorious; his actions proved that secession was not legal and federal authority was greater than the states; *Roosevelt*: faced problems of low employment, closing businesses, and failing banks; during the 1920s, too many people were buying things on credit including stocks, which helped cause the Crash; New Deal programs provided a means of getting food and other necessities as well as job opportunities such as building public works)
- Includes some relevant facts, examples, and details (*Lincoln*: decided to use force to preserve the Union; called for militia volunteers in order to enforce the laws of the country in the South; the war was fought to unite the country and to ensure that its citizens' liberties were being protected; the Union was saved and once again united; *Roosevelt*: his New Deal program set up a number of administrations and relief programs to help the nation recover from a troubled time; some aspects of the New Deal such as Social Security are still used today)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. References to historical economic components of each challenge and the inclusion of thoughtful statements about the impact of Lincoln's actions are effective. However, the discussion of Roosevelt's action and its impact is based on a summary of document information with limited or no explanation.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with little depth for Lincoln and Roosevelt
- Is more descriptive than analytical (*Lincoln*: if it was not for Lincoln, the United States would have been cut in half and may never have been able to be put together again; *Roosevelt*: had to face a hard economic depression and many hungry and sick people to restore the United States to what it once was)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Lincoln*: a Civil War raged on during his term; *Roosevelt*: many factory workers and businessmen were out of jobs; many people had bought on credit before the Depression and were now in debt because they could not pay it back; he created public works projects to better the country and give people jobs; the Tennessee Valley Authority was to make power and give people jobs; Social Security gives money to the disabled to help them get by; today the government regulates the stock market)
- Includes some relevant facts, examples, and details (*Lincoln*: many of the Southern states seceded from the Union and formed the Confederacy; he declared war on the Confederacy and called the militia from Union states; his goal was to preserve the Union; *Roosevelt*: a full blown depression was in effect; he created the New Deal program; stock market regulation and insured bank deposits are here today); includes an inaccuracy (Social Security gives money to the poor)
- Demonstrates a satisfactory plan of organization; includes an introduction that states both Lincoln and Roosevelt went above and beyond the call of duty and a conclusion that summarizes the accomplishments of Lincoln and Roosevelt

Conclusion: Overall, the response fits the criteria for Level 3. The reliance on document information to support the discussion of Lincoln is further weakened by limited interpretation of those documents. Despite the generalizations, the development of Roosevelt’s leadership during the Depression and the understanding of the New Deal’s lasting effects strengthen the response.

Practice Paper C—Score Level 0

The response:

Refers to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 0. Although an attempt is made to use document information, no understanding of the task is demonstrated. In addition, most of the information is attributed to the wrong president.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task for Washington and Lincoln
- Is primarily descriptive (*Washington*: felt the best plan of action was to use force to quell the rebellion; the crushing of the rebellion generally increased the power of the federal government; *Lincoln*: without his skilled leadership, we might still have a Union and a Confederate United States; with states seceding left and right, he had no choice but to follow Washington’s precedent of using force when he crushed the Confederate rebellion)
- Incorporates limited relevant information from documents 1, 3, 4, 5, and 6
- Presents little relevant outside information (*Lincoln*: the Civil War literally split the Union in two)
- Includes few relevant facts, examples, and details (*Washington*: Whiskey Rebellion was against the taxing of distilled spirits, namely whiskey; he gathered a force of militiamen from all over the Union; his forces crushed the rebellion; *Lincoln*: assembled a force of militiamen and had the country back as a whole again; he was willing to go to war to preserve the Union)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses that great leaders help prevent disarray and confusion

Conclusion: Overall, the response fits the criteria for Level 2. Descriptive statements about Washington’s and Lincoln’s actions demonstrate an understanding of the importance of precedents. However, a lack of facts and details in the discussion of both presidential challenges and the impact of their actions and the inclusion of irrelevant facts weaken the response.

Practice Paper E—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Washington and Lincoln
- Is more analytical than descriptive (*Washington*: the United States government had to convince American citizens to end rebellious protests and to democratically petition the government about their grievances; the use of force also meant the continuation of the United States as a nation; *Lincoln*: the Civil War meant a divided nation and the end of the “United” States if the seceding states prevailed)
- Incorporates relevant information from documents 1, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Washington*: soon after the Revolutionary War, the United States was in trouble again, but this time there was no foreign power like Great Britain; some people were not sure if the militia would respond to taking action against their fellow countrymen in Pennsylvania; his use of overwhelming force, although criticized by Antifederalists, helped to stabilize federal power and the government in general; the use of force led to the continuation of the collection of the excise tax until President Jefferson convinced Congress to repeal it; *Lincoln*: the Civil War was another era of great internal struggle; the seceded states believed they had the right to leave the United States and become independent; he did not believe secession was legal and fortunately acted as Washington did, declaring the states “in rebellion”; congressional decisions were set aside; men were also called to fight their fellow countrymen and they too showed their loyalty to the nation; his use of presidential powers and his successful military strategy essentially meant the existence of the United States today; he also put into motion the beginning of the end of slavery and ended the belief that states had the right to secede from the Union)
- Richly supports the theme with many relevant facts, examples, and details (*Washington*: western Pennsylvanians began the Whiskey Rebellion and marched on Pittsburgh in 1794; he set a strong example for federal power summoning almost 13,000 men from around the nation; *Lincoln*: he summoned an initial force of 75,000 men to fight for unity)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the testing of American leadership when internal struggle has occurred and a conclusion that states the hope that future presidents will be as dedicated and successful as Washington and Lincoln

Conclusion: Overall, the response fits the criteria for Level 5. Political concepts such as peaceful petition, use of executive power, and the questionable legality of slavery are used in conjunction with an analytical approach to document interpretation. The reference to troops answering the call to fight fellow countrymen is effectively integrated as a similarity between Washington’s and Lincoln’s actions.

United States History and Government Specifications August 2009

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

| | Theme | STANDARDS |
|----------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Thematic Essay | Supreme Court Decisions; Citizenship; Constitutional Principles; Civic Values | Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government |
| Document-based Essay | Presidential Decisions and Actions; Constitutional Principles; Government; Change | Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government |

Notes:

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

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

The *Chart for Determining the Final Examination Score for the August 2009 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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



Regents Examination in United States History and Government – August 2009

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 5 and a total Part I and Part IIIA score of 46 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 | 3 | 6 | 9 | 12 | 16 | 19 | 23 | 27 | 32 | 36 |
| | 1 | 1 | 4 | 7 | 10 | 13 | 17 | 21 | 25 | 29 | 33 | 37 |
| | 2 | 2 | 5 | 8 | 11 | 14 | 18 | 22 | 26 | 30 | 35 | 39 |
| | 3 | 3 | 6 | 9 | 12 | 16 | 19 | 23 | 27 | 32 | 36 | 41 |
| | 4 | 4 | 7 | 10 | 13 | 17 | 21 | 25 | 29 | 33 | 37 | 42 |
| | 5 | 5 | 8 | 11 | 14 | 18 | 22 | 26 | 30 | 35 | 39 | 43 |
| | 6 | 6 | 9 | 12 | 16 | 19 | 23 | 27 | 32 | 36 | 41 | 45 |
| | 7 | 7 | 10 | 13 | 17 | 21 | 25 | 29 | 33 | 37 | 42 | 46 |
| | 8 | 8 | 11 | 14 | 18 | 22 | 26 | 30 | 35 | 39 | 43 | 48 |
| | 9 | 9 | 12 | 16 | 19 | 23 | 27 | 32 | 36 | 41 | 45 | 49 |
| | 10 | 10 | 13 | 17 | 21 | 25 | 29 | 33 | 37 | 42 | 46 | 51 |
| | 11 | 11 | 14 | 18 | 22 | 26 | 30 | 35 | 39 | 43 | 48 | 52 |
| | 12 | 12 | 16 | 19 | 23 | 27 | 32 | 36 | 41 | 45 | 49 | 54 |
| | 13 | 13 | 17 | 21 | 25 | 29 | 33 | 37 | 42 | 46 | 51 | 55 |
| | 14 | 14 | 18 | 22 | 26 | 30 | 35 | 39 | 43 | 48 | 52 | 57 |
| | 15 | 16 | 19 | 23 | 27 | 32 | 36 | 41 | 45 | 49 | 54 | 58 |
| | 16 | 17 | 21 | 25 | 29 | 33 | 37 | 42 | 46 | 51 | 55 | 60 |
| | 17 | 18 | 22 | 26 | 30 | 35 | 39 | 43 | 48 | 52 | 57 | 61 |
| | 18 | 19 | 23 | 27 | 32 | 36 | 41 | 45 | 49 | 54 | 58 | 63 |
| | 19 | 21 | 25 | 29 | 33 | 37 | 42 | 46 | 51 | 55 | 60 | 64 |
| | 20 | 22 | 26 | 30 | 35 | 39 | 43 | 48 | 52 | 57 | 61 | 65 |
| | 21 | 23 | 27 | 32 | 36 | 41 | 45 | 49 | 54 | 58 | 63 | 67 |
| | 22 | 25 | 29 | 33 | 37 | 42 | 46 | 51 | 55 | 60 | 64 | 68 |
| | 23 | 26 | 30 | 35 | 39 | 43 | 48 | 52 | 57 | 61 | 65 | 69 |
| | 24 | 27 | 32 | 36 | 41 | 45 | 49 | 54 | 58 | 63 | 67 | 71 |
| | 25 | 29 | 33 | 37 | 42 | 46 | 51 | 55 | 60 | 64 | 68 | 72 |
| | 26 | 30 | 35 | 39 | 43 | 48 | 52 | 57 | 61 | 65 | 69 | 73 |
| | 27 | 32 | 36 | 41 | 45 | 49 | 54 | 58 | 63 | 67 | 71 | 75 |
| | 28 | 33 | 37 | 42 | 46 | 51 | 55 | 60 | 64 | 68 | 72 | 76 |
| | 29 | 35 | 39 | 43 | 48 | 52 | 57 | 61 | 65 | 69 | 73 | 77 |
| | 30 | 36 | 41 | 45 | 49 | 54 | 58 | 63 | 67 | 71 | 75 | 78 |
| | 31 | 37 | 42 | 46 | 51 | 55 | 60 | 64 | 68 | 72 | 76 | 80 |

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