

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, August 17, 2017 — 8:30 to 11:30 a.m., only

Student Name _____

School Name _____

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

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

Part I

Answer all questions in this part.

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

- 1 Which geographic feature contributed most to the settlement of colonies along the Atlantic Coast?
 - (1) mountainous terrain
 - (2) extensive mineral deposits
 - (3) subtropical climate
 - (4) navigable rivers and harbors
- 2 During the 1700s, the British government used mercantilism to
 - (1) profit from its colonies
 - (2) develop colonial manufacturing
 - (3) discourage colonial agriculture
 - (4) promote colonial trade with other nations
- 3 The French and Indian War (1754–1763) was a turning point in the relationship between American colonists and the British government because the war
 - (1) increased French influence in North America
 - (2) ended Native American Indian attacks west of the Appalachian Mountains
 - (3) resulted in British debt and attempts to tax colonists
 - (4) created an alliance with Canada against the British
- 4 The main reason Thomas Paine wrote *Common Sense* was to
 - (1) urge adoption of the Albany Plan of Union
 - (2) gain support for declaring independence from Great Britain
 - (3) bring an end to the Revolutionary War
 - (4) convince states to ratify the new Constitution

Base your answer to question 5 on the passage below and on your knowledge of social studies.

. . . That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of Master for the more tender and endearing one of Friend. Why then, not put it out of the power of the vicious and the Lawless to use us with cruelty and indignity with impunity [exemption]. Men of Sense in all Ages abhor [hate] those customs which treat us only as the vassals of your Sex. Regard us then as Beings placed by providence under your protection and in imitation of the Supream Being make use of that power only for our happiness. . . .

– Abigail Adams, Letter to John Adams, March 31, 1776

- 5 Which document most directly addressed the concerns expressed by Abigail Adams in this passage?
 - (1) Federalist Papers
 - (2) Monroe Doctrine
 - (3) Declaration of Sentiments
 - (4) Emancipation Proclamation
- 6 The Northwest Ordinance of 1787 was important in United States history because it established a method for
 - (1) admitting new states to the Union
 - (2) promoting diplomatic relations with foreign nations
 - (3) funding internal improvements
 - (4) securing ports on the Pacific Coast
- 7 Antifederalists insisted that a bill of rights be added to the Constitution in order to
 - (1) grant more power to Congress
 - (2) provide a method of settling disputes between states
 - (3) prevent states from denying individuals the right to vote
 - (4) protect individual rights from the power of the central government

Base your answer to question 8 on the passage below and on your knowledge of social studies.

. . . An *elective despotism*, was not the government we fought for; but one which should not only be founded on free principles, but in which the powers of government should be so divided and balanced among several bodies of magistracy [governance], as that no one could transcend their legal limits, without being effectually checked and restrained by the others. . . .

— James Madison, *Federalist No. 48*, 1788

8 Which principle of the United States Constitution is supported by this passage?

- (1) representative government
- (2) writ of habeas corpus
- (3) separation of powers
- (4) due process of law

9 The term *federalism* is best described as the

- (1) division of power between the national government and state governments
- (2) creation of a two-house legislature in the national government
- (3) method of reviewing laws and executive actions
- (4) establishment of three branches of government

Base your answer to question 10 on the passage below and on your knowledge of social studies.

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

— United States Constitution, 26th Amendment, Section 1

10 Which factor contributed most directly to public support for this amendment?

- (1) high crime rates
 - (2) the Vietnam War
 - (3) the Watergate affair
 - (4) increased life expectancy
-

11 A presidential veto of a bill can be overridden by a

- (1) majority vote of registered voters
- (2) majority vote of the Supreme Court
- (3) two-thirds vote of the state legislatures
- (4) two-thirds vote of both houses of Congress

12 The opening of the Erie Canal in 1825 was important to the development of the nation because it

- (1) linked the industrial centers of the North and the South
- (2) allowed the United States Navy to defend the Great Lakes
- (3) forced the Spanish to sell Florida to the United States
- (4) increased trade between the East Coast and the Midwest

13 Before the Civil War, the collapse of the Whig Party and the formation of the Free Soil and the Republican parties showed that

- (1) opposing views on slavery affected national unity
- (2) Americans were united in their political views
- (3) major political parties received most of their support in the South
- (4) Americans were divided over the issue of unlimited coinage of silver

14 Throughout the Civil War, an important advantage the North had over the South was that the North

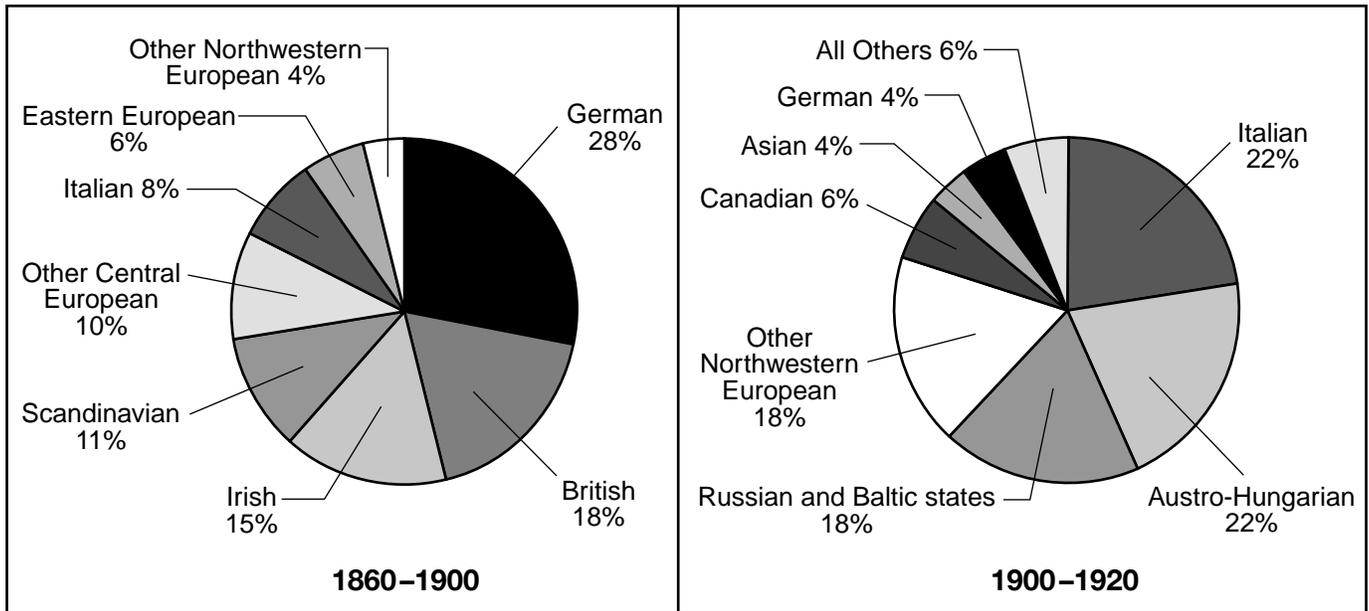
- (1) had superior military leaders
- (2) had greater manufacturing capabilities
- (3) received support from Great Britain and France
- (4) used a strategy for fighting a defensive war

15 The Compromise of 1877 brought an end to Radical Reconstruction by providing for the

- (1) resignation of President Rutherford B. Hayes
- (2) removal of federal troops from Southern states
- (3) establishment of a system of sharecropping
- (4) strict enforcement of the 14th amendment

Base your answers to questions 16 and 17 on the charts below and on your knowledge of social studies.

Sources of Immigration to the United States



Source: John Murrin et al., *Liberty, Equality, Power: A History of the American People*, Thomson Wadsworth, 2006 (adapted)

16 Which conclusion is best supported by the information in the charts?

- (1) Immigration from the Western Hemisphere declined after 1900.
- (2) The percentage of German immigrants increased between 1860 and 1920.
- (3) Northern Europeans were not permitted to enter the United States from 1860 to 1920.
- (4) Southern and eastern Europeans made up a majority of immigrants from 1900 to 1920.

17 What was one result of the changes in immigration patterns shown on the charts?

- (1) Restrictive immigration laws were passed.
- (2) Business increased its demand for workers.
- (3) Urban population declined.
- (4) Requirements for citizenship were eased.

18 During the late 1800s, political machines controlled the governments of many cities by

- (1) denying voting rights to immigrants
- (2) attracting dissatisfied voters from the two major political parties
- (3) using corrupt practices and patronage
- (4) favoring civil service reform

19 The federal government follows the economic principle of laissez-faire when it

- (1) places restrictions on land usage
- (2) takes no action on corporate mergers
- (3) controls methods of production
- (4) determines the price of goods

Base your answer to question 20 on the speakers' statements below and on your knowledge of social studies.

Speaker A: In order to maintain the security of the nation, the United States needs colonies in which it can establish naval bases.

Speaker B: The United States has problems of its own to be concerned about, so we must focus our attention here at home.

Speaker C: If the United States is to compete in a global economy, it needs to look beyond its borders for markets.

Speaker D: Supporting an overseas empire would become an enormous burden on the American people.

- 20 The focus of the speakers' debate is the controversy over the
- (1) purchase of Alaska
 - (2) policy of imperialism
 - (3) size of the United States military
 - (4) closing of the frontier

- 21 **“Carnegie Donates Millions to Build Libraries”**
“Rockefeller Creates Foundation for Medical Research”

These headlines reflect the actions of Andrew Carnegie and John D. Rockefeller as

- (1) muckrakers
 - (2) socialists
 - (3) philanthropists
 - (4) conservationists
- 22 The Progressive Era presidents were considered trustbusters because they
- (1) used government power to promote business competition
 - (2) supported the elimination of trade barriers
 - (3) encouraged more voter participation in government
 - (4) canceled treaties with other nations
- 23 The primary objective of the women's movement during the first two decades of the 20th century was to
- (1) gain property rights
 - (2) promote higher education
 - (3) secure full suffrage rights
 - (4) win equal pay for equal work

Base your answers to questions 24 and 25 on the cartoon below and on your knowledge of social studies.

“Touch Not a Single Bough [Branch]!”



Source: *Literary Digest*, August 9, 1919 (adapted)

- 24 The situation shown in this cartoon was mainly caused by the
- (1) cost of paying reparations after World War I
 - (2) failure of President Woodrow Wilson to promote the Treaty of Versailles
 - (3) overwhelming public rejection of the peace terms in the Treaty of Versailles
 - (4) disagreement over United States participation in the League of Nations
- 25 Which constitutional principle is shown in this cartoon?
- (1) due process
 - (2) checks and balances
 - (3) popular sovereignty
 - (4) judicial review
- 26 The 1920s are often called the Roaring Twenties because the decade was noted for
- (1) political reform
 - (2) economic depression
 - (3) social and cultural changes
 - (4) ending Prohibition

- 27 The Great Migration that took place between 1915 and 1930 refers to
- (1) workers who left the northeast for the south
 - (2) Native American Indians who left their reservations
 - (3) middle-class whites who left cities to settle in the suburbs
 - (4) African Americans who left the rural south for northern cities
- 28 Breadlines, Hoovervilles, and the Bonus Army were all direct results of
- (1) housing shortages in the 1920s
 - (2) relief efforts of the New Deal
 - (3) mechanization of agriculture
 - (4) unemployment during the Great Depression
- 29 The Fair Labor Standards Act (1938) helped American workers by
- (1) establishing health plans
 - (2) legalizing strikes and boycotts
 - (3) establishing a minimum wage in many industries
 - (4) making labor unions accept women and African Americans as members
- 30 Adoption of the “cash and carry” policy in 1939 and passage of the Lend-Lease Act in 1941 showed a growing commitment of the United States to
- (1) provide aid to the Allied nations
 - (2) force the Japanese out of Korea
 - (3) increase trade with Italy
 - (4) end German violations of American territory
- 31 A direct result of United States involvement in World War II was
- (1) an increase in the production of consumer goods
 - (2) the entry of more women and minorities into the workplace
 - (3) a decrease in industrial activity
 - (4) a decrease in federal control over the economy
- 32 Which event was a cause of the other three?
- (1) Congress declared war against Japan.
 - (2) Japanese Americans were interned by the federal government.
 - (3) The United States was attacked at Pearl Harbor.
 - (4) The United States dropped an atomic bomb on both Hiroshima and Nagasaki.
- 33 McCarthyism of the early 1950s resulted in
- (1) the end of the arms race
 - (2) reduced spending on national defense
 - (3) increased discrimination against returning veterans
 - (4) damage to the reputations of many innocent people
- 34 During the 1950s, United States foreign policy was shaped by
- (1) the principle of nonalignment
 - (2) a return to pre-World War II isolationism
 - (3) a willingness to compromise with communist nations
 - (4) the emergence of two world superpowers
- 35 The formation of the North Atlantic Treaty Organization (NATO) and the Southeast Asia Treaty Organization (SEATO) were attempts by the United States and other nations to
- (1) create mutual defense pacts
 - (2) increase tariff rates between members
 - (3) decrease the number of nuclear weapons
 - (4) provide economic aid to poor nations

- 36 In 1958, the United States government increased spending on science education and research in reaction to the
- (1) creation of the Warsaw Pact
 - (2) launching of *Sputnik*
 - (3) installation of Soviet missiles in Cuba
 - (4) U-2 incident

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

... Believing this as I do, I have concluded that I should not permit the Presidency to become involved in the partisan divisions that are developing in this political year.

With America's sons in the fields far away, with America's future under challenge right here at home, with our hopes and the world's hopes for peace in the balance every day, I do not believe that I should devote an hour or a day of my time to any personal partisan causes or to any duties other than the awesome duties of this office—the Presidency of your country. . . .

— President Lyndon B. Johnson, Address to the Nation, March 31, 1968

- 37 What was one problem facing President Lyndon B. Johnson at the time this speech was delivered?
- (1) Americans had experienced several judicial scandals.
 - (2) His participation in peace talks threatened the war effort.
 - (3) Opposition to the Vietnam War was becoming more widespread.
 - (4) Great Society programs forced a reduction in military spending.
-
- 38 What was the primary method used by Dr. Martin Luther King Jr. to advance civil rights?
- (1) nonviolent protest of segregation practices
 - (2) support for black separatism
 - (3) pursuit of elective public office
 - (4) practical education for economic gain

Base your answers to questions 39 and 40 on the cartoon below and on your knowledge of social studies.

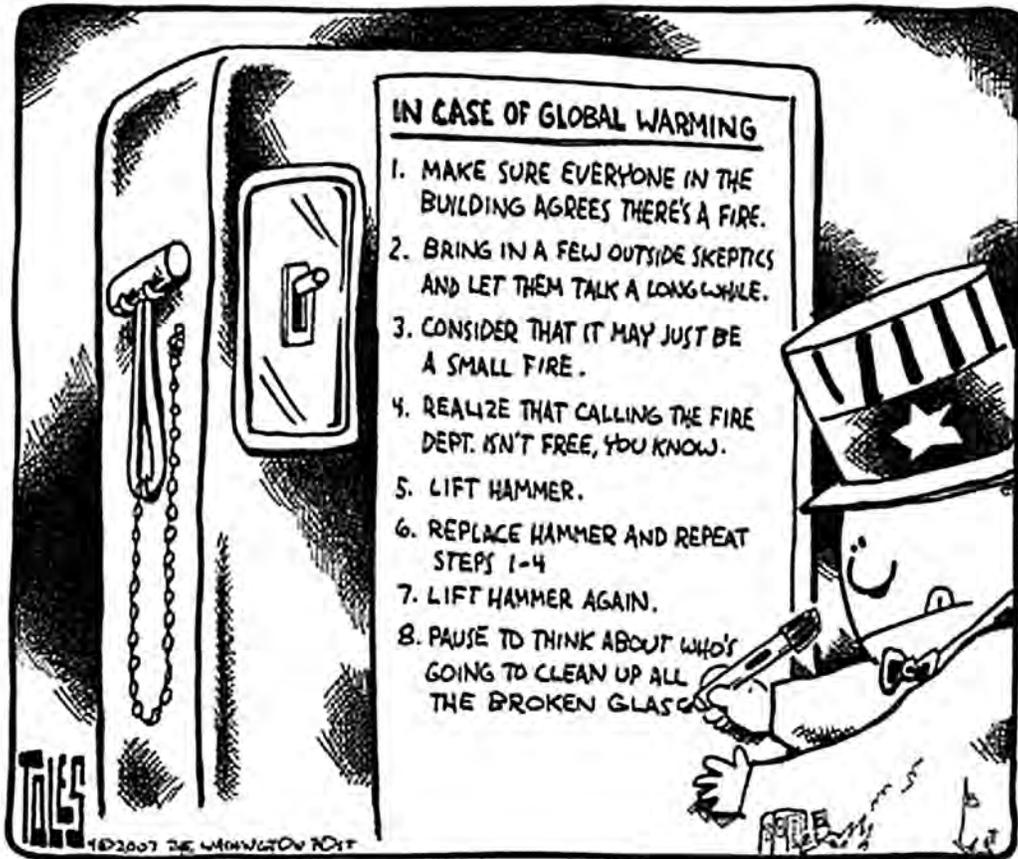
National-Security Blanket



Source: Herblock, *Washington Post*, May 27, 1973 (adapted)

- 39 Which action by President Richard Nixon is the focus of this cartoon?
- (1) recalling diplomats from Mexico
 - (2) supporting tax decreases and budget cuts
 - (3) attempting to hide evidence from investigators
 - (4) making concessions to the Soviet Union
- 40 The outcome of the events illustrated in the cartoon resulted in the
- (1) expansion of the Vietnam War into Cambodia
 - (2) resignation of President Richard Nixon
 - (3) growing support for environmental protection legislation
 - (4) visit to Communist China by President Richard Nixon

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



Source: Tom Toles, *Washington Post*, April 25, 2007

- 41 Which statement best supports the cartoonist's view in 2007 about global warming?
- (1) The federal government has been slow to take action on global warming.
 - (2) Most people support efforts to address global warming.
 - (3) Dealing with global warming is too expensive.
 - (4) Global warming is damaging the ozone layer.

- 42 Since the presidency of Ronald Reagan, the Republican Party has generally tried to deal with economic problems by supporting
- (1) lower taxes and reduced government spending
 - (2) the elimination of free trade and the free-market system
 - (3) deficit spending and decreased military spending
 - (4) increased social spending and strict regulation of the stock market

- 43 Which statement about the Hurricane Katrina disaster (2005) is an opinion rather than a fact?
- (1) The levee system in New Orleans failed.
 - (2) The federal government did not do enough to aid the victims.
 - (3) The federal government was criticized for its initial response to the emergency.
 - (4) The Federal Emergency Management Agency (FEMA) provided housing for victims.

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



Source: Clay Bennett, *Chattanooga Times Free Press*, November 5, 2008

- 44 According to the cartoonist, one important result of the election of President Barack Obama in 2008 was that
- (1) public facilities in the South were finally integrated
 - (2) the executive branch of government gained power over the legislative branch
 - (3) a racial barrier in government had been broken
 - (4) racial discrimination was legally eliminated in the United States
-
- 45 The practice of yellow journalism most influenced United States entry into which war?
- (1) War of 1812
 - (2) Spanish-American War
 - (3) World War II
 - (4) Persian Gulf War
- 46 The suspension of habeas corpus during the Civil War and the passage of the USA Patriot Act during the war on terror both illustrate the national government's willingness to
- (1) uphold the rights of minority citizens
 - (2) tolerate criticism of its wartime policies
 - (3) expand the power of the states to prosecute radical groups
 - (4) limit civil liberties when the nation is facing immediate danger

- 47 The Washington Naval Conference (1921), the Kellogg-Briand Pact (1928), and the Neutrality Acts of the 1930s were all attempts by the United States to
- (1) increase military spending
 - (2) show support for the United Nations
 - (3) assume a position of world leadership
 - (4) avoid policies likely to lead to war
- 48 The baby boom following World War II resulted in the
- (1) development of urban unrest in the 1950s
 - (2) need to increase the number of schools in the 1960s
 - (3) migration from cities to farms in the 1970s
 - (4) need to decrease the number of nursing homes in the 1980s
- 49
- *Tinker v. Des Moines School District* (1969)
 - *New Jersey v. T.L.O.* (1985)
 - *Vernonia School District v. Acton* (1995)
- Which similar issue was addressed in these Supreme Court cases?
- (1) balancing the rights of students with the need of schools to maintain order
 - (2) allowing principals to determine students' constitutional rights
 - (3) denying public school districts the authority to allow prayer in schools
 - (4) giving state legislatures the power to fund charter schools
- 50 President John F. Kennedy and President Ronald Reagan both visited the Berlin Wall in order to
- (1) assess the military strength of the Soviet Union
 - (2) prepare for an invasion of the Soviet Union
 - (3) demonstrate the commitment of the United States to maintain freedom in Western Europe
 - (4) challenge the North Atlantic Treaty Organization (NATO) nations that were supported by the Soviet Union

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

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

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

THEMATIC ESSAY QUESTION

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

Theme: Presidential Decisions and Actions

Throughout United States history, presidents have taken actions to address critical problems facing the nation. These actions have met with varying degrees of success.

Task:

Select **two** presidents who took actions to address a critical problem faced by the nation and for **each**

- Describe the historical circumstances that led to the problem
- Explain an action taken by the president to address the problem
- Discuss the extent to which this action resolved the problem

You may use any United States president who took an action to solve a critical problem facing the nation from your study of United States history. Some suggestions you might wish to consider include:

George Washington—Whiskey Rebellion
Andrew Jackson—nullification crisis
Abraham Lincoln—secession of Southern states
Franklin D. Roosevelt—Great Depression
Dwight D. Eisenhower—school integration

John F. Kennedy—Cuban missile crisis
Lyndon B. Johnson—discrimination faced by minorities
George H. W. Bush—invasion of Kuwait by Iraq
George W. Bush—attacks of September 11, 2001

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

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Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. This 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. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

During the 19th and early 20th centuries, the development of the West had political, economic, and social effects on various groups. These groups include *Native American Indians*, *women*, and *Chinese immigrants*.

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

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

- Discuss political, economic, *and/or* social effects of the development of the West on the group

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

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

Part A
Short-Answer Questions

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

Document 1a

Buffalo hides stacked at Dodge City, Kansas, for shipment to the East, 1878



Source: National Archives (adapted)

Document 1b

“. . . White men had found gold in the mountains around the land of the Winding Water [in Oregon]. They stole a great many horses from us and we could not get them back because we were Indians. The white men told lies for each other. They drove off a great many of our cattle. Some white men branded our young cattle so they could claim them. We had no friends who would plead our cause before the law councils. It seemed to me that some of the white men in Wallowa [a valley in Oregon] were doing these things on purpose to get up a war. They knew we were not strong enough to fight them. I labored hard to avoid trouble and bloodshed. . . .”

Source: Chester Anders Fee, *Chief Joseph: The Biography of a Great Indian*, Wilson-Erickson

1 Based on these documents, what were **two** effects of the development of the West on Native American Indians? [2]

(1) _____

Score

(2) _____

Score

Document 2a

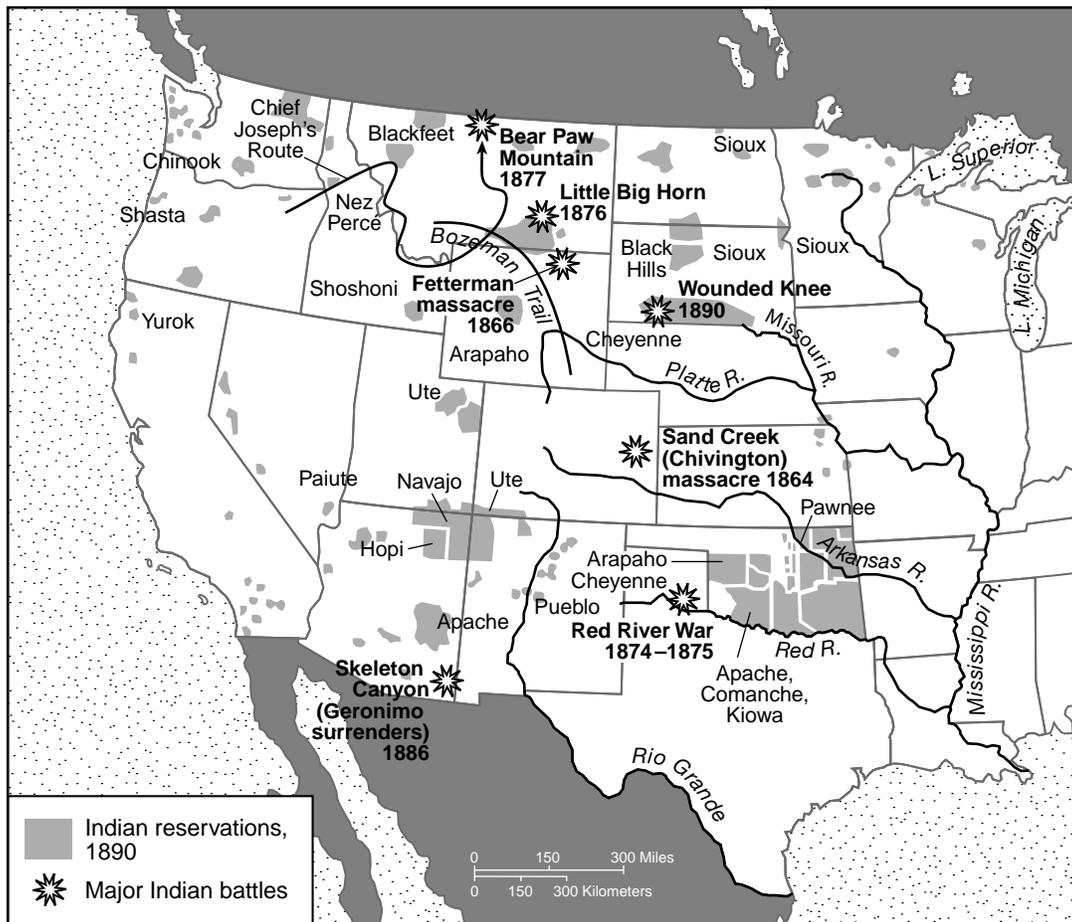
By the mid-1880s, the biggest single area in the West suitable for farming and still largely untouched by white settlement was Indian Territory. Representatives of some fifty-five tribes now called it home, but there were large tracts within it upon which no one lived.

One of these—2 million empty and unassigned acres—was called “the Oklahoma District,” and the army was soon kept busy driving from it armed parties of squatters from Kansas who called themselves “Boomers.” Furious lobbying eventually succeeded where invasion failed, and Congress finally voted to buy out all Indian claims to the Oklahoma District. . . .

Source: Geoffrey C. Ward, *The West: An Illustrated History*, Little, Brown and Company, 1996

Document 2b

Native American Indians in the West: Major Battles and Reservations



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

2 Based on these documents, what was **one** impact of westward settlement on Native American Indians? [1]

Score

Document 3a

After the Battle of Wounded Knee, Commissioner of Indian Affairs Thomas Jefferson Morgan made recommendations about how to avoid future conflicts with Native American Indians.

. . . *Fifth*—The only possible solution of our [Native American] Indian troubles lies in the suitable education of the rising generation. So long as the Indians remain among us aliens, speaking foreign languages, unable to communicate with us except through the uncertain and often misleading medium of interpreters, so long as they are ignorant of our ways, are superstitious and fanatical, they will remain handicapped in the struggle for existence, will be an easy prey to the medicine man and the false prophet, and will be easily induced, by reason of real or imaginary wrongs, to go upon the war-path. An education that will give them the mastery of the English language, train their hands to useful industries, awaken within them ambition for civilized ways, and develop a consciousness of power to achieve honorable places for themselves, and that arouses within them an earnest and abiding patriotism, will make of them American citizens, and render future conflicts between them and the Government impossible. . . .

Source: T.J. Morgan, *The Present Phase of the Indian Question*, 1891

Document 3b

Lakota boys are pictured when they arrived at the Carlisle Indian Industrial School in Pennsylvania, left, and three years later, right.



Source: New York Public Digital Gallery (adapted)

3 Based on these documents, what are **two** ways Native American Indians were being affected by the development of the West? [2]

(1) _____

Score

(2) _____

Score

Document 4

. . . By 1800 the external aspect of the landscape was changing, with the extension of cleared fields, and the gradual rebuilding of cabins over the older areas. But inside the cabins the family life still embraced the whole range of domestic manufactures. The frontier graveyards show how hard the early life was on the women of the family. The patriarch laid to rest in his family tract, beside two, three, or four wives who had preceded him, is much more common than the hardy woman who outlived her husbands. The housewife came to her new home young and raw, and found for neighbors other girls as inexperienced. She bore the children; and buried a staggering number of them, for medicine and sanitation, inadequate everywhere, were out of reach for the cabin on the border. She fed her men and raised her children, cooked their food and laid it by [stored it] for winter. She was at once butcher, packer, and baker. The family clothes showed her craftsmanship, with skins playing a large part, and homespun or knitting revealing a luxury established. When one adds to the grinding and unavoidable labor, the anguish that came from sickness and danger, the frontier woman who survived becomes an heroic character, and the children who felt her touch become the proper material from which to choose the heroes of a nation. . . .

Source: Frederic L. Paxson, *History of the American Frontier, 1763–1893*, Houghton Mifflin, 1924

- 4 According to Frederic L. Paxson, what was **one** effect of westward development on frontier women living in the West? [1]

Score

Document 5

It perhaps ought to be stated here, for the benefit of widows and single women over twenty-one years of age, that they are as much entitled to homesteads as men, and the women of Dakota generally avail themselves of the privilege. We can point you to young women in Dakota who carry on quite a stroke of farming now, who came here penniless a few years ago. One woman has now three hundred and twenty acres of land, paid for from her wages as servant girl, at \$4.00 per week. It is the investment of what she has saved from her wages in the last two years. We, of Dakota, believe in Women's Rights, especially the right to take a homestead and manage it to their own liking. . . .

Source: James S. Foster, Commissioner of Immigration for Dakota Territory, *Outlines of History of the Territory of Dakota*, 1870

- 5 According to James S. Foster, what is **one** opportunity the development of the West offered to women? [1]

Score

Document 6

This circular appeared in Kentucky's *Lexington Herald*, informing readers of the benefits of women voting in Wyoming.

**WOMAN SUFFRAGE IN
WYOMING.**

Suffrage Circular

Women have voted in Wyoming for forty-one years on equal terms with men.

During the past thirty years there has been less divorce in Wyoming than in any state in the Union. . . .

A smaller number of married women are working outside the home in Wyoming than in any other State in the Union.

Women teachers get equal pay for equal work in Wyoming.

There are fewer illiterate children in Wyoming than in any other State in the Union.

Young girls are better protected in Wyoming than in any State in the Union. . . .

Source: *Lexington Herald*, May 19, 1910

6 According to this circular, what were **two** benefits of granting suffrage to women in Wyoming? [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . A combination of push and pull factors thus triggered a wave of Chinese immigration to America. More than 20,000 Chinese arrived in the United States in 1852, quickly augmenting [increasing] the number of Chinese in California, which reached 34,933 on the eve of the Civil War. Of these Chinese, some three-fourths lived in counties where mining was the principal occupation. Most Chinese miners missed the initial rush, but they gradually took control of California placer mining. Within a decade they possessed most of the claims in the original strike region and together constituted the single largest national group of miners. Their slow start and quick dominance in California's mines formed a distinctive pattern that would be repeated throughout the mining West. . . .

As a story of economic mobility and self-improvement, the Chinese experience on the western mining frontier was a success. To be sure, the Chinese had many disadvantages. They possessed little starting capital, they had staked no initial claims, they faced legal discrimination, and they encountered racial violence. But these disadvantages were often compensated for by advantages, including mining experience, cooperative culture, a healthy life-style, skill at aquatic management, and environmental adaptability, all of which ensured Chinese competitiveness in the American West. In 1870, several Chinese companies in Montana were listed among the territory's most profitable. For six months Chang-Ling Company with seven persons cleared \$13,000 in gold. According to one 1871 account, Chinese miners took out \$500,000 in gold from the Tuscarora region in Nevada. Between 1855 and 1870 more than 10 percent of the gold and silver exports through the Port of San Francisco went to China, an amount (\$72,581,219) equivalent to more than \$1 billion today. . . .

Source: Liping Zhu, "No Need to Rush: The Chinese, Placer Mining, and the Western Environment," *Montana: The Magazine of Western History*, Autumn 1999 (adapted)

7 According to Liping Zhu, what were **two** ways living in the West affected Chinese immigrants? [2]

(1) _____

Score

(2) _____

Score

Document 8a

. . . Besides railroad work, Chinese found opportunities elsewhere. When they learned that \$8 was the going rate for a basket of laundry in San Francisco, they did it for \$5 and were swamped with business. Soon scores of laundries opened, often one group working daytime, another at night. Even in smaller towns the Chinese laundry became an institution—the lone laundryman wielding his iron long hours in an isolated existence, unable to communicate with Americans, dreaming only of his hoped-for return to China. . . .

Source: David Lindsey, “Cathay Comes to El Dorado,” *American History Illustrated*

Document 8b

. . . Meanwhile, in the rural regions, the Chinese were participating in the development of California’s agriculture, which was turning from wheat to fruit acreage. “They were a vital factor,” historian Carey McWilliams writes, “one is inclined to state *the* vital factor, in making the transition possible.” Formerly farmers in the Pearl River Delta in Guangdong, the Chinese shared their agricultural experience and knowledge. They “taught their overlords how to plant, cultivate, and harvest orchard and garden crops.” Their contributions extended beyond California: Ah Bing in Oregon bred the famous Bing cherry, and Lue Gim Gong in Florida developed the frost-resistant orange that bore his name and that gave the state its citrus industry. . . .

Source: Ronald Takaki, *Strangers from a Different Shore: A History of Asian Americans*, Little, Brown and Company, 1989 (adapted)

8 Based on these documents, what were **two** opportunities the development of the West offered to Chinese immigrants? [2]

(1) _____

Score

(2) _____

Score

Document 9

Opposition to Chinese immigration included the Workingmen's Party in the late 1870s.

. . . After being occupied during the 1850s, 1860s, and early 1870s in the placers [mines] and on major construction projects, many Chinese turned toward the cities and new industries. San Francisco was the mecca for most, for it was both the industrial capital of the Pacific Coast and the headquarters for the Chinese. The timing was unfortunate, for it brought the Chinese into conflict with the struggling labor movement that had been trying to organize itself in San Francisco during the preceding two decades, and it did so at a time when unemployment and threats to the traditionally high level of western wages made white workers angrily sensitive to the dangers of Chinese competition. A very high percentage of those workers were themselves immigrants, especially Irish and Germans—but they were white immigrants. . . .

Source: Rodman W. Paul, *The Far West and the Great Plains in Transition, 1859–1900*, Harper & Row, 1988

- 9 According to Rodman W. Paul, state **one** reason for opposition to Chinese immigrants in San Francisco.
[1]

Score

Part B

Essay

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

Historical Context:

During the 19th and early 20th centuries, the development of the West had political, economic, and social effects on various groups. These groups include ***Native American Indians, women, and Chinese immigrants.***

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

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

- Discuss political, economic, ***and/or*** social effects of the development of the West on the group

Guidelines:

In your essay, be sure to

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

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VOLUME
1 OF **2**
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

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

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay
August 2017

Theme: Presidential Decisions and Actions

Throughout United States history, presidents have taken actions to address critical problems facing the nation. These actions have met with varying degrees of success.

Task:

Select *two* presidents who took actions to address a critical problem faced by the nation and for *each*

- Describe the historical circumstances that led to the problem
- Explain an action taken by the president to address the problem
- Discuss the extent to which this action resolved the problem

You may use any United States president who took an action to solve a critical problem facing the nation from your study of United States history. Some suggestions you might wish to consider include:

George Washington—Whiskey Rebellion
Andrew Jackson—nullification crisis
Abraham Lincoln—secession of Southern states
Franklin D. Roosevelt—Great Depression
Dwight D. Eisenhower—school integration

John F. Kennedy—Cuban missile crisis
Lyndon B. Johnson—discrimination faced by minorities
George H. W. Bush—invasion of Kuwait by Iraq
George W. Bush—attacks of September 11, 2001

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *each* of *two* presidents, discussing the historical circumstances that led to a critical problem facing the nation, an action taken by the president to address the problem, and the extent to which *each* action resolved the problem).
2. The historical circumstances that led to the problem may describe either the narrower facts of the particular problem *or* the wider issues of the time period that led to the problem *or* a combination of both, e.g., a student might focus on the specific facts that led to the rise of the Republican Party and the election of Abraham Lincoln which sparked the secession of Southern states *or* a student might develop the long-term sectional dispute over slavery and its extension which resulted in Lincoln’s election and the secession of Southern states.
3. The description of the historical circumstances that led to each problem may be similar, but each discussion must include separate and distinct information, e.g., President Dwight D. Eisenhower and President Lyndon B. Johnson both faced the problem of segregated facilities, but Eisenhower responded to an attempt to block the Supreme Court order to integrate public schools while Johnson fought against Jim Crow policies in all public accommodations.
4. The response may discuss how two presidents addressed the same problem as long as separate and distinct information is included for each, e.g., after the stock market crash, Herbert Hoover maintained a laissez-faire attitude; facing 25 percent unemployment, Franklin D. Roosevelt initiated various public works projects.
5. The action taken to address the problem must involve the use of presidential authority and must address the problem that was described.
6. The action taken by the president to address the problem may be general, such as Roosevelt’s New Deal or Johnson’s Great Society, as long as it is supported by specific details.
7. The extent to which the action resolved the problem may be discussed as immediate or long term.
8. The extent to which the action resolved the problem may be discussed from a variety of perspectives as long as the position taken is supported with accurate historical facts and examples.
9. If more than two presidential actions are discussed, only the first two actions may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** presidents by discussing the historical circumstances that led to a critical problem facing the nation, a specific action taken by the president to address the problem, and the extent to which the action resolved the problem
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Franklin D. Roosevelt and the Great Depression*: connects overextension of credit, reckless stock market speculation, and the prevailing belief in laissez-faire to widespread economic failure, massive unemployment, and Roosevelt’s proposal of a New Deal that included government intervention to provide relief, recovery, and reform in the economy, instilling hope while providing stabilized financial institutions and employment which improved the economy but failed to achieve full economic recovery; *Dwight D. Eisenhower and school integration*: connects the Southern tradition of Jim Crow segregation, the disparity between white and black schools, and the order to desegregate schools in *Brown v. Board of Education of Topeka* to violent resistance in Little Rock, Arkansas, and Eisenhower’s decision to send federal troops to enforce the ruling and protect the Little Rock Nine which ensured the safety of the African American students and established a strong precedent for federal action to desegregate public schools but failed to end de facto segregation in public schools
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Franklin D. Roosevelt and the Great Depression*: Roaring Twenties; unequal distribution of wealth; buying on margin; bank failures; foreclosures; President Herbert Hoover; rugged individualism; bank holiday; fireside chats; bold experimentation; Civilian Conservation Corps; Securities and Exchange Commission; Works Progress Administration; Social Security; defense industries; World War II; *Dwight D. Eisenhower and school integration*: *Plessy v. Ferguson*; “separate but equal”; 14th amendment; reserved powers; Governor Faubus; mob violence against African American students; reemergence of Ku Klux Klan; television coverage; increased private school enrollment; President Kennedy’s support for James Meredith; de jure segregation; civil rights movement; controversy over busing
- 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
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Franklin D. Roosevelt and the Great Depression*: discusses how overspeculation in the stock market and the lack of effective federal intervention in the economy led to widespread unemployment and President Roosevelt’s New Deal with programs for relief, recovery, and reform of the economy, including public works programs which restored hope but failed to bring back full prosperity; *Dwight D. Eisenhower and school integration*: discusses how the Southern practice of Jim Crow and the decision in *Brown v. Board of Education of Topeka* caused violent resistance to school integration in Little Rock, Arkansas, which led President Eisenhower to order troops to protect African American students, allowing the Little Rock Nine to complete the school year successfully but failing to end Southern resistance to school integration
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

In the centuries since the United States of America was formed on the principles of liberty and democracy, many issues, both foreign and domestic, have arisen. It is the president's duty to approach these issues with both intelligence and integrity, as his actions will play a role in forging the nation's character. Two presidents in particular were faced with the question of using force against their citizens in order to preserve the Union. George Washington's actions during the Whiskey Rebellion & Andrew Jackson's decision regarding the nullification crisis both set an everlasting precedent of federal supremacy over states' rights.

As can be seen through the intense debate over the ratification of the Constitution, many Americans were unwilling to place too much power in the hands of a distant national government, fearing it would result in a situation similar to the one they had recently escaped during the Revolutionary War. Although the Constitution went into action before a promised Bill of Rights was added, the question of just how much power the government has in relation to the "necessary and proper clause" was still a source of controversy. Throughout Washington's presidency, Hamilton, a loose constructionist, struggled against Jefferson, a strict constructionist, regarding such issues as the national bank and federal revenues. Washington needed to decide which stance he would take on these issues, and which path he would consequently forge for his anxious nation. The opportunity arose to take a stance during the Whiskey Rebellion. With farmers facing poor transportation and unable to easily move their corn and wheat crops east, they naturally made whiskey, which took up less space and was far more valuable. When a group of angry farmers in

western Pennsylvania rebelled against a federal excise tax on whiskey. Washington followed Hamilton's advice and made the fateful decision to lead troops to put down the insurrection. The Whiskey Rebellion quickly dispersed without bloodshed because the rebels were awed by the stature and respect for Washington who marched into Pennsylvania with 15 thousand militiamen. It was the first challenge to the new Constitution and the president's military authority, and it sent a message loud and clear to the nation. The federal government was willing to use any means necessary to maintain peace and enforce its laws. Future presidents would follow this important precedent set by Washington to use the power of commander-in-chief to enforce federal laws over local resistance. In the 1950s, President Eisenhower sent troops to Little Rock, Arkansas to enforce the Supreme Court's order to desegregate schools with "all deliberate speed."

Fastforward several decades from Washington to the election of 1828. Andrew Jackson is the Democratic candidate, and he is widely popular among the common people. He is a champion of states' rights, firmly against the favoritism shown by the federal government towards industrialists and wealthy bankers, and truly a "man of the people." When John C. Calhoun, his vice president, and the people of South Carolina claim the doctrine of nullification, Jackson must make a hard decision. Southerners were furious at the passage of the "Tariff of Abominations" because it protected the Northern industries while threatening to decrease the Southerners' cotton exports. This would raise the prices Southerners had to pay for many imports or force them to buy more manufactured goods from the North. On all counts they saw the tariff as very harmful. They therefore claimed the

right of a state to nullify a law of the federal government if they consider it unconstitutional. This followed the ideas of Madison and Jefferson in the Virginia and Kentucky Resolutions in the late 1790s. When Congress failed to reduce import duties in 1830, South Carolina voted to declare the tariff null and void within the state and even discussed the possibility of secession. Although Jackson would usually side with the states, he understood that nullification might lead to the eventual breakup of the Union. President Jackson boasted that he would “hang the nullifiers” and boldly threatened to send troops to collect the import taxes. He asked Congress to pass a Force Act allowing him to send troops to end the nullification crisis. This act was never carried out, as a compromise by Senator Henry Clay lowering the tariffs was instituted instead. Jackson managed to create a temporary thaw in the regional tensions that would eventually lead to the Civil War by forgetting his bias and taking forceful measures in order to preserve the Union. Although South Carolina seemed to back down on the tariff question, it became even more determined not to compromise on states’ rights when the issue was slavery. After Lincoln’s election, South Carolina led the South into secession and Civil War.

The issue of states’ rights vs. federal government’s rights was an extremely controversial issue that was not solved until after the Civil War, when the supremacy of the federal government was made clear. Both George Washington and Andrew Jackson were faced with the question of enforcing federal laws. Both made the hard decision of putting the preservation of the Union before individual states’ rights, laying the foundation for a strong and successful nation.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for George Washington and the Whiskey Rebellion and for Andrew Jackson and the nullification crisis
- Is more analytical than descriptive (*Washington*: as can be seen through the intense debate over the ratification of the Constitution, many Americans were unwilling to place too much power in the hands of a distant national government; Washington needed to decide which stance he would take on these issues and which path he would consequently forge for his anxious nation; unable to easily move their corn and wheat crops east, they naturally made whiskey, which took up less space and was far more valuable; when a group of angry farmers in western Pennsylvania rebelled against a federal excise tax on whiskey, Washington followed Hamilton's advice and made the fateful decision to lead troops to put down the insurrection; it was the first challenge to the new Constitution and the president's military authority and it sent a message loud and clear to the nation; future presidents would follow this important precedent set by Washington to use the power of commander in chief to enforce federal laws over local resistance; President Eisenhower sent troops to Little Rock, Arkansas, to enforce the Supreme Court's order to desegregate schools with all deliberate speed; *Jackson*: Southerners were furious at the passage of the Tariff of Abominations because it protected the Northern industries while threatening to decrease the Southerners' cotton exports; would raise the prices Southerners had to pay for many imports or force them to buy more manufactured goods from the North; when Congress failed to reduce import duties in 1830, South Carolina voted to declare the tariff null and void within the state and even discussed the possibility of secession; although Jackson would usually side with the states, he understood that nullification might lead to the eventual breakup of the Union; boasted that he would hang the nullifiers and boldly threatened to send troops to collect the import taxes; never carried out as a compromise by Senator Henry Clay lowering the tariffs was instituted instead; although South Carolina seemed to back down on the tariff question, it became even more determined not to compromise on States rights when the issue was slavery; after Lincoln's election South Carolina led the South into secession and Civil War)
- Richly supports the theme with many relevant facts, examples, and details (*Washington*: Revolutionary War; necessary and proper clause; loose constructionist; strict constructionist; National Bank; federal revenues; quickly dispersed without bloodshed; marched into Pennsylvania with 15,000 militiamen; *Jackson*: election of 1828; man of the people; John C. Calhoun; unconstitutional; Madison and Jefferson; Virginia and Kentucky Resolutions; Force Act)
- Demonstrates a logical and clear plan of organization; includes an analytical introduction that notes both George Washington and Andrew Jackson were faced with the question of using force against their citizens in order to preserve the Union and a conclusion that asserts both presidents put the preservation of the Union over individual States rights and laid the foundation for the nation's strength and success

Conclusion: Overall, the response fits the criteria for Level 5. Superior analysis and ample detail connect the theme of federal supremacy to the actions of both presidents during the early years of the republic.

Whenever there are times of crisis in the United States, the president always takes action. However, the success of these actions have varied throughout history. Abraham Lincoln and Franklin D. Roosevelt are two presidents who were very successful when they took action to address the critical problem facing the United States during their presidencies. Abraham Lincoln dealt with the secession of the southern states while Franklin D. Roosevelt dealt with the Great Depression.

By the time Lincoln was elected in 1860, the Northern and Southern States were already at each other's throats. The Southern States believed that the Northern States were threatening their way of life with disputes over the Missouri Compromise and the Kansas-Nebraska Act that dealt with the status of slavery in new western territories. They were particularly concerned that the Northern States were trying to stop the spread of slavery and that free states would gain representation in Congress and dominate the economic life of the South. Because the South knew that Abraham Lincoln was determined to stop the expansion of slavery, many of the Southern States seceded from the Union when he was elected. Lincoln never acknowledged the legality of the southern states' secession, and he realized that the existence of the Union was at stake so he had to take action. Lincoln and his generals had underestimated the will of Southerners to protect their way of life and the South's superior military leadership. The North lost all the major battles until the bloody standoff at Antietam. Lincoln used the opportunity to issue the Emancipation Proclamation. This document freed all of the slaves in the rebelling states but not in the border states like Maryland and

Missouri to keep them from seceding. The proclamation did not actually free the slaves, for slave owners in the South just ignored it. But the Emancipation Proclamation helped the North realize that they were fighting for a moral goal and it re-energized them. Europeans, who had been trading military supplies for cotton with the Confederacy, now strongly sympathized with the North. This allowed the North to turn the tides of the war. In the year following the Emancipation Proclamation, Union forces won major victories from Gettysburg to Vicksburg. African American soldiers joined the Union army and increased its already superior size. If it were not for Lincoln ordering the Emancipation Proclamation, the bloody Civil War might have gone on much longer. Since the North had more industry and railroads, they probably would have won eventually, but the Emancipation Proclamation turned the tide of war sooner and led to freedom for millions of Americans.

After the stock market crashed in 1929, the United States economy crumbled and the Great Depression had begun. During the 1920s, also known as the Roaring 20s, the government left the economy alone since economic times were so good. This laissez-faire policy allowed bad habits to form like overextension of credit and overbuying stocks on margin. This led to a horrible depression after banks failed, factories closed and unemployment skyrocketed. President Hoover continued the policy of laissez-faire and rugged individualism, wanting to protect American businesses. Franklin D. Roosevelt responded to the Great Depression with the New Deal, a series of bold new programs that fell into one of three categories: Relief, Recovery, and Reform. Relief programs gave immediate help to the

people in need of it like closing banks until they proved they could be trusted with peoples' hard earned money. Recovery programs helped people get back to their every day lives like the NIRA which set up codes for minimum wages, prices, and how much could be produced. Although it only lasted a couple of years, the ideas in the NIRA were put into other New Deal Acts. Reform programs prevented the Great Depression from ever happening again such as the SEC which prevents the wild speculation of stocks that had caused the crash. The New Deal helped end the worst conditions of the depression but only World War II ended widespread unemployment and got all factories back to work. However, Roosevelt's "three R's" had a lasting effect by changing the belief in laissez-faire to the belief that the federal government has a great responsibility for the peoples' economic welfare. Today, Social Security provides pensions for the elderly, a minimum wage protects young workers, and bank deposits are insured.

If it were not for the quick actions taken by presidents in times of crisis, the United States would not be able to recover from them so well. Abraham Lincoln and Franklin D. Roosevelt are only two great examples of how the president's actions can help change the course of history for the better. However, this does not mean that presidents have always taken the appropriate action in the past or that they will in the future.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Abraham Lincoln and the secession of Southern states and for Franklin D. Roosevelt and the Great Depression
- Is more analytical than descriptive (*Lincoln*: they were particularly concerned that the Northern states were trying to stop the spread of slavery and that free states would gain representation in Congress and dominate the economic life of the South; never acknowledged the legality of the Southern states' secession and he realized that the existence of the Union was at stake; Lincoln and his generals had underestimated the will of Southerners to protect their way of life and the South's superior military leadership; used the opportunity to issue the Emancipation Proclamation; freed all of the slaves in the rebelling states but not in the border states, like Maryland and Missouri, to keep them from seceding; Europeans who had been trading military supplies for cotton with the Confederacy now strongly sympathized with the North; African American soldiers joined the Union army and increased its already superior size; since the North had more industry and railroads they probably would have won eventually but the Emancipation Proclamation turned the tide of war sooner; *Roosevelt*: laissez-faire policy allowed bad habits to form like overextension of credit and overbuying stocks on margin; led to a horrible depression after banks failed, factories closed, and unemployment skyrocketed; Hoover continued the policy of laissez-faire and rugged individualism, wanting to protect American businesses; Roosevelt responded to the Great Depression with the New Deal, a series of bold new programs; reform programs prevented the Great Depression from ever happening again such as the Securities and Exchange Commission which prevents the wild speculation of stocks that had caused the crash; New Deal helped end the worst conditions of the Depression but only World War II ended widespread unemployment and got all factories back to work; Three Rs had a lasting effect by changing the belief in laissez-faire to the belief that the federal government has a great responsibility for the people's economic welfare; Social Security provides pensions for the elderly, a minimum wage protects young workers, and bank deposits are insured)
- Richly supports the theme with many relevant facts, examples, and details (*Lincoln*: Missouri Compromise; Kansas-Nebraska Act; western territories; standoff at Antietam; Gettysburg; Vicksburg; *Roosevelt*: Roaring Twenties; Relief, Recovery, and Reform; closing banks; NIRA; set up codes)
- Demonstrates a logical and clear plan of organization; includes an introduction that calls Abraham Lincoln and Franklin Roosevelt very successful and a conclusion that notes presidents have not always taken the appropriate action in the past, and they may not take the appropriate action in the future

Conclusion: Overall, the response fits the criteria for Level 5. The response exhibits a high degree of knowledge about each time period. The discussion of the Emancipation Proclamation and the New Deal recognizes the complexity of each problem and the extent to which each action resolved a crisis.

The job of being president includes, but is not limited to, addressing serious domestic issues. Both Abraham Lincoln and Franklin Delano Roosevelt flourished in this area, with the southern secession crisis and the Great Depression, respectively; Lincoln issued the Emancipation Proclamation and FDR implement the New Deal.

Lincoln came into the presidency with the horrific issue of slavery already having split the nation. Following his election, the Crittenden Compromise would have given the South everything it wanted, including the extension and maintenance of slavery in the South, but it was not adopted and secession continued. And while the Civil War was centered around slavery, Lincoln's main objective initially was to keep the Union together. For a time, the outcome of the war was ambiguous, with the threat that Britain, hungry for cotton, would recognize the Confederacy. After the North pushed back Southern troops at Antietam, Lincoln issued the Emancipation Proclamation to take effect on New Year's Day 1863. As commander-in-chief, he freed all slaves in rebelling states which excluded the border states, part of the reason they stayed loyal. This action was applauded by Northern abolitionists like Frederick Douglass who called the action just and humane. This encouraged African Americans to enlist in the Union army so they could fight for their own freedom. Lincoln's action helped make the war about ending slavery and helped prevent Britain from recognizing the Confederacy as a sovereign nation. Along with the strong Union blockade, this helped reduce trade between Britain and the Confederacy and deprived the South of desperately needed manufactured goods. Lincoln's Emancipation Proclamation turned the tide of war to a Union victory which accomplished his goal of

preserving the Union. The document also became the foundation of the thirteenth amendment ending the practice of slavery forever. This landmark decision that advanced human rights makes Lincoln truly the greatest of all U.S. presidents.

Harding, Coolidge, and Hoover, the presidents of the roaring 20s governed in what seemed to be the most prosperous time in United States history. Unfortunately, the overspeculation of stocks, overproduction, and the overexpansion of credit, ushered in the Great Depression. These presidents believed in laissez-faire government and rugged individualism, so when millions of Americans were unemployed, President Hoover still insisted that the economy would right itself. In 1932, Franklin Roosevelt campaigned with the promise to create a New Deal to ameliorate the damage through significant government funding and social programs. Programs such as the Works Progress Administration and the CCC provided jobs to the unemployed, as did the TVA, despite criticisms. FDR closed the banks and in the first 100 days proposed an unprecedented amount of legislation. We survived this economic disaster because of increased government deficit spending and his many programs. The New Deal also established social security and this idea led the way for LBJ's Great Society programs of Medicare and Medicaid, which are debated today because of their high cost.

In domestic disasters, such as secession and depression, it is required that the president effectively address these issues, exemplified by Presidents Lincoln and Roosevelt (FDR).

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Abraham Lincoln and the secession of Southern states more thoroughly than Franklin D. Roosevelt and the Great Depression
- Is both descriptive and analytical (*Lincoln*: came into the presidency with the horrific issue of slavery already having split the nation; while the Civil War was centered around slavery, Lincoln's main objective initially was to keep the Union together; for a time the outcome of the war was ambiguous with the threat that Britain, hungry for cotton, would recognize the Confederacy; after the North pushed back Southern troops at Antietam, Lincoln issued the Emancipation Proclamation; as commander in chief he freed all slaves in rebelling states, which excluded the border states, part of the reason they stayed loyal; this encouraged African Americans to enlist in the Union army so they could fight for their own freedom; helped make the war about ending slavery and helped prevent Britain from recognizing the Confederacy as a sovereign nation; along with the strong Union blockade this helped reduce trade between Britain and the Confederacy and deprived the South of desperately needed manufactured goods; Emancipation Proclamation turned the tide of war to a Union victory, which accomplished his goal of preserving the Union; *Roosevelt*: presidents of the Roaring Twenties governed in what seemed to be the most prosperous time in United States history; believed in laissez-faire government and rugged individualism, so when millions of Americans were unemployed, President Hoover still insisted that the economy would right itself; Roosevelt campaigned with the promise to create a New Deal to ameliorate the damage through significant government funding and social programs; closed the banks and in the first 100 days proposed an unprecedented amount of legislation; survived this economic disaster because of increased government deficit spending and his many programs; established Social Security and this idea led the way for President Lyndon B. Johnson's Great Society programs of Medicare and Medicaid)
- Supports the theme with relevant facts, examples, and details (*Lincoln*: Crittenden Compromise not adopted; New Year's Day 1863; Northern abolitionists; Frederick Douglass; 13th amendment; ending the practice of slavery; *Roosevelt*: Harding; Coolidge; overspeculation of stocks; overproduction; credit; Works Progress Administration; Civilian Conservation Corps; Tennessee Valley Authority)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are little more than restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response uses important information and good analysis to discuss Lincoln's response to secession, especially the positive outcome of the Emancipation Proclamation. However, the discussion of Roosevelt's New Deal lacks the same depth and analysis, especially regarding the extent to which it was successful.

Throughout U.S. history, it has become quite apparent that many Americans have become critical of their past and present presidents, due to their ability or inability to solve/address problems. However, Franklin D. Roosevelt, with his New Deal plans, and Lyndon B. Johnson, with his Great Society plans, are two examples of how problems should be addressed. These two leaders had their faults but in the end, the U.S. emerged a greater nation after their leadership.

Franklin D. Roosevelt was perhaps one of the most effective presidents to ever hold office. His presidency was definitely known for his work during the Great Depression. The Great Depression came about after an extremely "profitable period." Credit emerged as a new form of purchasing goods and the problem was that it was overextended. The stock market crashed and prices fell. Many major corporations ceased to exist. Only the wealthy elite managed to live normal lives during the Great Depression. Average Americans faced the loss of jobs, homes and life savings. Although World War II was the ultimate solution to end the depression, Franklin Roosevelt's New Deal was a "saving grace" for the vast majority of Americans who had lost confidence in their government and in the future. Organizations like the Tennessee Valley Authority provided jobs and cheap electricity, the Civilian Conservation Corps provided jobs and revitalized cities, neighborhoods, and parks, and the Agricultural Adjustment Act tried to reduce surplus crops to raise agricultural prices. These and other "alphabet agencies" added up to provide jobs to the unemployed and to stimulate the economy. The New Deal also created major reforms to strengthen banking through insuring deposits and regulating stock markets through the SEC. In addition, FDR pushed reforms to strengthen the

rights of unions with the Wagner Act and to help old people with the creation of Social Security. Many of these reforms are still with us today. However, FDR's New Deal didn't become an overwhelming success, as it did have mixed results. Some programs became permanent parts of the economy like the TVA while others which were similar to the CCC were cancelled. However, the New Deal allowed for a grace period where many Americans could survive and feel some hope.

The presidency of Lyndon B. Johnson is, in a way, a double-edged sword. Lyndon Johnson experienced great success domestically speaking, but his foreign policy in Vietnam was, for the most part, a failure and took resources away from his social programs. During the time that LBJ was in office, the African American civil rights movement was in full force. Activists like Martin Luther King, Jr used peaceful marches, boycotts, and lobbying to end Jim Crow practices. These actions got the attention of the President. Johnson had major plans for a "Great Society." LBJ thought that the nation could overcome many basic problems of poverty through better education and health care. He went to great efforts to educate the unemployed and to train them for jobs. For Johnson, African Americans were no exception. He supported their equality, rather than opposed it. The Civil Rights Act of 1964, which passed under Johnson made segregation illegal in all public facilities. The year after, Johnson pushed through the Voting Rights Act, which finally allowed African Americans to vote (same restrictions/limits as whites). LBJ also made huge improvements for older people by creating the Medicare program to pay for health care and Medicaid to help poor people. Despite his failures in Vietnam, Johnson was still a man of action. He was definitely on the offensive

when it came to improving domestic life. In a perfect world, Lyndon B. Johnson's "Great Society" was a successful continuation of Franklin Roosevelt's New Deal. In some ways, the "Great Society" was a success. But the Civil Rights Act of 1964 and the Voting Rights Act of 1965 did not end discrimination. Segregation still exists today because of housing patterns and educational opportunities. And recently, voting rights have become restricted by state laws that make it harder for African Americans to register to vote. Again, LBJ's efforts had mixed results, but in the end, his efforts to solve problems proved who he truly was.

Franklin D. Roosevelt and Lyndon B. Johnson were effective problem solvers, when it came to economic and social recovery and civil rights advancement. Many who criticize LBJ and FDR fail to realize that given the circumstances, the work of such two men was effective in dealing with domestic problems. America emerged a better place after their presidencies.

Anchor Level 4-B

The response:

- Develops all aspects of the task for Franklin D. Roosevelt and the Great Depression and for Lyndon B. Johnson and discrimination faced by minorities
- Is both descriptive and analytical (*Roosevelt*: Depression came about after an extremely profitable period; credit emerged as a new form of purchasing goods and the problem was that it was overextended; average Americans faced the loss of jobs, homes, and life savings; World War II was the ultimate solution to end the Depression; New Deal was a saving grace for the vast majority of Americans who had lost confidence in their government; alphabet agencies added up to provide jobs to the unemployed and to stimulate the economy; created major reforms to strengthen banking through insuring deposits and regulating stock markets through the SEC; many of these reforms are still with us today; some programs became permanent parts of the economy, like the Tennessee Valley Authority, while others, which were similar to the Civilian Conservation Corps, were canceled; New Deal allowed for a grace period where many Americans could survive and feel some hope; *Johnson*: foreign policy in Vietnam was for the most part a failure and took resources away from his social programs; during the time that Johnson was in office the African American civil rights movement was in full force; Johnson had major plans for a Great Society; thought that the nation could overcome many basic problems of poverty through better education and health care; Civil Rights Act of 1964, which passed under Johnson, made segregation illegal in all public facilities; the year after, Johnson pushed through the Voting Rights Act, which finally allowed African Americans to vote; segregation still exists today because of housing patterns and educational opportunities; voting rights have become restricted by state laws that make it harder for African Americans to register to vote)
- Supports the theme with relevant facts, examples, and details (*Roosevelt*: stock market crashed; major corporations ceased to exist; cheap electricity; revitalized cities, neighborhoods, and parks; Agricultural Adjustment Act; Wagner Act; Social Security; *Johnson*: activists like Martin Luther King Jr.; peaceful marches, boycotts, and lobbying; Jim Crow practices; educate the unemployed; Medicare; Medicaid; continuation of Franklin Roosevelt's New Deal)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state the actions of both presidents were effective in dealing with domestic problems and America was a better place after their presidencies

Conclusion: Overall, the response fits the criteria for Level 4. The response includes some good analysis to demonstrate understanding of both the New Deal and Great Society programs.

Throughout history, leaders have had to make decisions and resolve critical problems faced by their people. There have been many such instances in United States history, and the presidents who dealt with these events have had different levels of success. Two presidents who have taken action to resolve critical issues in United States history are Abraham Lincoln, who was President in times prior to and during the American Civil War after the Southern states seceded, and John F. Kennedy, who averted a potential nuclear crisis at the height of the Cold War.

Even before President Abraham Lincoln's term, unrest over the expansion of slavery and other sectional issues was growing rapidly. In 1860, four candidates ran for President. Lincoln was not even on the ballot in the Southern states because of his position against the expansion of slavery. When Lincoln won a majority of the electoral votes anyway, the Southern states declared their intentions to secede from the United States and formed the Confederate States of America. Lincoln would not recognize the new nation in the South, and attempted to convince the Confederate states that he would not interfere with slavery where it already existed. When it seemed that negotiation was failing, though, Lincoln attempted to resupply Fort Sumter, a key fort in the South that he believed should still be under federal control. When South Carolina fired on the Fort, the North was enraged and Lincoln called for 75,000 volunteers to defend the Union. As the war dragged on, Lincoln enacted the first ever mandatory draft to fill the ranks of the Union army. A bloody Civil War ravaged America for 4 long years. In the end, Confederate troops were forced to surrender and the Union was victorious under President Lincoln, but at a high price:

many lives were lost in the war. Over a million were killed or seriously wounded. A generation of young men was lost, especially in the South. The South was physically and economically devastated. The nation would also never be the same, and a lasting legacy of resentment remained. Thus, while Lincoln's effort to preserve the union by raising a strong army was a success, it left the United States irrevocably changed, with hard feelings and sectional tensions that still exist today.

John F. Kennedy was elected President in the midst of the Cold War. Alarming during his time as President, Cuba and the Soviet Union grew close as communist allies. This came to a peak when the Soviet Union began construction of nuclear sites in Cuba which were photographed by U-2 spy planes. This was seen as a direct threat to the United States due to Cuba's proximity to American shores. In response to the threatening move by the Soviets, President Kennedy ordered a risky naval blockade of Cuba, which was a milder option than bombing or invading. He then turned to negotiating with Russia. Kennedy demanded removal of Russian nuclear resources from Cuba, and threatened retaliation on the USSR if any missiles were launched from Cuba. Fortunately, the Russian Premier Nikita Khrushchev ordered the Soviet ships to turn around and agreed to remove the missiles from Cuba—so long as the United States would remove its missiles from Turkey and not invade Cuba. Kennedy secretly agreed to this, and a potential nuclear war was narrowly avoided. President Kennedy's skillful and decisive action effectively resolved the Cuba Missile Crisis.

Both Lincoln and Kennedy are extremely renowned former

presidents who guided the nation through times of critical danger. While the degree to which the two were successful may vary, the United States was preserved thanks to their efforts.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Abraham Lincoln and the secession of Southern states more thoroughly than John F. Kennedy and the Cuban missile crisis
- Is both descriptive and analytical (*Lincoln*: even before President Abraham Lincoln's term, unrest over the expansion of slavery and other sectional issues was growing rapidly; not even on the ballot in the Southern states because of his position against the expansion of slavery; would not recognize the new nation in the South and attempted to convince the Confederate states that he would not interfere with slavery where it already existed; attempted to resupply Fort Sumter, a key fort in the South that he believed should still be under federal control; as the war dragged on, Lincoln enacted the first-ever mandatory draft to fill the ranks of the Union army; generation of young men was lost, especially in the South; the South was physically and economically devastated; while Lincoln's effort to preserve the Union by raising a strong army was a success it left the United States irrevocably changed, with hard feelings and sectional tensions that still exist today; *Kennedy*: during his time as president, Cuba and the Soviet Union grew close as communist allies; this came to a peak when the Soviet Union began construction of nuclear sites in Cuba which were photographed by U-2 spy planes; seen as a direct threat to the United States due to Cuba's proximity to American shores; Kennedy ordered a risky naval blockade of Cuba, which was a milder option than bombing or invading; demanded removal of Russian nuclear resources from Cuba and threatened retaliation on the USSR if any missiles were launched from Cuba; Russian premier Nikita Khrushchev ordered the Soviet ships to turn around and agreed to remove the missiles from Cuba; a potential nuclear war narrowly avoided)
- Supports the theme with relevant facts, examples, and details (*Lincoln*: 1860; four candidates; majority of the electoral votes; Confederate States of America; South Carolina fired on the fort; called for 75,000 volunteers; bloody Civil War; four long years; Union was victorious; over a million were killed or seriously wounded; *Kennedy*: Cold War; remove its missiles from Turkey; not invade Cuba)
- Demonstrates a satisfactory plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a conclusion that observes the United States was preserved during each president's term

Conclusion: Overall, the response fits the criteria for Level 4. The response connects Lincoln's creation of a strong military with the preservation of the Union and a legacy of resentment. The discussion of Kennedy and the Cuban missile crisis would be strengthened by additional historical circumstances and further development of the extent to which the problem was resolved.

Presidents throughout the history of the United States have faced periods of crisis in the United States. Abraham Lincoln and Franklin D. Roosevelt were elected into office with critical problems looming over the nation. Abraham Lincoln was president during the Civil War, while Franklin D. Roosevelt had to save the nation from the Great Depression. Both presidents successfully attempted to solve the crisis during their terms in office, labeling them as two of the best presidents in United States history.

Abraham Lincoln began the process of reuniting America after years of constant violence and bloodshed during the Civil War. Lincoln's election was the initial catalyst that caused South Carolina to secede, followed by many other southern states. The secession of the southern states resulted from the long standing conflict about slavery during the 19th century. As commander-in-chief of the Union, Lincoln was successfully able to accomplish his original goal of preserving the Union while also abolishing slavery after the Emancipation Proclamation. After his announcement of the Proclamation, thousands of African Americans enlisted in the Union army. Under his command, the Confederate States were defeated and had to obey Lincoln's 10 percent plan to be readmitted to the Union, by having a certain percentage of voters swear their loyalty to the United States and abolishing slavery. Lincoln was able to reunite the U.S. after secession, which could have harmed the nation permanently.

Franklin D. Roosevelt's economic New Deal programs provided temporary economic relief which would save the United States from the devastating effects of the Great Depression. After the Stock Market Crash of 1929, America's stock market rapidly declined, leaving

middle class citizens and large corporations with no hard money and currency. One out of four Americans became unemployed and countless people lost their life savings when banks closed. America was facing its largest economic recession in history. However Roosevelt, who was elected during the midst of the Great Depression implemented various programs such as public work projects, agencies and economic reforms. The WPA and CCC provided economic assistance to poor citizens who were homeless and poor, by giving them jobs on public, government funded projects. In addition, Roosevelt closed all banks, known as the "Bank Holiday" to reform and provide federal guidance to all banks in United States to recover from the crash. Social Security and the Wagner Acts further provided old age pensions and labor regulations. Although Roosevelt was not able to fully pull the nation out of the Depression, he significantly improved America's economic stance during the 1930's until World War II, which would end the Depression.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for Abraham Lincoln and the secession of Southern states and for Franklin D. Roosevelt and the Great Depression
- Is more descriptive than analytical (*Lincoln*: election was the initial catalyst that caused South Carolina to secede; secession of the Southern states resulted from the long-standing conflict about slavery during the 19th century; as commander in chief of the Union, Lincoln was successfully able to accomplish his original goal of preserving the Union; after his announcement of the proclamation thousands of African Americans enlisted in the Union army; under his command the Confederate states were defeated; able to reunite the United States after secession, which could have harmed the nation permanently; *Roosevelt*: after the stock market crash of 1929, America's stock market rapidly declined; Roosevelt, who was elected during the midst of the Great Depression, implemented various programs such as public works projects, agencies, and economic reforms; Works Progress Administration and Civilian Conservation Corps provided economic assistance to poor citizens who were homeless; closed all banks, known as the Bank Holiday, to reform and provide federal guidance; although Roosevelt was not able to fully pull the nation out of the Depression he significantly improved America's economic stance during the 1930s until World War II, which would end the Depression); includes faulty analysis (*Lincoln*: while also abolishing slavery after the Emancipation Proclamation; had to obey Lincoln's 10 percent plan)
- Includes some relevant facts, examples, and details (*Lincoln*: Civil War; *Roosevelt*: one out of four Americans became unemployed; lost their life savings; jobs on public government-funded projects; Social Security; Wagner Act; old-age pensions; labor regulations)
- Demonstrates a satisfactory plan of organization; includes an introduction that calls Abraham Lincoln and Franklin D. Roosevelt two of the best presidents for saving the nation and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response provides a concise but accurate overview of Roosevelt and the Great Depression. However, the discussion of Lincoln and the secession of Southern states provides weak historical circumstances and would have been strengthened by additional details.

From the founding of the United States, the President has always been the central figure in the resolution of national crises. During the first century of this country's history in particular, domestic tensions and instability were severe enough to spark rebellion: the Whiskey Rebellion and Civil War come to mind as the opening and closing conflicts of this era. George Washington and Abraham Lincoln, two of the greatest American presidents, successfully resolved national crises during their presidencies through the application of Federal force and authority.

George Washington brought an end to the Whiskey Rebellion through the direct action of federal militia. During the early years of the Republic, Washington implemented Alexander Hamilton's economic plan for the United States in order to establish American economic strength and solvency. One component of that plan was an excise tax on whiskey. Angered by this tax, a large number of farmers in Western Pennsylvania rose up in open rebellion against the new national government. To resolve this crisis, Washington personally marshalled a large federal militia and suppressed the rebellion through threat of force. This action resolved the problem of legitimacy and sovereignty of the federal government by demonstrating that it would act decisively to restore peace and order in response to domestic disturbances such as rebellion.

Abraham Lincoln greatly expanded wartime presidential authority beyond any previous president in order to resolve the crisis of secession. The Southern states announced secession immediately after his election and opened hostilities with the Union. Soon after, Lincoln took the drastic measures of suspending Habeas Corpus and jailing

Anchor Paper – Thematic Essay—Level 3 – B

journalists who criticized the war effort. These actions succeeded in stabilizing the Border States—through the suppression of pro-Confederate elements—and helping the Union to fight the Confederacy. Thus, these actions did not directly resolve the larger crisis—the secession of the South—they ameliorated the pressing immediate crises of solidarity and loyalty in the slave states still in the Union. Thus, through firmly exercising federal power, Lincoln and Washington, two of the greatest American presidents, successfully resolved national crises during their eras.

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

- Develops most aspects of the task with some depth for George Washington and the Whiskey Rebellion and with little depth for Abraham Lincoln and the secession of Southern states
- Is both descriptive and analytical (*Washington*: during the early years of the republic Washington implemented Alexander Hamilton’s economic plan for the United States in order to establish American economic strength and solvency; angered by this tax a large number of farmers in western Pennsylvania rose up in open rebellion against the new national government; Washington personally marshaled a large federal militia and suppressed the rebellion through threat of force; resolved the problem of legitimacy and sovereignty of the federal government by demonstrating that it would act decisively to restore peace and order in response to domestic disturbances; *Lincoln*: greatly expanded wartime presidential authority beyond any previous president in order to resolve the crisis of secession; Southern states announced secession immediately after his election and opened hostilities with the Union; Lincoln took the drastic measures of suspending habeas corpus and jailing journalists who criticized the war effort; succeeded in stabilizing the border states—through the suppression of pro-Confederate elements—and helping to support the Union to fight the Confederacy)
- Includes few relevant facts, examples, and details (*Washington*: excise tax; *Lincoln*: slave states still in the Union)
- Demonstrates a satisfactory plan of organization; includes a strong introduction and a conclusion that link two of the greatest presidents to the application of federal force and authority

Conclusion: Overall, the response fits the criteria for Level 3. While the response includes good analysis, it fails to provide adequate development of the task, especially in its discussion of Lincoln and the secession of Southern states. The addition of historical circumstances for Lincoln and a broader approach to the problem of secession would have strengthened the response.

Ever since President Washington, the presidents of the United States have had to deal with many crises. Both President Franklin D. Roosevelt and President Eisenhower had to make huge decisions on problems that the country was facing at the time.

Franklin D. Roosevelt was sworn into office in 1933 promising big changes that would help fix the economy during the Great Depression. His promise came in the form of the New Deal, which would help springboard the country back into prosperity. The Great Depression came as a result of overspeculation of the stock market, buying on credit, and banks crashing. The results were massive unemployment and poverty. During the New Deal, FDR started many programs to fix these problems. He began many public works projects. Social Security was created, which allowed older people to retire with monthly payments. The FDIC helped re-establish banks and the people's faith in banks. The stock market became a bit more regulated. While FDR didn't solve nearly all of the problems of the Great Depression, he helped re-stabilize the country and the people's faith in the government.

Eisenhower became president in the early 50's, which would prove to be a big time for civil rights. In 1954, the Brown v. Board of Education case came to the Supreme Court. The court declared that the idea of "separate but equal" was inherently wrong, especially in public schooling. So, public schools began to de-segregate. One of the most notorious schools to desegregate was in Little Rock, Arkansas. There, 9 black students were attacked while trying to go in a previously all-white school. To stop the attacks, Eisenhower sent in troops to protect the 9 students. While racial discrimination was far from over for both

Anchor Paper – Thematic Essay—Level 3 – C

the Little Rock students and all others, Eisenhower's actions showed that the president would defend their civil rights.

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

- Develops all aspects of the task with little depth for Franklin D. Roosevelt and the Great Depression and for Dwight D. Eisenhower and school integration
- Is more descriptive than analytical (*Roosevelt*: Depression came as a result of overspeculation of the stock market, buying on credit, and banks crashing; results were massive unemployment and poverty; during the New Deal, Roosevelt started many programs to fix these problems; began many public works projects; Social Security was created which allowed older people to retire with monthly payments; stock market became a bit more regulated; while Roosevelt did not solve nearly all of the problems of the Great Depression he helped restabilize the country and the people's faith in the government; *Eisenhower*: the court declared that the idea of "separate but equal" was inherently wrong, especially in public schooling; one of the most notorious schools to desegregate was in Little Rock, Arkansas; nine black students were attacked while trying to go in a previously all-white school; Eisenhower sent in troops to protect the nine students; while racial discrimination was far from over for both the Little Rock students and all others, Eisenhower's actions showed that the president would defend their civil rights)
- Includes some relevant facts, examples, and details (*Roosevelt*: sworn into office in 1933; Federal Deposit Insurance Corporation; *Eisenhower*: became president in the early 1950s; *Brown v. Board of Education*; Supreme Court)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response shows understanding of the task and the problem facing each president. Although it addresses each task, it does so without depth or elaboration.

Throughout United States History, presidents have taken action to address critical problems facing the Nation. These actions have met with varying degrees of success. Franklin D. Roosevelt was the president that had to deal with the Great Depression, and John F. Kennedy was the president that had to deal with the Cuban Missile Crisis. Both of these problems were dealt with and allowed the USA to become a stronger country as a whole.

The Great Depression was caused by people's overuse of credit. They were buying things they couldn't pay back. After WWI many soldiers needed jobs but there weren't any and then the stock market crashed causing people to lose all of their money. Now with the unemployment rate rising and the prices of goods rising people couldn't afford to buy items causing everyday businesses to go under. President Hoover was in charge at the time of the stock market crash and the beginning of The Great Depression. He didn't do anything to help the economy become rich again and many places were there were homeless and jobless people were soon known as Hoovervilles. President FDR came along and proposed his New Deal Plan in the 1930s. He went to create jobs for people and give money to banks so they could reopen. His plan was successful and it allowed Americans to get back on their feet. Eventually the US was about to enter WWII so more supply was in demand causing many jobs to open up and allowing people to work again.

During the Cuban Missile Crisis, President JFK had to deal with the Soviet Union putting nuclear warheads in Cuba, only 90 miles from the US. He couldn't allow this so he told the Soviet Union they needed to take out their missiles from Cuba. The Soviets put their missiles in

Anchor Paper – Thematic Essay—Level 2 – A

Cuba because the US had missiles in Turkey, which was right out side of the Soviet Union. Kennedy made a proposal that they would take their missiles out of Turkey if the Soviets took theirs out of Cuba, but then Cuba wanted the US not to attack Cuba as well. Kennedy ended up setting up a naval blockade that prevented the Soviets from entering Cuba. This action Kennedy took showed the strength the US had and that they weren't will to negotiate with the Soviets. This was the closest the US was almost involved in a nuclear war with the Soviet Union.

Both Presidents, FDR and JFK proved that they could deal with critical problems that faced the nation and be successful. The New Deal plan allowed for the economy to become prosperous again after the Great Depression and Kennedy was able to prevent a nuclear war with the Soviet Union after the Cuban missile crisis. Today there has not been any threats to use nuclear weapons and the economy is stable because we don't allow Americans to overuse credit.

Anchor Level 2-A

The response:

- Minimally develops most aspects of the task for Franklin D. Roosevelt and the Great Depression and for John F. Kennedy and the Cuban missile crisis
- Is primarily descriptive (*Roosevelt*: stock market crashed causing people to lose all of their money; people could not afford to buy items causing everyday businesses to go under; did not do anything to help the economy become rich again and many places where there were homeless and jobless people were soon known as Hoovervilles; Roosevelt came along and proposed his New Deal Plan in the 1930s; plan was successful and it allowed Americans to get back on their feet; the United States was about to enter World War II so more supply was in demand causing many jobs to open up and allowing people to work again; *Kennedy*: had to deal with the Soviet Union putting nuclear warheads in Cuba, only 90 miles from the United States; ended up setting up a naval blockade; showed the strength the United States had; closest the United States was almost involved in a nuclear war with the Soviet Union); includes faulty and weak analysis (*Roosevelt*: many soldiers needed jobs but there weren't any; the prices of goods rising; give money to banks so they could reopen)
- Includes few relevant facts, examples, and details (*Roosevelt*: overuse of credit; unemployment rate rising; President Hoover; create jobs; *Kennedy*: missiles in Turkey)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that incorrectly states today there have not been any threats of nuclear weapons and the economy is stable because Americans are not allowed to overuse credit

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances that led to the Great Depression includes some good information; however, the remainder of the response is overgeneralized and lacks depth and detail.

Presidents, when faced with critical, game-changing situations, must make decisions and take action in order to maintain stability in the Nation. Woodrow Wilson is one such president who had to make the decision to pull the United States out of its state of neutrality and enter his citizens into war. Franklin D. Roosevelt was another who reformed the nation in order to pull the U.S. up out of the Great Depression.

After the War to End all War broke out in 1914, Wilson had been able to prevent U.S. involvement. However, Germany was pulling the U.S. into war with their actions of the U-boats on passenger ships and with the Zimmerman Telegram. Wilson then was confronted with the decision of whether or not to risk the lives of the young men by engaging in war, or remain a neutral nation. Wilson came forth to the Congress and confronted them about the possibility of a Declaration of War. He decided to bring the U.S. into the war because he wanted “to make the world safe for democracy.” The brutality expressed by the Central Powers had to come to a halt. To increase the motivation of engaging in war, he preached how the United States could bring an end to this conflict, and with it, bring peace and democracy. The involvement of the United States proved to be an excellent decision. They brought aid and support to the ailing and tired Allied forces. The U.S. entered in 1917, and just a few short months later in 1918, Europe would reach an armistice. Through the tasking and trying decision of Wilson, he was able to draw the world back to somewhat of a peace.

Franklin D. Roosevelt was another president who was able, through his actions, to bring the nation back from the brink of despair. The sharp increase in consumerism and overusage of credit in the 1920s

Anchor Paper – Thematic Essay—Level 2 – B

led to great economic hardship in the country. The Great Depression, as it soon would be called, in the 1930s left many jobless, homeless, and hopeless. Roosevelt knew there was a great need for governmental intervention. Through the implementation of his New Deal, Roosevelt began programs that would help the nation. His first few, such as the WPA and CCC, were aimed at employing the unemployed with small jobs that created no material goods. Money would thus be saved by the individual and would eventually be spent, in consequence helping another. As money began to recirculate, more programs could be created.

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

- Minimally develops all aspects of the task for Woodrow Wilson and World War I and for Franklin D. Roosevelt and the Great Depression
- Is primarily descriptive (*Wilson*: Germany was pulling the United States into war with their actions of the U-boats on passenger ships and with the Zimmermann telegram; Wilson was then confronted with the decision of whether or not to risk the lives of the young men by engaging in war or remain a neutral nation; came forth to the Congress and confronted them about the possibility of a declaration of war; decided to bring the United States into the war because he wanted to make the world safe for democracy; to increase the motivation of engaging in war he preached how the United States could bring an end to this conflict and with it bring peace and democracy; they brought aid and support to the ailing and tired Allied forces; the United States entered in 1917 and just a few short months later, in 1918, Europe would reach an armistice; *Roosevelt*: sharp increase in consumerism and overusage of credit in the 1920s led to great economic hardship in the country; the 1930s left many jobless, homeless, and hopeless; through the implementation of his New Deal, Roosevelt began programs that would help the nation; the Works Progress Administration and Civilian Conservation Corps were aimed at employing the unemployed); includes faulty and weak analysis (*Roosevelt*: with small jobs that created no material goods; money would thus be saved by the individual)
- Includes few relevant facts, examples, and details (*Wilson*: war to end all war; Central Powers; *Roosevelt*: governmental intervention)
- Demonstrates a general plan of organization; includes an introduction that states both presidents took action to maintain stability in the nation and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response shows good knowledge of Wilson's decision to enter World War I. The discussion of Roosevelt and the Great Depression is limited, lacking explanation and analysis.

Throughout the history of the United States, there has been a long line of Presidents who have taken actions that impacted America both negatively and positively. These actions as a result of problems the Nation was facing. Two Presidents that had to take action were Abraham Lincoln and Dwight D. Eisenhower. Abraham Lincoln faced the secession of the Southern States, while Dwight D. Eisenhower faced the violence of nativists and racists against black students. Both Lincoln and Eisenhower take actions that help the Nation in the long term.

Abraham Lincoln was facing a major crisis when the Southern States wanted to secede from the Union. This came as a result of slavery. The Southerners wanted to keep slavery while many northerners wanted to abolish slavery. The Southern States eventually seceded forming the Confederate States. This led to the American Civil War.

As President, Abraham Lincoln had to make quick yet effective decisions. He said the Union could not be broken. When the South started fighting, Lincoln and the North fought back. Then he passed the Emancipation Proclamation, which declared all slaves in the Confederate states free. Clearly Lincoln did this to get the Southern States to surrender and unite with the Union as one Nation again. After the Civil War ended, Lincoln made the Southern States take a loyalty oath to never secede again and to pass the 13th, 14th, and 15th Amendment which would abolish slavery and give former slaves voting rights. This period was known as Reconstruction.

President Dwight D. Eisenhower was facing a major problem. Schools were not integrated which means that there were schools for

Anchor Paper – Thematic Essay—Level 2 – C

whites only and for blacks only (non-mixed). Then came the major case *Brown vs Board of Education*. Brown was a young African-American girl who needed to walk miles in order to get to school. This led to the integration of schools.

Little Rock High School in Arkansas was now integrated which means that African Americans were allowed to attend. There was an incident where President Eisenhower had to take action. Nine African American students were supposed to attend Little Rock High School, but faced the dangers of angry white mobs who were willing to lynch them. President Eisenhower sent troops to help the Little Rock 9, as they became known.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task for Abraham Lincoln and the secession of Southern states and for Dwight D. Eisenhower and school integration
- Is primarily descriptive (*Lincoln*: Southerners wanted to keep slavery while many Northerners wanted to abolish slavery; Southern states eventually seceded forming the Confederate states; said the Union could not be broken; when the South started fighting, Lincoln and the North fought back; Emancipation Proclamation, which declared all slaves in the Confederate states free; 13th amendment, which would abolish slavery; *Eisenhower*: there were schools for whites only and for blacks only; then came the major case *Brown v. Board of Education*; led to the integration of schools; nine African American students were supposed to attend Little Rock High School but faced the dangers of angry white mobs who were willing to lynch them; Eisenhower sent troops to help the Little Rock Nine, as they became known); includes weak analysis (*Lincoln*: after the Civil War ended, Lincoln made the Southern states take a loyalty oath to never secede again; Lincoln made the Southern states pass the 14th and 15th amendments; *Eisenhower*: Little Rock High School in Arkansas was now integrated)
- Includes few relevant facts, examples, and details (*Lincoln*: Civil War; Reconstruction; *Eisenhower*: nativists and racists)
- Demonstrates a general plan of organization; includes an introduction that praises Lincoln and Eisenhower's actions for helping the nation in the long term and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a limited understanding of the task, blending correct and incorrect information concerning Lincoln and Southern secession while failing to discuss the extent to which Eisenhower's actions resolved the problem of segregated schools. The remainder of the task is not developed.

Throughout United States history, presidents have taken actions to address critical problems facing the nation. These actions have met with varying degrees of success. In 2001 President George W. Bush was faced with a challenge. Society had to change due to the events of September 11. President Bush persevered and made many changes that still stand currently. President Dwight Eisenhower was responsible to change society during his reign. There was a great amount of segregation between African Americans and whites. President Eisenhower instituted different plans to intergrate society. The changes made by presidents remain standing.

On September 11, 2001 a great tragedy struck the twin towers. The Manhattan streets were filled with ash and smoke due to the terrorists who drove a plane into the twin towers. After this day the world changed forever nothing will ever be the same. President George W. Bush took a stand and made many changes. The Airport system is nowhere near as lenient as it once was before. A person cannot get on a plane without having thoroughly gone through security. Everything must be checked clothes, shoes, and suit cases. Airlines do not allow certain items to be brought on a plane such as aerosol cans or any metal type of item. The security system as a whole went through a drastic change with the leadership of George W. Bush.

During the time when President Dwight Eisenhower was president there was a great amount of segregation between African Americans and white people. President Eisenhower believed this was wrong. The fact that these two groups of people had to be separate. Everything was separate - buses, schools it was a very negative environment. Therefore Eisenhower instituted intergrated schools where African Americans

Anchor Paper – Thematic Essay—Level 1 – A

and whites can learn together. Eisenhower's change in the school system was successful schools remain intergrated currently. Presidents adhered to the problems society was facing and were able to solve them accordingly. President George W. Bush changed the security system due to september 11th. In addition, President Dwight Eisenhower changed the school system to give black people and white people equal rights. Paying attention to problems of society is an integral part of serving as a president of the United States.

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

- Minimally develops some aspects of the task for George W. Bush and the attacks of September 11, 2001, and for Dwight D. Eisenhower and school integration
- Is descriptive (*Bush*: the Manhattan streets were filled with ash and smoke due to the terrorists who drove a plane into the twin towers; after this day the world changed forever, nothing will ever be the same; airport system is nowhere near as lenient as it was before; a person cannot get on a plane without having thoroughly gone through security; *Eisenhower*: great amount of segregation between African Americans and white people; everything was separate—buses, schools); includes faulty analysis (*Eisenhower*: instituted integrated schools; change in the school system was successful; schools remain integrated currently)
- Includes few relevant facts, examples, or details (*Bush*: do not allow certain items; aerosol cans)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that overstate Eisenhower's role in integrating society

Conclusion: Overall, the response fits the criteria for Level 1. The response briefly identifies the horrors of the terrorist acts on September 11, 2001, and changes made to airport security. Although it recognizes the problem of segregation during the Eisenhower administration, the response demonstrates no understanding of the president's role in reducing inequality through school integration.

Anchor Paper – Thematic Essay—Level 1 – B

Throughout the history of the United States presidents were required to take certain steps for the success of the nation. They faced serious conflicts and need to make resolutions that would benefit the nation. Abraham Lincoln faced a serious conflict during his presidency. During his presidency the South seceded and he had to find a way to preserve the Union. During John F. Kennedy's presidency he had to deal with the Cuban missile crisis.

Abraham Lincoln became president in 1861 and that's when parts of the South already started to secede. Lincoln needed to preserve the Union, he wanted Southern states to stop seceding. The South started seceding because they thought Lincoln was trying to abolish slavery. In order for Lincoln to preserve the Union there had to be a Civil War. The Civil War began in 1861 and ended in 1865. The Union won this war and Lincoln found a way to reunite the nation.

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

- Minimally develops some aspects of the task for Abraham Lincoln and the secession of Southern states
- Is descriptive (*Lincoln*: that is when parts of the South already started to secede; they thought Lincoln was trying to abolish slavery; Union won this war and Lincoln found a way to reunite the nation)
- Includes few relevant facts, examples, or details (*Lincoln*: became president in 1861; preserve the Union; Civil War began in 1861 and ended in 1865)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response briefly describes the historical circumstances that led to the Civil War with no elaboration. John F. Kennedy and the Cuban missile crisis are mentioned in the introduction to the essay but the student does not discuss them.

As the main figure in the executive branch, presidents have the power to execute laws. During crises, they must take action effectively and properly, as they are the figure most citizens turn to during times of difficulty. Throughout history, many presidents have faced multiple challenges, which called for action. Forced to deal with the secession of Southern states and the Great Depression, Presidents Abraham Lincoln and Franklin D. Roosevelt, respectively, addressed a critical problem with action.

President Lincoln, serving in the early 1800s, had to deal with a national crisis: the Union was threatened by Southern secession. Before Lincoln had been elected, the US suffered from sectionalism. For example, the North mainly opposed expanding slavery while the South mainly advocated for it. When Lincoln was elected president, that was the last straw, and Southern states began to secede one by one. To combat this problem, President Lincoln had many options. First, he refused to accept the South's secession, and still considered them part of the union. By not recognizing the secession, he hoped to keep the Union together. However, when the South (Confederates) attacked Fort Sumter, Lincoln decided to go to war and called for thousands of troops. At first, the main goal of the Civil War was to preserve the Union, but as it gradually progressed, the practice of slavery came into question and he made the Emancipation Proclamation. At the end of the Civil War, Lincoln and the Union were victorious. By taking the action of fighting, Lincoln preserved the Union in addition to addressing the banning of slavery. In the end, his refusal to accept secession and fight the South successfully kept a divided nation together.

Thematic Essay—Practice Paper – A

Similar to Lincoln, Franklin D. Roosevelt had to govern through a national crisis: The Great Depression. The U.S. economy was struggling, unemployment was high, and stagflation was evident. Before the Great Depression, consumers were buying on credit, including stocks. Inventions such as the assembly line made production cheaper and faster, so supply increased. In addition to a loss in trust of banks, these 3 examples of causes led to the worst economic time period. Unlike prior presidents, who believed in little government intervention, Roosevelt implemented his New Deal to relieve, recover, and reform the economy. For example, he created jobs by creating opportunity for public works, created Social Security, and reformed the banks. During the first 100 days in office, Roosevelt passed numerous acts. This increased government's role in society, and marked the beginning of cooperative federalism. As a result of all these programs, Roosevelt helped the economy because people started using banks again and employment rose. As President, Roosevelt's actions successfully helped to improve the economy.

Both Lincoln and Roosevelt faced critical issues, and both successfully mitigated the problem by taking action. As presidents, both held the nation together.

Thematic Essay—Practice Paper – B

Throughout American history, presidents have taken actions to address critical problems facing the nation. These actions have met with varying degrees of success. Two presidents who took actions to address a critical problem faced by the nation are Dwight D. Eisenhower, with school integration, and Franklin D. Roosevelt, with the Great Depression.

Once African Americans were deemed American citizens, and no longer slaves, they immediately went looking for their family and jobs. Some people found their family and wanted to get their children an education so that someday their kid will have a job that pays good money. Later on in history, we can see African American children going to all-black schools and getting an education. However, all-white schools were in better condition, they had certified teachers and overall had a better environment for the white children that were enrolled there. The “separate, but equal” law wasn’t looking so equal to the black children in schools with un-certified teachers, text books in bad conditions and the school building falling apart. Linda Brown was one of the black children who demanded equality. Her parents took the case to court once Linda was denied an education in an all-white school. This trial became known as *Brown vs. Board of Education*. In this case, the Supreme Court agreed with the Browns and got rid of the “separate but equal” law. The South had trouble with this conclusion and decided to ignore the Supreme Court’s decision. The group to become known as the Little Rock Nine attempted to go to a white school, but were denied entry. Several attempts later, President Eisenhower gets involved and orders the National Guard to escort the kids to school and protect them from physical abuse. After a while the

Thematic Essay—Practice Paper – B

National Guard isn't needed for the children's protection and are ordered away. President Eisenhower had taken action to enforce the law and better our nation's citizens as well as give all Americans their rights. This encouraged African American kids to get a better education.

After World War I, our troops came home and things were great. Our economy was booming and population was increasing, creating more families. This time period, the 1920s, became known as the Roaring 20s. As grand as the 20s were, nobody saw the danger signs that led to the most severe economic downturn in American history. The stock market crashed, and eventually everybody was hit by the ripple effect. Nobody was safe from this disaster. The conditions got worse and worse; due to over production in the farm lands, the Dust Bowl appeared, no money from the stock market meant no jobs because companies lost money and unemployment skyrocketed. This time period, the 1930s, became known as the Great Depression. President Hoover didn't do anything to aid our economy, so when Roosevelt was elected president, it was a huge help in the nation's mind. Roosevelt created the CCC as well as numerous other groups. All his ideas were later translated as FDR's "Alphabet Soup" due to all of his ideas being letters in groups of three (typically). Roosevelt's aid helped our nation's economy get better, and eventually we got back to normal. Although some people believe our nation would have gotten better on its own, Roosevelt gave it a little head start.

Throughout American history, presidents have taken action to address critical problems facing the nation. These actions have met with varying degrees of success. However, Eisenhower and Roosevelt

Thematic Essay—Practice Paper – B

both aided our country in its time of need with school integration and the Great Depression. Without Eisenhower's use of the National Guard to bring the Little Rock Nine to school or Roosevelt's alphabet soup to help decrease unemployment and aid our economy, we wouldn't be where we are in today's society. Without these two presidents, our citizens could still be treated unequally and in severe economic trouble. Many people can argue Eisenhower and Roosevelt played a huge part in where our nation stands today.

A president holds the heavy responsibility of recognizing and resolving a country's problems. Throughout history, presidents have acted to solve conflicts in the United States, but these efforts were not always successful. In the late 1820s, president Andrew Jackson attempted to end calls for nullification but he almost caused greater conflict. Lyndon B. Johnson was able to significantly reduce poverty and help minorities in the 1960s through his programs. Thus, Johnson resolved social issues concerning minorities, while Jackson succeeded in ending the nullification crisis over the tariff but left lasting resentment in some southern states.

Andrew Jackson faced South Carolina's secession threats and addressed their vows for nullification, but did not completely appease them. In 1828, the "Tariff of Abominations" was passed to help northern industries, but was greatly opposed by southern farmers, especially those of South Carolina. Another tariff was passed in 1830 in an attempt to resolve the conflict, but it failed because it was only a little lower than the tariff of 1828 and still too high to satisfy southern cotton farmers. South Carolina threatened to secede, and declared that states had the right to "nullify" laws they deemed unjust. In fact, Vice President Calhoun supported the nullification theory as a states rights issue in his "Exposition and Protest" and was replaced by Van Buren. Jackson was not only unable to quell the conflict but he made relations worse by pushing for the Force Bill and threatening to send federal troops to force South Carolina to collect the tariff. He also threatened to hang Calhoun as a traitor. Jackson was really not successful because only a compromise created by Henry Clay was able to bring an end to the problem. The Compromise stated

Thematic Essay—Practice Paper – C

that the tariff would be lowered gradually until it was the same level as before 1828. Although Jackson did end the immediate crisis by accepting and enacting Clay's compromise rather than sending troops, his actions as president did not end the idea of nullification. The question of whether a state could ignore a federal law was not answered until the Union won the Civil War. But even after the Civil War, sectional differences continued and today, states still pass laws that contradict federal policies.

In the 1960s, Lyndon B. Johnson declared a War on Poverty and passed his Great Society programs that provided aid and reform for minorities. He did this largely in response to pressure from the growing Civil Rights Movement of the time, especially demonstrations led by Martin Luther King, Jr. Because of Johnson, the Civil Rights Act of 1964 was passed, ending all segregation in public areas. Johnson also reformed the education system by providing more educational opportunities for the poor, from Head Start pre-school to vocational training. He also supported the Fair Housing Act of 1968 which prohibited discrimination based on race or religion in the sales of property and houses. This law still insures that landlords cannot refuse to rent or sell their property based on the color of someone's skin. He passed these programs because he genuinely wanted to bring relief to the poor and justice for minorities.

Following the conclusion of World War II, tensions between America and the Soviet powers were intensified and strained. America adopted an anti-communist mindset both domestically and internationally. One such crisis emerged from the adoption of containment, the foreign policy that advocated against communism via American action overseas. The Cold War was an era fashioned upon the idea of containment and was a significant part of presidential foreign policy up until the fall of the Soviet Union. The development of nuclear weapons during World War II bled into this time period triggering an arms race—the Cuban Missile crisis was a facet of containment policies and armed threats both America and the U.S.S.R. were guilty of causing.

During the Presidency of John Kennedy, the American country had attempted to invade Cuba with the, failed, Bay of Pigs invasion. This alarmed the U.S.S.R. as well as Cuba and America lost a grip over Cuban affairs. Authorizing a surveillance mission of Cuba, aerial reconnaissance returned off-putting information of a missile base being built on Cuban ground. Kennedy, knowing missiles on Cuba would be an imminent danger, authorized a blockade on Cuba after learning the U.S.S.R. were in the process of shipping missiles to Cuba and this would place America within the range of danger.

Kennedy's quick actions prevented the U.S.S.R. from completing their missile base on Cuba. This was an act that ensured America was still not directly in the line of nuclear danger and his actions prevented the Cold War from turning into all out nuclear warfare. It cost Kennedy America's Turkish installment of missiles but it allowed America and the U.S.S.R. to de-escalate tensions and, for a

Thematic Essay—Practice Paper – D

moment, dismantle WMDs. Such an act only aided world peace.

The Vietnam War was another Cold War conflict with an entirely different "solution". Ethically questionable, America interfered and occupied Vietnam in order to contain communism and liberate Vietnam from the fate of being a communist satellite country. For the larger part, President Richard Nixon failed for a number of reasons.

Perhaps the most questionable was the escalation of the war for the chance at victory. The enemy, Ho Chi Minh had a secret supply route that travelled through Cambodia and Laos. Nixon believed it was a grand idea to bomb the neighboring countries. This caused a wave of anti-war demonstrations domestically. As a result, it was both a domestic and foreign failure as it increased domestic tensions and it failed to win the war. Nixon, did, however, bring troops out of Vietnam with the process of "Vietnamization."

Thematic Essay—Practice Paper – E

Throughout United States history, presidents have taken actions to address critical problems facing the nation. These actions have met with varying degrees of success.

Two presidents that have taken action to address a critical problem faced by the nation are John F. Kennedy (Cuban Missile Crisis) and George W. Bush (attacks of September 11, 2001). Each of these two presidents solved the critical problem they were faced with in very strict, but calm manner.

The Cuban Missile Crisis was a critical problem not only to the Caribbean, but United States as well. It put numerous lives at stake. It was a problem that needed to be solved quickly.

John F. Kennedy was the individual who stood up and solved this critical problem. He did not want nuclear missiles near his country. As a result of this he threatened Fidel Castro. He told him that would place a naval blockade around Cuba if the actions were not stopped when asked. Cuba needed trade in order to thrive. They wouldn't be able to do so if a naval blockade was present. John F. Kennedy solved the issue effectively.

The attacks on September 11, 2001 were one of the most horrific events of United States history. Action was desperately need to be taken, and George W. Bush was there to solve it.

George W. Bush could not allow his country to be attacked the way it was. As a result of this, Former President Bush increased national security and set out a complete search for those who caused this horrific event. Security became the tightest it could ever be because of George W. Bush's reactions.

In conclusion, John F. Kennedy and George W. Bush did the most

Thematic Essay—Practice Paper – E

they could do, within their presidential capabilities, to solve the critical problems they were faced with. The president must do anything/everything in their power to protect their country. By all means necessary.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for Abraham Lincoln and the secession of Southern states and for Franklin D. Roosevelt and the Great Depression
- Is more descriptive than analytical (*Lincoln*: before Lincoln had been elected the United States suffered from sectionalism; North mainly opposed expanding slavery while the South mainly advocated for it; when Lincoln was elected president that was the last straw and Southern states began to secede one by one; by not recognizing the secession he hoped to keep the Union together; decided to go to war and called for thousands of troops; refusal to accept secession and fight the South kept a divided nation together; *Roosevelt*: economy was struggling, unemployment was high; consumers were buying on credit, including stocks; unlike prior presidents who believed in little government intervention, Roosevelt implemented his New Deal to relieve, recover, and reform the economy; created jobs by creating the opportunity for public works; increased government’s role in society; helped the economy because people started using banks again and employment rose); includes faulty analysis (*Roosevelt*: stagflation was evident; marked the beginning of cooperative federalism)
- Includes some relevant facts, examples, and details (*Lincoln*: Confederates; attacked Fort Sumter; Emancipation Proclamation; banning of slavery; *Roosevelt*: assembly line; supply increased; Social Security; reformed the banks; first 100 days); includes an inaccuracy (*Lincoln*: serving in the early 1800s)
- Demonstrates a satisfactory plan of organization; includes an introduction that recognizes presidents are the figure that most citizens turn to in an emergency and a conclusion that states Lincoln and Roosevelt successfully mitigated the problems they faced and held the nation together

Conclusion: Overall, the response fits the criteria for Level 3. The response shows some understanding of the time periods but is limited, especially regarding the extent to which the actions resolved the problems.

Practice Paper B—Score Level 2

The response:

- Develops all aspects of the task with little depth for Dwight D. Eisenhower and school integration and for Franklin D. Roosevelt and the Great Depression
- Is primarily descriptive (*Eisenhower*: “separate but equal” law wasn’t looking so equal to the black children in schools with uncertified teachers, textbooks in bad condition, and the school building falling apart; the South had trouble with this conclusion and decided to ignore the Supreme Court’s decision; Little Rock Nine attempted to go to a white school but were denied entry; escort the kids to school and protect them from physical abuse; action to enforce the law and better our nation’s citizens as well as give all Americans their rights; encouraged African American kids to get a better education; *Roosevelt*: as grand as the 1920s were, nobody saw the danger signs that led to the most severe economic downturn in American history; stock market crashed and eventually everybody was hit by the ripple effect; Roosevelt created the Civilian Conservation Corps as well as numerous other groups; helped our nation’s economy get better and eventually we got back to normal)
- Includes few relevant facts, examples, and details (*Eisenhower*: no longer slaves; Linda Brown; *Brown v. Board of Education*; *Roosevelt*: after World War I; Roaring Twenties; overproduction; Dust Bowl; President Hoover; alphabet soup); includes inaccuracies (*Eisenhower*: National Guard; *Roosevelt*: due to over production in the farm lands, the Dust Bowl appeared; President Hoover didn’t do anything to aid our economy)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that overemphasizes the presidents’ success, especially for Eisenhower

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances that led to each problem shows some knowledge but much is oversimplified and is missing accurate historical content. Additionally, the actions taken and the extent to which they resolved the problems are barely addressed, especially in the discussion of Roosevelt.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Andrew Jackson and the nullification crisis more thoroughly than Lyndon Johnson and discrimination faced by minorities
- Is both descriptive and analytical (*Jackson*: in 1828 the Tariff of Abominations was passed to help Northern industries but was greatly opposed by Southern farmers; South Carolina threatened to secede and declared that states had the right to nullify laws they deemed unjust; Vice President Calhoun supported the nullification theory as a States rights issue in his *Exposition and Protest*; Jackson was not only unable to quell the conflict but he made relations worse by pushing for the Force Bill and threatening to send federal troops to force South Carolina to collect the tariff; threatened to hang Calhoun as a traitor; although Jackson did end the immediate crisis by accepting and enacting Clay’s compromise rather than sending troops, his actions as president did not end the idea of nullification; question of whether a state could ignore a federal law was not answered until the Union won the Civil War; even after the Civil War sectional differences continued and today states still pass laws that contradict federal policies; *Johnson*: declared a War on Poverty and passed his Great Society programs that provided aid and reform for minorities; largely in response to pressure from the growing civil rights movement of the time; because of Johnson the Civil Rights Act of 1964 was passed; reformed the education system by providing more educational opportunities for the poor, from Head Start preschool to vocational training; supported the Fair Housing Act of 1968 which prohibited discrimination based on race or religion in the sales of property and houses; law still ensures that landlords cannot refuse to rent or sell their property based on the color of someone’s skin)
- Supports the theme with relevant facts, examples, and details (*Jackson*: another tariff was passed in 1830; still too high; Van Buren; lowered gradually; *Johnson*: 1960s; Martin Luther King Jr.; relief to the poor)
- Demonstrates a logical and clear plan of organization; includes an introduction that calls President Johnson more successful than President Jackson and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The response recognizes that the nullification issue was not completely settled by Jackson’s actions. Although the response identifies several important facets of Johnson’s Great Society, it lacks detail and fails to adequately elaborate on his response to discrimination.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task in some depth for John F. Kennedy and the Cuban missile crisis and with little depth for Richard Nixon and the Vietnam War
- Is more descriptive than analytical (*Kennedy*: development of nuclear weapons during World War II bled into this time period triggering an arms race; Cuban missile crisis was a facet of containment policies and armed threats both America and the USSR were guilty of causing; alarmed the USSR as well as Cuba; aerial reconnaissance returned off-putting information of a missile base being built on Cuban ground; Kennedy, knowing missiles on Cuba would be an imminent danger, authorized a blockade of Cuba; quick actions prevented the USSR from completing their missile base on Cuba; prevented the Cold War from turning into all-out nuclear warfare; allowed America and the USSR to de-escalate tensions; *Nixon*: ethically questionable, America interfered and occupied Vietnam in order to contain communism and liberate Vietnam; escalation of the war for the chance at victory; believed it was a grand idea to bomb the neighboring countries; domestic and foreign failure as it increased domestic tensions and it failed to win the war; Nixon did, however, bring troops out of Vietnam with the process of Vietnamization); includes faulty analysis (*Kennedy*: America lost a grip over Cuban affairs)
- Includes some relevant facts, examples, and details (*Kennedy*: Bay of Pigs invasion; Turkish installment of missiles; dismantle weapons of mass destruction; *Nixon*: Cold War; Ho Chi Minh; secret supply route; Cambodia and Laos; antiwar demonstrations)
- Demonstrates a satisfactory plan of organization; includes an introduction about containment following World War II and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates understanding of the two problems but lacks development, especially for Nixon’s response to the Vietnam War.

Practice Paper E—Score Level 1

The response:

- Minimally develops some aspects of the task for John F. Kennedy and the Cuban missile crisis and for George W. Bush and the attacks of September 11, 2001
- Is descriptive (*Kennedy*: did not want nuclear missiles near his country; naval blockade around Cuba; solved the issue effectively; *Bush*: one of the most horrific events of United States history; security became the tightest it could ever be); lacks understanding (*Kennedy*: as a result of this he threatened Fidel Castro; Cuba needed trade in order to thrive; they would not be able to do so if a naval blockade was present)
- Includes few relevant facts, examples, or details (*Kennedy*: Caribbean); includes an inaccuracy (*Bush*: former President Bush)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that notes a president must do what is necessary to protect the nation

Conclusion: Overall, the response fits the criteria for Level 1. It fails to recognize the role of the Soviet Union in the Cuban missile crisis, and George W. Bush’s response to the September 11 attacks is overgeneralized.

United States History and Government Specifications August 2017

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Presidential Decisions and Actions; Constitutional Principles; Government; Foreign Policy; Diversity; Citizenship	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Places and Regions; Immigration and Migration; Environment; Citizenship; Government; Foreign Policy; Diversity	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 2017 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 17, 2017 — 8:30 to 11:30 a.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

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Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

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

United States History and Government
Part A Specific Rubric
August 2017

Document 1a

Buffalo hides stacked at Dodge City, Kansas, for shipment to the East, 1878



Source: National Archives (adapted)

Document 1b

“. . . White men had found gold in the mountains around the land of the Winding Water [in Oregon]. They stole a great many horses from us and we could not get them back because we were Indians. The white men told lies for each other. They drove off a great many of our cattle. Some white men branded our young cattle so they could claim them. We had no friends who would plead our cause before the law councils. It seemed to me that some of the white men in Wallowa [a valley in Oregon] were doing these things on purpose to get up a war. They knew we were not strong enough to fight them. I labored hard to avoid trouble an bloodshed. . . .”

Source: Chester Anders Fee, *Chief Joseph: The Biography of a Great Indian*, Wilson-Erickson

1 Based on these documents, what were *two* effects of the development of the West on Native American Indians?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the development of the West on Native American Indians based on these documents
Examples: killing of buffalo affected the Native American Indians’ way of life/the actions of white men threatened Native American Indians’ way of life; white men found gold in the mountains which threatened Native American Indian lands/livestock; white men stole many Native American Indian horses; white men branded young cattle so they could claim them/Native American Indians’ cattle were branded and then claimed by white men; white men drove off Native American Indians’ cattle; Native American Indians were discriminated against in law councils; conflict developed between whites and Native American Indians; some whites were trying to start a war; Chief Joseph labored hard to avoid trouble/to avoid bloodshed; the slaughter of buffalo threatened the survival of Native American Indians

Note: To receive maximum credit, two *different* effects of the development of the West on Native American Indians must be stated. For example, *Native American Indians’ cattle were branded and then claimed by white men* and *white men branded young cattle so they could claim them* 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: Native American Indians stole horses/cattle from white settlers; Native American Indians were successful when they went before the law councils; white men found gold in the mountains; they were not strong; buffalo hides were stacked at Dodge City for shipment to the East
- Vague response
Examples: buffalo hides; white men told lies; slaughtered buffalo; they had no friends; they labored hard
- No response

Document 2a

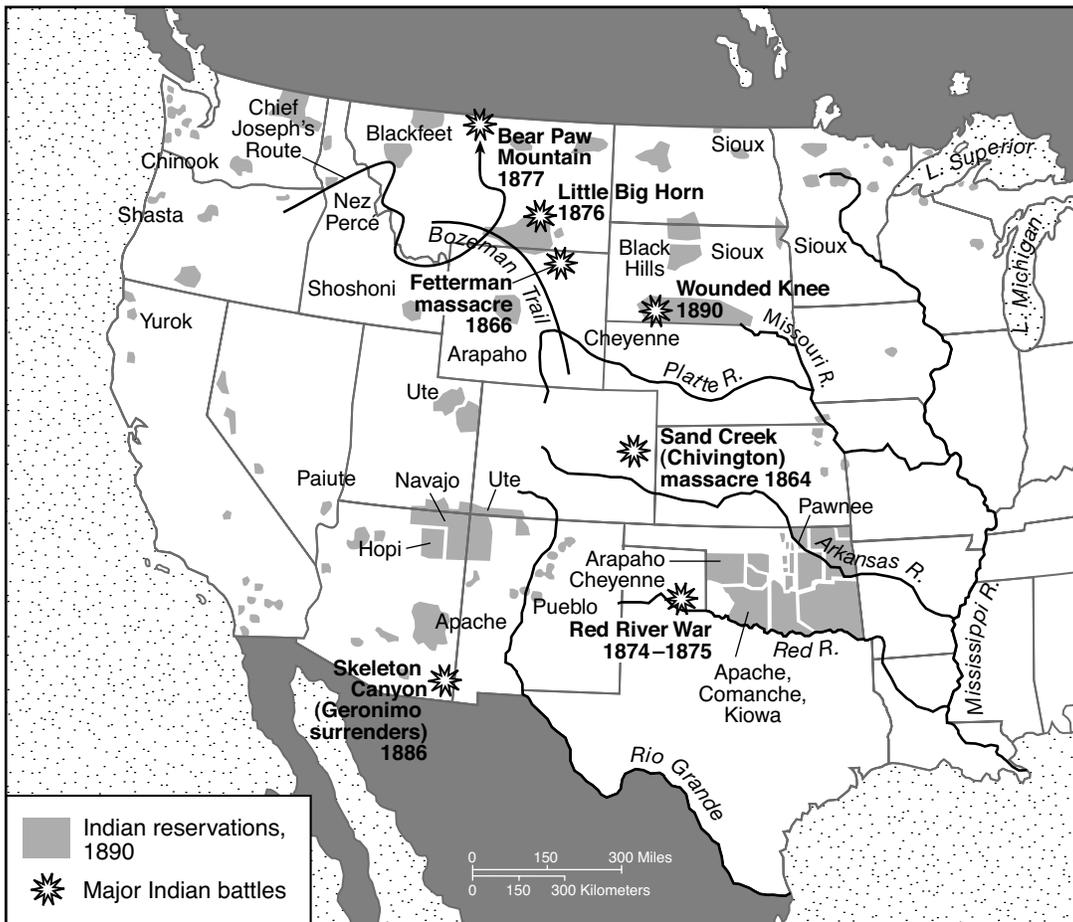
By the mid-1880s, the biggest single area in the West suitable for farming and still largely untouched by white settlement was Indian Territory. Representatives of some fifty-five tribes now called it home, but there were large tracts within it upon which no one lived.

One of these—2 million empty and unassigned acres—was called “the Oklahoma District,” and the army was soon kept busy driving from it armed parties of squatters from Kansas who called themselves “Boomers.” Furious lobbying eventually succeeded where invasion failed, and Congress finally voted to buy out all Indian claims to the Oklahoma District. . . .

Source: Geoffrey C. Ward, *The West: An Illustrated History*, Little, Brown and Company, 1996

Document 2b

Native American Indians in the West: Major Battles and Reservations



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

2 Based on these documents, what was *one* impact of westward settlement on Native American Indians?

Score of 1:

- States an impact of westward settlement on Native American Indians based on these documents
Examples: land set aside for Native American Indians was taken over by whites; the Oklahoma District had been set aside as part of Indian territory; the Oklahoma District was closed to white settlement; Congress voted to buy out all Indian claims to the Oklahoma District; the Oklahoma District was eventually opened to white settlement; reservations were set up for Native American Indians in the West; major battles erupted between Native American Indians and the army; massacres of Native American Indians took place; Native American Indians lost their territory; Geronimo surrendered; Chief Joseph gave up; Native American Indians lost at Sandy Creek massacre/battle of Wounded Knee; Native American Indians defeated United States Army in battle of Little Bighorn/Fetterman massacre

Score of 0:

- Incorrect response
Examples: Congress protected Indian claims in Oklahoma; no land was set aside for Native American Indians; reservations were set up for white settlers
- Vague response
Examples: lobbying; squatters were called Boomers; it was largely untouched; no one lived there
- No response

Document 3a

After the Battle of Wounded Knee, Commissioner of Indian Affairs Thomas Jefferson Morgan made recommendations about how to avoid future conflicts with Native American Indians.

. . . *Fifth*—The only possible solution of our [Native American] Indian troubles lies in the suitable education of the rising generation. So long as the Indians remain among us aliens, speaking foreign languages, unable to communicate with us except through the uncertain and often misleading medium of interpreters, so long as they are ignorant of our ways, are superstitious and fanatical, they will remain handicapped in the struggle for existence, will be an easy prey to the medicine man and the false prophet, and will be easily induced, by reason of real or imaginary wrongs, to go upon the war-path. An education that will give them the mastery of the English language, train their hands to useful industries, awaken within them ambition for civilized ways, and develop a consciousness of power to achieve honorable places for themselves, and that arouses within them an earnest and abiding patriotism, will make of them American citizens, and render future conflicts between them and the Government impossible. . . .

Source: T.J. Morgan, *The Present Phase of the Indian Question*, 1891

Document 3b

Lakota boys are pictured when they arrived at the Carlisle Indian Industrial School in Pennsylvania, left, and three years later, right.



Source: New York Public Digital Gallery (adapted)

3 Based on these documents, what are *two* ways Native American Indians were being affected by the development of the West?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way Native American Indians were being affected by the development of the West based on these documents

Examples: industrial schools were established for Native American Indian children; Native American Indian children attending the Carlisle Indian Industrial school dressed like whites/stopped wearing traditional clothes; while attending the Carlisle Indian Industrial School, Native American Indian children were taught to behave like whites; their languages were considered foreign; decisions were made about their future by the government; it was recommended that they get an education that would give them mastery of the English language; they were being encouraged to get an education; they were being encouraged to learn civilized ways; they were seen as easily induced to go on the warpath; they were being encouraged to train their hands for useful industries; they were being urged to develop a consciousness of power to achieve honorable places for themselves; they were being encouraged to become American citizens; they were being told to make cultural changes that would render future conflicts impossible between them and the government; their beliefs were now being criticized as superstitious and fanatical; they were being seen as handicapped in their struggle for existence; they were seen as easy prey for the medicine man; they were seen as easy prey for the false prophet

Note: To receive maximum credit, two *different* ways Native American Indians were being affected by the development of the West must be stated. For example, *they should speak English* and *they were taught to communicate in the white man's language* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: conflicts between Native American Indians and the government ended; Native American Indian children were allowed to keep their own beliefs; they were being discouraged from learning civilized ways
- Vague response
Examples: recommendations were made; it was a possible solution; it rendered future conflicts; easy prey; they were encouraged; arouse patriotism; decisions were made
- No response

Document 4

. . . By 1800 the external aspect of the landscape was changing, with the extension of cleared fields, and the gradual rebuilding of cabins over the older areas. But inside the cabins the family life still embraced the whole range of domestic manufactures. The frontier graveyards show how hard the early life was on the women of the family. The patriarch laid to rest in his family tract, beside two, three, or four wives who had preceded him, is much more common than the hardy woman who outlived her husbands. The housewife came to her new home young and raw, and found for neighbors other girls as inexperienced. She bore the children; and buried a staggering number of them, for medicine and sanitation, inadequate everywhere, were out of reach for the cabin on the border. She fed her men and raised her children, cooked their food and laid it by [stored it] for winter. She was at once butcher, packer, and baker. The family clothes showed her craftsmanship, with skins playing a large part, and homespun or knitting revealing a luxury established. When one adds to the grinding and unavoidable labor, the anguish that came from sickness and danger, the frontier woman who survived becomes an heroic character, and the children who felt her touch become the proper material from which to choose the heroes of a nation. . . .

Source: Frederic L. Paxson, *History of the American Frontier, 1763–1893*, Houghton Mifflin, 1924

4 According to Frederic L. Paxson, what was *one* effect of westward development on frontier women living in the West?

Score of 1:

- States an effect of westward development on frontier women living in the West according to Frederic L. Paxson
Examples: few women outlived their husbands; many frontier women died young/before their husbands; frontier women had to work hard; frontier women buried many of their children due to lack of medicine/sanitation; frontier women became craftsmen/butcher/packer/baker; she had to perform grinding/unavoidable labor; frontier women faced sickness/danger; she had to perform many different tasks; frontier women who survived became a heroic character; she raised children who might become heroes of the nation; needed to become hardy to survive; lacked access to medicine/sanitation; she made clothes from skins; they had few luxuries available; they had a hard life; they had to cook food and store it for the winter

Score of 0:

- Incorrect response
Examples: frontier women usually outlived their husbands; medicine/sanitation were readily available to frontier women; she had very little work to do
- Vague response
Examples: a changing landscape; the fields were cleared; she came to her new home young and raw; inside the cabin, family life was embraced
- No response

Document 5

It perhaps ought to be stated here, for the benefit of widows and single women over twenty-one years of age, that they are as much entitled to homesteads as men, and the women of Dakota generally avail themselves of the privilege. We can point you to young women in Dakota who carry on quite a stroke of farming now, who came here penniless a few years ago. One woman has now three hundred and twenty acres of land, paid for from her wages as servant girl, at \$4.00 per week. It is the investment of what she has saved from her wages in the last two years. We, of Dakota, believe in Women's Rights, especially the right to take a homestead and manage it to their own liking. . . .

Source: James S. Foster, Commissioner of Immigration for Dakota Territory, *Outlines of History of the Territory of Dakota*, 1870

5 According to James S. Foster, what is *one* opportunity the development of the West offered to women?

Score of 1:

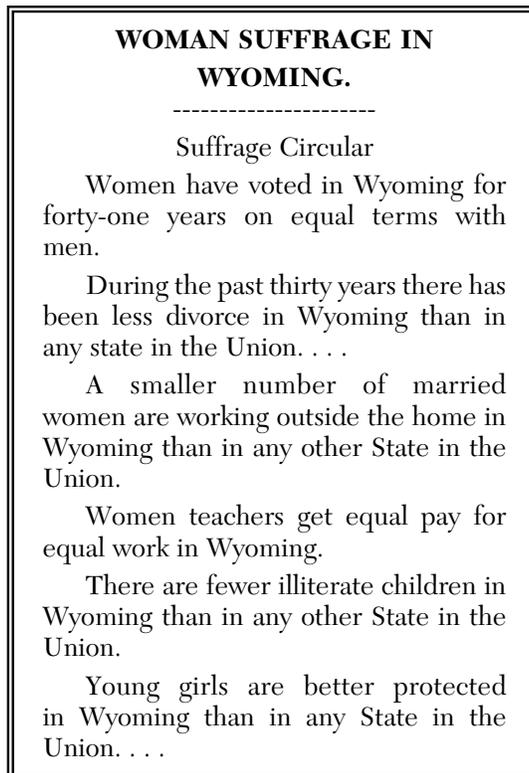
- States an opportunity the development of the West offered to women according to James S. Foster
Examples: they are entitled to own homesteads if they are a widow or a single woman over the age of 21; women could run the homesteads; they could buy farmland; they could invest their wages in land; they had the right to manage a homestead to their own liking; having rights for women in Dakota; managing a homestead; economic independence; women's rights; a penniless woman could eventually become a farmer; they could move to Dakota; earn and invest wages

Score of 0:

- Incorrect response
Examples: women have the right to vote; most of the Dakota homesteads were owned by women; women do most of the farming in the Dakota Territory; they became servant girls; penniless women
- Vague response
Examples: they generally avail themselves; invested; they are entitled; privileges
- No response

Document 6

This circular appeared in Kentucky's *Lexington Herald*, informing readers of the benefits of women voting in Wyoming.



Source: *Lexington Herald*, May 19, 1910

6 According to this circular, what were *two* benefits of granting suffrage to women in Wyoming?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* benefit of granting suffrage to women in Wyoming as stated in this circular

Examples: women could vote on equal terms with men; there has been less divorce/marriages are more stable; a smaller number of married women were working outside the home than in other states; women teachers got equal pay for equal work; there are fewer illiterate children; young girls were better protected; improved literacy; equality

Note: To receive maximum credit, two *different* benefits of granting suffrage to women in Wyoming must be stated. For example, *there has been less divorce and marriages are more stable* are the same benefit expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: more married women work outside the home; divorce rates have increased; illiteracy has increased; the number of married women working outside the home increased; Wyoming has fewer children than any other state; women have voted for 41 years
- Vague response
Examples: there are teachers; it has been forty-one years; it is a smaller number
- No response

Document 7

... A combination of push and pull factors thus triggered a wave of Chinese immigration to America. More than 20,000 Chinese arrived in the United States in 1852, quickly augmenting [increasing] the number of Chinese in California, which reached 34,933 on the eve of the Civil War. Of these Chinese, some three-fourths lived in counties where mining was the principal occupation. Most Chinese miners missed the initial rush, but they gradually took control of California placer mining. Within a decade they possessed most of the claims in the original strike region and together constituted the single largest national group of miners. Their slow start and quick dominance in California's mines formed a distinctive pattern that would be repeated throughout the mining West. . . .

As a story of economic mobility and self-improvement, the Chinese experience on the western mining frontier was a success. To be sure, the Chinese had many disadvantages. They possessed little starting capital, they had staked no initial claims, they faced legal discrimination, and they encountered racial violence. But these disadvantages were often compensated for by advantages, including mining experience, cooperative culture, a healthy life-style, skill at aquatic management, and environmental adaptability, all of which ensured Chinese competitiveness in the American West. In 1870, several Chinese companies in Montana were listed among the territory's most profitable. For six months Chang-Ling Company with seven persons cleared \$13,000 in gold. According to one 1871 account, Chinese miners took out \$500,000 in gold from the Tuscarora region in Nevada. Between 1855 and 1870 more than 10 percent of the gold and silver exports through the Port of San Francisco went to China, an amount (\$72,581,219) equivalent to more than \$1 billion today. . . .

Source: Liping Zhu, "No Need to Rush: The Chinese, Placer Mining, and the Western Environment," *Montana: The Magazine of Western History*, Autumn 1999 (adapted)

7 According to Liping Zhu, what were *two* ways living in the West affected Chinese immigrants?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way living in the West affected Chinese immigrants according to Liping Zhu
Examples: they possessed most of the claims in the original strike region/Chinese immigrants dominated California mines; Chinese immigrants experienced economic mobility; Chinese immigrants experienced self-improvement; they faced legal discrimination; they faced racial violence; living in the West gave them the opportunity to put their mining experience to good use; they relied on their cooperative culture to succeed; living in the West made their aquatic management skills very useful/valuable in gold mining; they were able to adapt to their environment; Chinese companies competed successfully; they acquired/traded gold and silver; they established profitable companies/mines; had skills that allowed them to be competitive; developed some profitable businesses in Montana; they staked claims that were profitable; Chinese miners were able to take \$500,000 in gold from Tuscarora in Nevada

Note: To receive maximum credit, two *different* ways living in the West affected Chinese immigrants must be stated. For example, *they possessed most of the claims in the original strike region* and *Chinese immigrants dominated California's mines* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: they did not adapt to the environment; Chinese companies were not successful; all Chinese immigrants became wealthy miners; the disadvantages they faced outweighed their advantages; their companies were not profitable; they took control of California
- Vague response
Examples: it was a combination of push and pull factors; it was reached on the eve of the Civil War; there was an initial rush; capital; slow start; formed a distinctive pattern
- No response

Document 8a

. . . Besides railroad work, Chinese found opportunities elsewhere. When they learned that \$8 was the going rate for a basket of laundry in San Francisco, they did it for \$5 and were swamped with business. Soon scores of laundries opened, often one group working daytime, another at night. Even in smaller towns the Chinese laundry became an institution—the lone laundryman wielding his iron long hours in an isolated existence, unable to communicate with Americans, dreaming only of his hoped-for return to China. . . .

Source: David Lindsey, “Cathay Comes to El Dorado,” *American History Illustrated*

Document 8b

. . . Meanwhile, in the rural regions, the Chinese were participating in the development of California’s agriculture, which was turning from wheat to fruit acreage. “They were a vital factor,” historian Carey McWilliams writes, “one is inclined to state *the* vital factor, in making the transition possible.” Formerly farmers in the Pearl River Delta in Guangdong, the Chinese shared their agricultural experience and knowledge. They “taught their overlords how to plant, cultivate, and harvest orchard and garden crops.” Their contributions extended beyond California: Ah Bing in Oregon bred the famous Bing cherry, and Lue Gim Gong in Florida developed the frost-resistant orange that bore his name and that gave the state its citrus industry. . . .

Source: Ronald Takaki, *Strangers from a Different Shore: A History of Asian Americans*, Little, Brown and Company, 1989 (adapted)

8 Based on these documents, what were *two* opportunities the development of the West offered to Chinese immigrants?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* opportunity the development of the West offered to Chinese immigrants based on these documents

Examples: railroad work; laundry work; developing laundry businesses; Chinese laundries became an institution in small towns; work in agriculture; sharing their agricultural experience and knowledge/planting, cultivating, and harvesting orchard and garden crops/growing fruit; teaching others to develop new varieties of fruit; they could become farmers; the opportunity to develop a frost resistant orange in Florida; Ah Bing had the opportunity to breed a new type of cherry; earning enough money so they could return to China

Note: To receive maximum credit, two *different* opportunities the development of the West offered to Chinese immigrants must be stated. For example, *planting cultivating, and harvesting orchard and garden crops* and *growing fruit* are the same opportunity expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the lone laundryman worked long hours; working day and night; closing scores of laundries; growing wheat; they were unable to communicate; changing agriculture from wheat to fruit; returning to China
- Vague response
Examples: they were a vital factor; \$8 was the going rate; they communicated; they were swamped
- No response

Document 9

Opposition to Chinese immigration included the Workingmen's Party in the late 1870s.

. . . After being occupied during the 1850s, 1860s, and early 1870s in the placers [mines] and on major construction projects, many Chinese turned toward the cities and new industries. San Francisco was the mecca for most, for it was both the industrial capital of the Pacific Coast and the headquarters for the Chinese. The timing was unfortunate, for it brought the Chinese into conflict with the struggling labor movement that had been trying to organize itself in San Francisco during the preceding two decades, and it did so at a time when unemployment and threats to the traditionally high level of western wages made white workers angrily sensitive to the dangers of Chinese competition. A very high percentage of those workers were themselves immigrants, especially Irish and Germans—but they were white immigrants. . . .

Source: Rodman W. Paul, *The Far West and the Great Plains in Transition, 1859–1900*, Harper & Row, 1988

9 According to Rodman W. Paul, state *one* reason for opposition to Chinese immigrants in San Francisco.

Score of 1:

- States a reason for opposition to Chinese immigrants in San Francisco according to Rodman W. Paul
Examples: many Chinese were settling in San Francisco; Chinese laborers competed with white workers; the labor movement feared that the Chinese would make it harder for them to succeed; white workers/white immigrants saw the Chinese as a threat to their jobs; white workers were angrily sensitive to the dangers of Chinese competition; white immigrants feared Chinese competition for jobs; whites feared the influx of Chinese would worsen unemployment; whites feared Chinese workers would work for less/lower wages; the labor movement was struggling; Chinese competition seen as dangerous; racism

Score of 0:

- Incorrect response
Examples: San Francisco was the industrial capital of the Pacific Coast; Chinese were voting in large numbers; the Chinese got higher wages than the white workers; they worked on major construction projects
- Vague response
Examples: the timing was unfortunate; there was a high percentage; white workers were sensitive; they were organizing
- No response

United States History and Government
Content-Specific Rubric
August 2017

Historical Context: During the 19th and early 20th centuries, the development of the West had political, economic, and social effects on various groups. These groups include *Native American Indians*, *women*, and *Chinese immigrants*.

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

- Discuss political, economic, *and/or* social effects of the development of the West on the group

Scoring Notes:

1. This document-based question has a minimum of *four* components (discussing *at least two* political, economic, and/or social effects of the development of the West for *each* of *two* groups).
2. Any combination of political, economic, or social effects of the development of the West on a group may be used to develop the task.
3. The classification of effects does not need to be specifically identified as political, economic, or social as long as it is implied in the discussion.
4. The focus of the discussion should be on how the development of the West affected a specific group; however, the group's effect on the development of the West may also provide relevant information in some discussions.
5. The discussion of effects of the development of the West should focus on the 19th and early 20th centuries; however, the effects discussed may include information outside that time period.
6. The response may discuss the effects of the development of the West on a group from different perspectives as long as the position taken is supported by accurate historical facts and examples.
7. Only two groups should be chosen from the historical context. If three groups are discussed, only the first two groups may be scored.
8. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 2a, 2b, 3a, 3b, 8a, and 8b may be considered as separate documents if the response uses specific information from each document.

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

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

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the political, economic, and/or social effects of the development of the West on *each* of *two* groups
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Native American Indians*: connects the warfare that resulted from the wide-ranging negative effects of railroad development and the westward movement of white settlers on Native American Indians living on the Great Plains to the impact of the federal government's implementation of the reservation system and forced assimilation policies on Native American Indian cultural life; *women*: connects how overcoming the challenges of western homesteading and achieving success as community builders contributed to the increased status of women and the recognition of their contributions by state legislatures that led to increased political and economic equality and laid the groundwork for passage of the 19th amendment
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to effects of the development of the West on a group (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Native American Indians*: transcontinental railroad; role of buffalo; Bureau of Indian Affairs; Indian Wars; Dawes Act; Carlisle Indian Industrial School; forced assimilation; ethnocentrism; Ghost Dance; *women*: frontier life; domestic duties; lack of experience; lack of medicine/sanitation; teachers; church involvement; boarding houses; property rights; Wyoming; Populist Party; Mary Lease; Farmers Alliances; suffrage
- 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 the effects of the development of the West on one group more thoroughly than on the second group
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Native American Indians*: discusses the wide-ranging negative effects of railroad development and westward movement of white settlers and the impact of the implementation of forced assimilation policies on Native American Indians living on the Great Plains; *women*: discusses how contributions made by women in the settlement of the West led to western state governments passing legislation that promoted political equality and helped lay the groundwork for the eventual passage of the 19th amendment
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops *at least three* 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** group and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops **all** aspects of the task *or* develops *at least two* 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.

Effects on Native American Indians

<i>Key Ideas from Documents 1-3</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 1—Buffalo hides shipped East by white men Native American Indian horses stolen and cattle driven away after gold found Young cattle branded by white men so they could claim them Chief Joseph believed that harassment of Native American Indians used by white men to start a war Native American Indians were not strong enough to fight whites Native American Indians labored hard to avoid trouble and bloodshed</p> <p>Doc 2—Biggest single area suitable for farming available in West belonged to Native American Indians “Oklahoma District” claimed by armed parties of squatters from Kansas (“Boomers”) Congress bought out Native American Indian claims to Oklahoma District Major battles conducted in West (Wounded Knee, Little Big Horn, Skeleton Canyon, Bear Paw Mountain, Fettermen massacre, Sand Creek massacre, Red River War) Geronimo surrendered at Skeleton Canyon Native American Indians moved to reservations by 1890</p> <p>Doc 3—Education for Native American Indians proposed to give them mastery of English language, prepare them for work, instill patriotism, help them become American citizens Native American Indians encouraged to assimilate into white society by government (Carlisle School)</p>	<p>Native American Indians resettled west of Mississippi (Indian Removal Act, Cherokees, Trail of Tears) Native American Indians find resettlement hard (unfamiliar land, tribal conflicts, dependence on government) Government encouraged to decrease size of reservations with gold discoveries on Native American Indian land (Nez Perce) Native American Indians threatened by railroad construction (transporting troops, farmers, cattlemen, settlers, sheepherders, miners, disease, alcohol) Traditional lifestyle imperiled Clashes between tribes arises over scarce hunting grounds with extermination of buffalo herds Frustration over broken treaties leads to Native American Indian attacks on settlements and battles with United States troops Native American Indians encouraged to assimilate into white society by government (Sun Dance outlawed, end of Ghost Dance, Dawes Act) Native American Indian struggles continue with negative effects of 19th-century policies (poverty, unemployment, low educational achievement, infant mortality, health problems)</p>

Effects on Women

<i>Key Ideas from Documents 4-6</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 4—Women faced challenges on frontier (inexperience, early death, death of children, inadequate medicine and sanitation) Women expected to do many different jobs (butcher, packer, baker, maker of family clothes)</p> <p>Doc 5—Widows and single women over twenty-one years old allowed to own and manage homesteads in Dakota Territory Penniless women were able to invest in land with wages earned as servants People in Dakota believed in Women’s Rights</p> <p>Doc 6—In 1910, Wyoming women had had suffrage for forty-one years on equal terms with men Fewer divorces took place in Wyoming Fewer married women worked outside the home in Wyoming Women teachers in Wyoming received equal pay for equal work Young girls were better protected in Wyoming than in other states</p>	<p>Women often viewed as equals in West Voting and property rights given to women in other states as a result of contributions in West Western states were first to grant unrestricted voting rights to women and laid groundwork for success of national suffrage movement (19th amendment) West provided opportunities for political leadership (Farmers’ Alliance, Populist Party, Mary E. Lease) Favorable legislation passed as a result of low population in some western states Women’s confidence inspired by overcoming difficult and isolating environmental conditions Women became active in community building (schools, churches) Business opportunities became available for women on mining frontier (boarding houses, stores, entertainment)</p>

Effects on Chinese Immigrants

<i>Key Ideas from Documents 7-9</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 7—Number of Chinese living in California increased (arrival of more than 20,000 in 1852, by 1860 total 34,933) California placer mining gradually controlled by Chinese Most of claims in original strike region possessed by Chinese Chinese became single largest national group of miners in California Chinese experienced economic mobility and self-improvement on western mining frontier Chinese possessed little starting capital, had staked no initial claims, faced legal discrimination, and encountered racial violence West provided opportunity for Chinese to take advantage of their mining experiences, cooperative culture, healthy lifestyle, skill at aquatic management, and environmental adaptability Several Chinese companies in Montana listed among territory’s most profitable in 1870; Chang-Ling Company cleared \$13,000 in gold in six months; Chinese miners took \$500,000 in gold in 1871 from Tuscarora region in Nevada; between 1855 and 1870, responsible for sending more than ten percent of gold and silver exports through port of San Francisco to China</p> <p>Doc 8—Railroad building provided jobs for Chinese laborers High prices at laundries encouraged Chinese to open their own laundries in San Francisco with lower prices Chinese laundrymen faced isolated existence, inability to communicate with Americans, long hours of work, desire to return to China Chinese participated in development of California’s transition from wheat to fruit Chinese able to use their agricultural experience and knowledge in planting, cultivating, harvesting orchard and garden crops Chinese contributions expanded beyond California (Bing cherry bred by Ah Bing in Oregon; Lue Gim Gong developed frost-resistant oranges in Florida)</p> <p>Doc 9—Workingmen’s Party opposed to additional Chinese immigration in the late 1870s San Francisco, industrial capital of Pacific Coast, became mecca for Chinese, who had worked in mines and on major construction projects Struggling labor movement in San Francisco considers Chinese competition dangerous because of unemployment and threats to traditionally high level of western wages</p>	<p>Details about Workingmen’s Party Impact of gold rush on migration Mining camp work was available to Chinese immigrants (cooking, laundries) Chinese working on transcontinental railroad subjected to harsh working conditions, low wages Ethnic communities established in several cities (Chinatowns) Anti-Chinese sentiment worsened by economic depression Conflicts between Chinese in California and other ethnic groups arise as result of racial and ethnic differences Discriminatory legislation passed as result of nativism, intolerance, and racism (local laws, state laws, Chinese Exclusion Act)</p>

As the West continued to expand and develop, both women and Native American Indians experienced political, economic, and social changes. After moving West, alone or with their families, women gained more respect as a result of their hard work. By living and working in the newly developed land, women were also able to receive property and voting rights. However, Native American Indians were forced to undergo a different sort of change as they were robbed of a good portion of their property and given no legal rights. As well as losing material goods, these native peoples were encouraged to abandon parts of their culture and to begin this process by allowing their children to receive English education at boarding schools. The development of the West altered the lives of women and Native American Indians.

Since the earliest British settlements in America, the life of a woman living on the frontier was difficult, lonely, and dismal. Their role was to take care of their families and “embrace the whole range of domestic manufactures” (Doc 4). Her husband worked hard to be a successful and independent farmer but he could have never attained that status without the efforts of what in some cases might have been “two, three, or four wives” (Doc 4). Exhaustion, sickness, or death was often the result of her heroic efforts. The development of the Far West led to women gaining more power and status in politics, economics, and society. As they moved further into the west, women advanced politically. Their importance in helping build communities west of the Mississippi was finally being recognized. After the Civil War, James Foster advertised the Dakota Territory’s support for women’s rights to get more women interested in moving there even without families.

Since there was a scarcity of people living in some regions of the West, it was important to the territorial governments to lure settlers.

Unmarried women were often given land-owning rights by state governments (Doc 5). As well as property rights, states such as Wyoming allowed women voting rights (Doc 6).

These democratic achievements not only affected women in the West but led to states throughout the country expanding women's property and voting rights. Increased political participation of women in the West also helped inspire more women to become involved in the suffrage movement. Their actions would help set the stage for women's suffrage to go nationwide in the 19th amendment. These western political advances were accompanied by increased economic status for women as well. In Western states and territories many women were allowed to purchase their own land and make their own profits which gave women more independence. (Doc 5). As well as making money from their own land, women teachers in Wyoming were often given wages equal to the amount men were paid. (Doc 6). These economic and political advances seem to positively effect women socially. A 1910 suffrage circular states that in Wyoming where women could vote, divorce rates decreased. Wyoming held the lowest divorce rate across the country. (Doc 6). Younger girls were also given a greater amount of protection in Wyoming where women could elect people to office who would protect them and their interests. (Doc 6). Wyoming seemed to be a good example of how giving women more rights improved life for many other people. As a result of the development occurring in the West, opportunities for women to advance in politics, economics, and society expanded eastward.

On the other hand, Native American Indians experienced political, economic, and societal setbacks as the west was further developed. As a result of the continued expansion of the white men, Native Americans were at a political loss. They were essentially robbed of their property by whites and the government and given no legal recourse and that pattern continued as the west was settled. (Doc 1b). This, of course, was not new as it had happened throughout the history of Native American Indian experience with whites. Treaties would be signed but not honored and ancestral lands were taken because of their value (Doc 2a). Even when the Supreme Court ruled in favor of the Cherokee in *Worcester v. Georgia*, Andrew Jackson ignored Cherokee rights and caused the Trail of Tears. In the 1880s, the Supreme Court ruled that Native American Indians could not become citizens. On reservations, Native American Indians often had no say over their lives and had few representatives in Congress who would protect their interests. The Natives were exploited by the government as the United States purchased land belonging to the Indians for far less than the land was worth. Their political and legal problems led the Native American Indians to experience harsh economic losses as settlers and miners surrounded them.

The American men who were expanding into the West robbed cattle, horses, and other livestock from the peaceful Nez Perce who had helped Lewis and Clark (Doc 1). Miners found gold near their tribal lands in Oregon. Although Chief Joseph said he tried to avoid trouble, trouble came to him and other Native American Indians in the West standing in the way of white men. Treaties moved them to reservations where they would supposedly be taken care of by the government. However

government agents cheated them and economically they often could not support themselves. As the business of supplying parts of bison expanded into the East, the Native Americans lost a major source of their subsistence economy. White businessmen were eager to kill the bison and transport and sell goods made from their hides to Easterners (Doc 1a). Ranchers' barbed wire and cattle overgrazing also had an impact on the economic well-being of Native American Indians. The Native American Indians would also lose more land to the government after the Dawes Act was passed. With this legislation they would lose more of their cultural and tribal identity when they traded their tribal land for 160-acre independantly owned farms (Doc 2). Social problems were added to the economic and political problems of Native Americans. In an effort to end military conflicts between the government and Native Americans, such as Little Big Horn and Wounded Knee, the Commissioner of Indian Affairs recommended plans to try to assimilate Native Americans. (Doc 3a). The government considered "a suitable" white education to be the solution to the cultural conflicts and clashes. (Doc 3a). It was thought that Native American Indians should abandon many aspects and traditions of their culture. Their children were sent to English language schools far away from the reservations and their families to learn about "civilized" society. (Doc 3) Missionaries would teach them about Christianity to end their "superstitions and fanatical" religious ways (Doc 3). As a result of Americans expanding into the West, the Native American Indians experienced political and economic oppression and for some cultural genocide.

Women and Native American Indians went through political,

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economic, and social changes. Women were given a new image in the west. They received voting and property rights as well as gaining a better status in society. The Native Americans were robbed of livestock, property and other materials as well as being forced to end the practice of many cultural traditions and learn the ways of American society. The development and expansion of the west brought new political, economic, and social experiences for women and Native American Indians.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for women and Native American Indians
- Is more analytical than descriptive (*women*: exhaustion, sickness, or death often result of heroic efforts; Dakota Territory advertised support for women's rights to get more women interested in moving there even without families; because of scarcity of people, important to territorial governments to lure settlers; allowing women to purchase land and make profits gave women more independence; as result of developments occurring in West, opportunities to advance in politics, economics, and society expanded eastward; *Native American Indians*: encouraged to abandon parts of culture and begin allowing children to receive English education at boarding schools far away; robbed of property by whites and government and given no legal recourse; Native Americans lost major source of subsistence economy; white businessmen eager to kill bison and sell goods made from hides to Easterners; to end military conflicts Commissioner recommended plans to assimilate Native Americans)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*women*: since earliest British settlements in America, life of women living on frontier was difficult, lonely, and dismal; democratic achievements in Wyoming led to states throughout country expanding women's property and voting rights; increased political participation of women in West helped inspire more women to become involved in suffrage movement; Wyoming women could elect people to office who would protect them and their interests; *Native American Indians*: treaties would be signed but not honored; Supreme Court ruled in favor of the Cherokees in *Worcester v. Georgia*; Andrew Jackson ignored Cherokee rights and caused the Trail of Tears; few representatives in Congress who would protect their interests; treaties moved them to reservations where they would be taken care of by government; in Dawes Act, lost more of cultural and tribal identity when they traded tribal land for 160-acre independently owned farms; for some a cultural genocide)
- Richly supports the theme with many relevant facts, examples, and details (*women*: role to take care of family; unmarried women given landowning rights; 19th amendment; Wyoming allowed women property and voting rights; teachers given wages equal to men; *Native American Indians*: gold found near tribal lands in Oregon; United States purchased land for less than worth; Nez Perce; Chief Joseph; Little Big Horn; Wounded Knee)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss how the development of the West altered the lives of women and Native Americans

Conclusion: Overall, the response fits the criteria for Level 5. Historical details effectively support a critical appraisal of document information. An analytical discussion of effects of westward development on women and Native American Indians integrates good political and legal understandings.

Westward expansion in United States history was a challenging experience for those moving there and for those already living there. While there were freedoms and opportunities for some, westward expansion came at a high price for others. Even those who saw new opportunity and achieved some economic success, such as the Chinese immigrants. Others faced hard times in the West, specifically Native American Indians, faced great dilemmas brought on by expansion and the “White men’s” Manifest Destiny. While the “White men” pushed West, Native Americans and non-white immigrants struggled.

Beginning with the early colonists in Virginia and Massachusetts, Native American Indians were displaced from their land as the frontier line of the 1600s moved inland. By the 1830s as settlers moved into Georgia and Alabama, President Jackson thought the Cherokees and other eastern tribes should be moved west of the Mississippi to make more room for settlers. After the Indian Removal Act was passed, those groups would follow a “Trail of Tears” to Indian territory in Oklahoma. Supposedly they would be safe there from the movement of “White men”. As it turned out they were only safe until “boomers,” squatters, and miners pushed the frontier further west in the mid 1880s (Document 2a). Native American Indians were perhaps hit the hardest by westward expansion. Forced to give up their land, after gold was discovered on their reservation, Chief Joseph and the Nez Perce tried to escape to Canada but were unsuccessful. Sent to environmentally unfriendly Kansas, they did not thrive. The Native Americans floundered in fear and anger and as Chief Joseph said as “White men” pushed them from their lands, and kept them from

fighting back (Document 1). Not only were Native Americans held back economically by the destruction of buffalo and the loss of land but also by the United States legal system, which declared that the Native Americans were not citizens. Legally and politically the Indians had no power. Most of their resistance ended with the Battle at Wounded Knee.

Socially the Native Americans suffered perhaps their greatest defeat with the American prospect of “forced” Native American assimilation. However later in the 19th century, more people pushed the idea of a “suitable” education to promote patriotism and end Native American conflicts with the government. Those conflicts were costly and violent and could possibly be avoided if Native Americans spoke English and learned “civilized” ways in schools such as Carlisle in Pennsylvania (Document 3). As addressed by the Dawes Severalty Act, Native Americans could also be assimilated through the private ownership of land, a concept that was against traditional Native American tribal ownership. Not only were Native Americans forced from their lands but they were forced into an American way of life which was alien to them (Document 3). This had major long term negative consequences for Native Americans who didn’t seem to fit in comfortably anywhere.

Also suffering great losses during the period of westward expansion were the Chinese immigrants on the Pacific Coast. Stories about the Gold Rush in California pushed Chinese men to take a risk and settle in California. Many Chinese began to work in the mining industry during the period of westward expansion. This industry was vital to the expansion of Chinese immigration because many finally

saw opportunities for economic mobility. Some Chinese actually became mine owners despite not having much money to start with and while facing discrimination and danger. (Document 7). The mining industry was hazardous. Chinese immigrants would often carry explosives and faced extremely dangerous conditions while in the mines. Chinese immigrants, attempting to make better lives for themselves, entered new industries when mining became less profitable. They thrived in the laundry business by lowering their prices and in agriculture by using their knowledge of plant cultivation, brought with them from China (Document 8). The Chinese willingness to work for lower wages and not join labor unions was welcomed by business owners but was seen as a threat to white workers and other immigrants groups. Competition with the hard working Chinese was almost impossible for those who needed the work in a time of great unemployment (Document 9). Facing enormous discrimination in San Francisco and throughout California, the Chinese sometimes struggled economically and often were socially segregated in the West. The development of Chinatowns in different western cities allowed the Chinese to feel more secure from the mob violence, prejudice, and racism they often experienced.

Due to the severe nativism surrounding Chinese immigration and to appease many people throughout the country, the Congress passed the Chinese Exclusion Act banning immigration from China for 10 years. This was a result of the social discontent and the weak economy of the time period. Further restrictions called for a halting of Chinese immigration for an additional 10 years in order to continue to appease the Americans who believed the Chinese hurt whites who were

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in search of jobs and better lives. Although some thought Native Americans could be assimilated, the Chinese did not have many advocates and some believed they could not be assimilated.

Westward expansion caused immense pain and suffering for specific groups of individuals. The Chinese and Native American Indians were two groups that were affected by westward expansion. Westward expansion and development had negative effects on the Native Americans who had lived in the West previous to white settlement and on the Chinese, who like the other new settlers in the West were looking for economic relief.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Native American Indians and Chinese immigrants
- Is more analytical than descriptive (*Native American Indians*: were supposedly safe in Oklahoma but only safe until “boomers,” squatters, and miners pushed frontier further west; white men pushed them from lands and kept them from fighting back; United States legal system declared Native Americans were not citizens; legally and politically had no power; some people pushed “suitable” education to promote patriotism and end costly and violent conflicts; long-term consequences because they did not seem to fit in comfortably anywhere; *Chinese immigrants*: became mine owners despite not having much money; entered new industries when mining became less profitable; thrived in laundry business by lowering prices and in agriculture by using their knowledge of plant cultivation; competition with hardworking Chinese almost impossible for those who needed to work in a time of great unemployment; Chinese sometimes struggled economically and were socially segregated in West)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Native American Indians*: as settlers moved into Georgia and Alabama, President Jackson thought Cherokees and other eastern tribes should be moved west of Mississippi; after Indian Removal Act passed, Cherokees and others followed Trail of Tears to Indian territory; after gold discovered on reservation, Chief Joseph and Nez Perce tried to escape to Canada; could be assimilated through private ownership of land, a concept against traditional tribal ownership; *Chinese immigrants*: mining industry hazardous as they would often carry explosives; willingness to work for lower wages and not join labor unions welcomed by business owners seen as threat to white workers and other immigrants; faced enormous discrimination; development of Chinatowns in western cities allowed them to feel more secure; Congress passed Chinese Exclusion Act banning immigration from China; further restrictions called for halt to Chinese immigration for additional ten years; some believed they could not be assimilated)
- Richly supports the theme with many relevant facts, examples, and details (*Native American Indians*: destruction of buffalo; Battle of Wounded Knee; Carlisle School in Pennsylvania; Dawes Severalty Act; *Chinese immigrants*: Pacific Coast; agricultural knowledge from China; San Francisco; California; mob violence, prejudice, and racism; nativism)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state westward expansion had negative effects on Native American Indians and Chinese immigrants

Conclusion: Overall, the response fits the criteria for Level 5. A thoughtful discussion of the effects of the development on the West on Native American Indians and Chinese immigrants is supported by substantive relevant details. Thorough document interpretation provides a good connection to outside information and support for comparison as shown in the discussion of assimilation.

The development of the west during the 1800's and early 1900's had a significant impact on the Native American Indians and Chinese immigrants. These two groups of people suffered through various political, economic, and social changes.

Diverse groups of Native American Indians had lived in America long before the European explorers came. Tribes in the East fished, planted, and hunted on the fertile lands. The life of the Great Plains Indians eventually revolved around the buffalo. They used all parts of the buffalo for food, clothing, and tools. Generally no matter where they lived Native American Indians were always in the way of the population movement of white Americans westward and their culture was always endangered. A good example of this is the destruction of the buffalo. When the white settlers and railroads expanded into Great Plains, buffalo was hunted for sport and their hides were transported on railroads to eastern cities. Taking the buffalo away from the Native American Indians meant their way of life was gradually destroyed. Diseases and warfare would take their lives and independence. Men in the Northwest drove away a lot of the Native American Indians' cattle in the Wallowa valley and even branded some of the young cattle so they could claim ownership (Doc 1a and Doc 1b). These acts greatly reduced the Native American Indians' resources. They had almost no one interested in protecting their rights. They were treated as if they had no rights that had to be respected. The country was in a manifest destiny mood and whatever stood in the way of westward movement was cast aside. The United States government had begun to remove the Indians from their native lands earlier in the 19th century and relocated them to lands west of the Mississippi. No one thought white

Americans would want to settle in Indian Territory. (Doc 2b). The journeys of the Cherokees and others were long and harsh, and many Indians died, making the journey to be known as the Trail of Tears. Once the Indians arrived at their destination, it was apparent that the land was less fertile than the lush land that the white men had taken for themselves in the East (Doc 2a). But by the mid 1880s the government did further removals as they started a reservation system which would give the Native American Indians considerably less land than earlier treaties had guaranteed. In addition to losing their ancestral home and lands, the Native American Indians also had to abandon much of their culture and traditions.

The white Americans were generally ethnocentric and considered the Indians to be “aliens” who needed to be taught civilized ways. This had been pretty much the attitude of most whites since the colonial period. In order “to achieve honorable places for themselves,” they had to reject their native languages and learn English, learn new trades, and assimilate into American society (Doc 3a). Missionaries would teach them Christianity and teachers would help them learn vocations. In order to not be viewed as savages, the Indians had to westernize and abandon much of their culture. They could not wear their traditional clothing, but had to dress like the white man’s idea of respectable citizens at the Carlisle Indian School (Doc 3b). Before many white Americans could even recognize that the Native American Indians were people too, they had to first look and act like Americans. Many Native American Indians often rejected assimilation.

Seeing few economic opportunities in China, California looked good to many men who often came to the United States without their

families to find gold or adventure. Chinese immigrants faced many hardships in America. Although welcomed at first, many whites started to change their minds about the Chinese. In America, they encountered legal discrimination and racial violence. Despite harassment and abuse, the Chinese were competitive and did not give up on becoming economically successful. They became the largest single national group of miners and became a dominant group in that industry. (Doc 7). Their experience in mines as well as in agriculture helped them acquire jobs. When California was transformed from a wheat producer to a fruit producer, the Chinese immigrants' knowledge was a vital factor of the success. One of their areas of experience, aquatic management, was important for the development of irrigation projects which were vital to California agriculture (Doc 8b). The hard-working Chinese immigrants also found work in the railroads. Many geographical challenges had to be overcome in the building of the Transcontinental rail road and required a lot of workers. The Chinese stepped in and without them the rail road would have been difficult to complete. The Chinese were often given the most difficult tasks on that project. When dynamite had to be used, the Chinese were lowered down the edges of cliffs in order to set and detonate the explosives, which often resulted in injury or death. Another result of racial discrimination occurred when the Workingmen's Party organized and wanted the Chinese to leave California and go back to China. The unemployment rate in San Francisco was rising in the 1870s and the white people did not want to compete against the Chinese for the few available jobs (Doc 9). These nativistic white people had also been immigrants, but they blended

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into American society better than the Chinese did. The Chinese became an easy target for their fears. These fears led to government laws that restricted their immigration.

The Native American Indians and Chinese immigrants were greatly impacted by the development of the West in the 19th and early 20th centuries. Both of these groups faced life-threatening violence and discrimination simply because they looked different and had different cultures.

Anchor Level 4-A

The response:

- Develops all aspects of the task but discusses the Native American Indians more thoroughly than the Chinese immigrants
- Is both descriptive and analytical (*Native American Indians*: taking buffalo away meant their way of life was gradually destroyed; treated as if they had no rights that had to be respected; lost ancestral home and lands and had to abandon much of their culture; to not be viewed as savages they had to westernize; at Carlisle Indian School had to dress like white man's idea of respectable citizens; often rejected assimilation; *Chinese immigrants*: welcomed at first; encountered legal discrimination and racial violence; did not give up becoming economically successful; when California was transforming from wheat to fruit producer, their knowledge was a vital factor; without them, transcontinental railroad difficult to complete; unemployment rate in San Francisco rising in 1870s and white people did not want to compete against them)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Native American Indians*: life of Great Plains Indians revolved around buffalo; buffalo hunted for sport; disease and warfare took lives and independence; country in a Manifest Destiny mood; further removals gave less land than earlier treaties; missionaries would teach Christianity and would help them learn vocations; *Chinese immigrants*: few economic opportunities in China; many came to United States without their families; aquatic management important for development of irrigation projects vital to agriculture; geographical challenges in building transcontinental railroad required many workers; lowered down edges of cliffs to set and detonate explosives often resulting in injury or death; nativist people in California blended into American society better; fears led to government laws restricting their immigration)
- Supports the theme with relevant facts, examples, and details (*Native American Indians*: drove away cattle in Wallowa Valley; relocated west of Mississippi; reject native languages and learn English; learn new trades; *Chinese immigrants*: largest single national group of miners; experience in mines and agriculture; Workingmen's Party)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information and analytical statements support document interpretation and are employed to draw good conclusions for both groups. However, the discussion of the Chinese immigrants could be strengthened with additional supporting facts and details.

During the 1800s and 1900s, the development of the West had a major economic and social impact on Native Americans and Chinese immigrants. The effects it had on these groups were both positive and negative, but most were negative. These groups also made an impact on Western development.

Native American life was effected immensely by western development. In the whites' quest for prosperity on western lands, they took many Native American resources and often disregarded their culture. They drove off cattle around Winding Water in Oregon sometimes leaving the Indians without adequate resources to thrive, or on some reservations even to barely survive. (Document 1) Chief Joseph stated the motive of the whites might have been to purposely cause a war after which they could take more Native American possessions. Whites also killed enormous numbers of bison in areas where they roamed on the Great Plains. The Native Americans largely depended on the bison of which there were at one time millions. In the beginning of the 1800s hardly anyone could have imagined that so many bison would be killed. Sometimes the whites killed them just for sport which was totally not understood by Native Americans who used every part of the bison. As the whites continued to settle further and further west, more treaties were signed that sent more Native Americans to reservations. Native Americans and whites clashed more and more as Native American groups resented the way they were being treated. Bloody battles such as the Sand Creek Massacre and atrocities such as Wounded Knee resulted. (Document 2). To make room for more white settlers, the U.S government forced Indians onto smaller reservations that had few or no opportunities. The land used for these

reservations was often poor for farming, leading to economic circumstances that had a long term impact on Indian culture and life. For many years the United States did little to help Native Americans except make life more difficult for them while helping whites become more prosperous. One famous example of earlier disregard for Native Americans was the forced movement of Indians on the Trail of Tears to land west of the Mississippi where life would be very different. The Cherokee Indians were forced to travel a long, terrible journey on which thousands died to a place where they didn't want to be and would be no safer from the encroachment of whites. Many more Native Americans would face some of the same circumstances throughout the 19th century. Besides moving the Indians, the Americans also tried to assimilate them and make them a part of American society. They tried to make them industrial workers and impose their culture on them, such as wearing western clothes. (Document 3). The Commissioner of Indian Affairs in 1891 thought by becoming civilized they would also become patriotic. Although making "red Americans white" did not work all that well the Navaho during World War II demonstrated that being a Native American didn't mean you couldn't be patriotic.

"Gold fever" in California captured the interest of people from all over the world including the Chinese. The customs, clothing, and language of the Chinese were very different from people living in the United States. However they made the journey hopeful that they would succeed and might even become rich. Chinese immigrants were affected profoundly by western development. Many of them settled in California, where they mined successfully. Mining allowed them

social mobility and the opportunity for self-improvement. Some Chinese owned their own companies which were profitable. At the same time some were becoming successful, the Chinese encountered much racial discrimination, legal discrimination, and racial violence. (Document 7). Much of the violence was a result of the fact that the Chinese were a source of economic competition for the whites. For example, Chinese laundry businesses succeeded over those of the whites because of their lower prices. (Document 8).

The Chinese also made an impact on western society which in turn had further effects on them. They made contributions to agriculture with the experience and knowledge they gained from life in China and gained the respect of their overlords. They introduced whites to new techniques from farming and even new crops. This would mean more profits for white farmers and citrus growers in the United States. This could lead to better wages and a higher status for the Chinese.

(Document 8). Despite these contributions, however, the US government restricted Chinese immigration due to the complaints of the whites. The first time the government had ever put any restrictions on an entire race of immigrants was with the passage of the Chinese Exclusion Act. The main reason for such action was the economic competition the Chinese caused when jobs and wages were threatened by a slowing national economy. Irish immigrants who had faced their own discrimination were among the immigrant groups hostile to the Chinese but they were white and not Asian.

The development of the west had a large social and economic impact on Chinese immigrants and Native Americans. The impacts were both positive and negative but unfortunately most were negative. While

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western development greatly affected them, they also had a great impact on western development. The interaction between white western settlers, Native Americans, and Chinese immigrants ultimately played a major role in the destiny of the Chinese, Indian, and American cultures and societies.

Anchor Level 4-B**The response:**

- Develops all aspects of the task for Native American Indians and Chinese immigrants
- Is both descriptive and analytical (*Native American Indians*: white's quest for prosperity on western lands took many of their resources; Chief Joseph stated motive of whites might have been to cause a war to take more of Native American possessions; most could not have imagined so many bison would be killed; government forced them onto smaller reservations that had few or no opportunities; land on reservations usually poor for farming, leading to long-term impact on culture and life; for many years, United States made life more difficult for them while helping whites become more prosperous; tried to make them a part of American society by making them industrial workers; *Chinese immigrants*: customs, clothing, and language of Chinese very different from people living in United States; mining allowed social mobility and opportunity for self-improvement; encountered much racial discrimination, legal discrimination, and racial violence; much of violence result of economic competition; new techniques and crops meant more profits for white farmers and citrus growers that could lead to better wages and a higher status for Chinese; economic competition when jobs and wages threatened by slowing economy; Irish immigrants, who had faced own discrimination, hostile to Chinese, but they were white not Asian)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Native American Indians*: whites killed enormous numbers of bison roaming on Great Plains; whites killed bison just for sport; treaties signed that sent Native Americans to reservations; Cherokees forced to travel to a place where they did not want to be and would not be safe from encroachment of whites; during World War II, Navaho demonstrated that being a Native American did not mean you could not be patriotic; *Chinese immigrants*: government restricted Chinese immigration due to complaints from whites; Chinese Exclusion Act was first time government had ever put any restrictions on an entire race of immigrants)
- Supports the theme with relevant facts, examples, and details (*Native American Indians*: Winding Water in Oregon; Sand Creek massacre; Wounded Knee; Trail of Tears; wearing western clothes; *Chinese immigrants*: gold fever; settled in California; laundry business; lower prices)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state the development of the West had mostly negative effects on Native American Indians and Chinese immigrants

Conclusion: Overall, the response fits the criteria for Level 4. Good historical concepts are included in the discussion as demonstrated in the application of patriotism to Native American Indians and the irony of Irish hostility to the Chinese. Analytic statements are included but would have benefited from further explanation.

The development of the west was a catalyst for change for many groups in America. As railroads were built, new towns and new states flourished, leading to not only increased opportunities but to a growth of new ideas. One group that was affected by westward expansion was women; another was Chinese immigrants.

Women were affected politically and socially by western expansion. As women settled farther and farther away from Eastern cities and states, they also began to move away from the traditional “cult of domesticity” which enveloped women during that time period. The woman’s sphere remained the home as families moved west. Gender roles were still different. Inside the home women “fed their men, raised the children, and cooked the food” (Doc 4). Since everything was more complicated, living far away from supplies and doctors made their work more “heroic”. They took their family and home responsibilities seriously. Facing challenging conditions in the west meant they often had to help their husbands with outdoor physical labor. They were not “dainty creatures to be put on a pedestal”. The meaning of the “cult of domesticity” changed in part because of the demands of frontier living. Because of the importance of their contributions, women were seen in a more equal way. Outdated notions of a woman’s duty to stay out of politics and focus on home life were replaced by more modern ideas like the right to vote. States in the west were the first to give women the right to vote with Wyoming leading the way (Doc 6). Women gained additional freedoms like the right to buy and manage a farm (Doc 5). In the 19th century more women were choosing to remain single. This group found the west appealing because of the property rights they were guaranteed like owning a homestead. The

women's Rights movement was born at Seneca Falls but took root in places like the Dakota Territory. Eventually, the efforts of the suffragists would lead to ratification of the Nineteenth Amendment, which gave woman the national right to vote. Their success was largely due to the frontier experience. Socially, because women were so spread out from each other, they had to become self-reliant and independent, further dispelling the stereotype of a woman only defined by her work in the home. (Doc 4).

One other group that was significantly impacted by westward expansion was Chinese immigrants. Despite increased economic opportunities in the United States xenophobia and discrimination negatively impacted the Chinese. Many first came in the wake of the Gold Rush. Although they started slow, this "golden" opportunity allowed them to make use of their water management skills and dominate placer mining in California. Chinese immigrants were hired as cheap labor for the Transcontinental Railroad on the Central Pacific side. Also, the Chinese immigrants were able to provide strong competition when they entered the laundry business, lowering their prices so people would buy their services (Docs 7 and 8a). Chinese farmers also were able to make profits, combining their farming skills that they learned in China with fortitude and dedication (Doc 8b). Because of their productivity and diligence, however, discrimination and prejudice against them began to prevail, especially from unemployed white laborers (Doc 9). During this time period of growing unemployment in western cities, intolerance-fueled xenophobia affected American political thought and government policies, eventually leading to the Chinese Exclusion Acts which

forbade more Chinese workers from entering the United States. This made struggling labor unions happy but it was disappointing for the Chinese to be banned as a race from entering the United States. They were disappointed because their agricultural skills had been vital to California becoming a leader in growing fruit for the nation and other parts of the world. Gong's development of the frost-resistant orange revolutionized Florida's citrus industry which continues to be important today. Their contributions seem to far outweigh the threat perceived by some American workers.

Westward expansion not only fueled economic, social, and political growth, but also the prevalence of new ideas. Women were able to become independent in the rugged, underdeveloped western states. Chinese laborers were able to find work, and subsequently economic prosperity while fighting intolerance.

Anchor Level 4-C

The response:

- Develops all aspects of the task for women and Chinese immigrants
- Is both descriptive and analytical (*women*: living far away from supplies and doctors made work more heroic; took family and home responsibilities seriously; challenging conditions in West meant they had to help husbands with outdoor physical labor; seen in a more equal way; outdated notions of woman's duty to stay out of politics and focus on home life replaced by more modern ideas such as right to vote; states in West first to give women right to vote with Wyoming leading way; found West appealing because property rights were guaranteed; had to become self-reliant and independent, further dispelling stereotype of woman; *Chinese immigrants*: xenophobia and discrimination negatively impacted them; "golden" opportunity allowed them to make use of their water management skills and dominate placer mining in California; able to provide strong competition when they entered the laundry business by lowering prices; farmers were able to make profits by combining farming skills learned in China; discrimination and prejudice began to prevail especially from unemployed white laborers; agricultural skills vital to California becoming a leader in growing fruit; contributions seem to outweigh threat perceived by some American workers)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*women*: as they began to settle away from Eastern cities, they began to move away from traditional "cult of domesticity"; women's rights movement born at Seneca Falls but took root in places such as Dakota Territory; efforts of suffragists would lead to ratification of 19th amendment giving women national right to vote; *Chinese immigrants*: hired as cheap labor for transcontinental railroad on Central Pacific; American political thought and government policies led to Chinese Exclusion Act that forbade more Chinese workers from entering the United States and made struggling labor unions happy; Florida's citrus industry continues to be important today)
- Supports the theme with relevant facts, examples, and details (*women*: fed their men, raised children, and cooked food; right to buy and manage a farm; *Chinese immigrants*: Gold Rush; banned as a race; development of frost-resistant orange)
- 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 discussion of the effects of westward development on women integrates relevant outside information with a few important historical changes, resulting in some good conclusions. Document information provides an effective segue for the discussion of the effects of development of the West on Chinese immigrants.

America was built with a spirit of adventure and a desire for democracy and expansion. Moving west and acquiring new lands has been an important part of American culture since we were a colony of England. Since the influence of the idea of Manifest Destiny or the God-given right of Americans to expand west became stronger in the 1840s, the movement west has been unstoppable. A common philosophy was that America's ability to grow and cover new land was the reason for its strong democracy and avoidance of rigorous class structure. For women the west meant hope for greater equality and independence while for the Native Americans it meant an end to their way of life.

Women in America worked hard to settle this country right along with men but they were not given the same rights as men. In the East many middle class women were seen as fragile, domestic creatures that were to be confined to the home. In the early 19th century a popular belief was the Cult of Domesticity which fostered the conformity of women to work in the home to raise their children as proper citizens and take care of their men. As Document 4 presents, settling the west required a lot from women. They had to be strong and self-sufficient. The west challenged women to expand past the demands of their former lives to brave the ruggedness of the west. By being separated from already settled areas, women were given more responsibilities in order to provide and care for the family. Because of the grinding unavoidable labor required, women proved themselves as heroes caring for their families in the great unknown of the west making them indispensable to its settlement just as they were in the first settlements in colonial America. Respect for their efforts was a

long time coming but in the later 1800s, circumstances began to change. Economically women had more independence in the West and in some territories they had the legal right to own property. Document 5 presents that women were allowed more rights in the West and were able to prosper on their own. One woman owned as much as 320 acres and paid for them with her wages saved from being a servant. Politically in the West because of women's work and success and for putting in just as much hard work as men, women were given suffrage on equal terms with men as shown in Document 6. Often women in the West had full suffrage for decades before women in the East. Also, women were given equal pay with men in the teaching profession in Wyoming proving the growing equality in some areas of the West. However, women still had a long way to go fighting for complete equality. The West did provide for important gains and became an important step in increasing political and economic equality for women.

On the other hand westward expansion meant hardships and pain for the Native Americans. From the beginning when the trains were built to encourage transport and development of the West, problems with Native Americans ensued. The buffalo would block and prevent the construction and travel of trains so the railroad companies found them to be a nuisance even as trains were cutting across territories belonging to Native Americans. Hides of the buffalo were shipped by train for sale in the East. This was horrifying to the Native Americans as the buffalo was their food source, clothing, and much more. As shown in Document 1, Americans killed a lot of buffalo and as they killed the buffalo, they killed the Native American way of life. As

recounted in Document 1, the settlers often took advantage of the Native Americans stealing their cattle and land while the Native Americans could not even bring the offenses to court. These unfair circumstances often led to a lot of violence as the settlers wanted more Native American land. The Native Americans did try to fight back. very bloody battles resulted from expansion and frustration. Especially devastating was the Battle at Wounded Knee in which an entire village of Sioux men, women, and children were slaughtered by the cavalry. (Document 2b) Document 2a describes how the settlers were greedy and wanted Native American land in Oklahoma in the mid 1880s because it was farmable. Congress supported their demands which wasn't new. Laws such as the Indian Removal Act, which displaced Native Americans from their lands east of the Mississippi meant they had to travel a Trail of Tears in the early 1800s. Document 3 defines how Native Americans were looked down upon and their ways considered uncivilized.

Laws such as the Dawes Act encouraged Native Americans to renounce their tribe for individual ownership of land. Almost everything that was the Native American history was encouraged to be left behind for assimilation into American culture. In a famous book called A Century of Dishonor, Jackson describes how the United States had abused and mistreated the Native Americans in the 1800s.

Socially the white Americans pushed the Native Americans to become more like them, politically, they gave them few rights, and economically, they took their resources and ability to prosper.

Expansion to the west was both a blessing and a curse. For some it brought new hope and freedom. For others it was the end of freedom.

Anchor Paper – Document-Based Essay—Level 3 – A

Either way the expansion west contributed greatly to American history.

Anchor Level 3-A

The response:

- Develops all aspects of the task with some depth for women and Native American Indians
- Is more descriptive than analytical (*women*: challenged to expand past demands of former lives to brave the ruggedness of West; proved to be heroes caring for their families; economically, had more independence in West; in some territories, had legal right to own property; politically, given suffrage on equal terms with men in West; *Native American Indians*: westward movement meant end to having control over lives; meant hardships; hides of buffalo to be shipped by train for sale in East; as buffalo were killed, way of life was killed; could not bring offenses of settlers to court; settlers wanted land in Oklahoma because it was farmable; ways considered uncivilized; almost everything that was their history was encouraged to be left behind for assimilation into American culture)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*women*: cult of domesticity fostered conformity of women to work in home to raise children and take care of men; indispensable to settlement of West just as in colonial times; in West had full suffrage for decades before women in East; *Native American Indians*: buffalo would block and prevent construction and travel of trains; in Battle of Wounded Knee, entire village of Sioux slaughtered by cavalry; Dawes Act encouraged them to renounce tribe for individual ownership of land; in *Century of Dishonor*, Jackson describes how United States abused and mistreated Native Americans)
- Includes some relevant facts, examples, and details (*women*: grinding unavoidable labor; given equal pay in teaching profession in Wyoming; *Native American Indians*: buffalo main food source; settlers stealing cattle and land; bloody battles; Indian Removal Act)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Important concepts about the westward movement are referred to in the introduction but are only partially developed in the response. The methodical presentation of documents is supported by some good outside information.

Manifest Destiny, the idea that America had the god-given right to expand to the Pacific Ocean, led to the development of an underpopulated and underused part of the nation. Through expansion, the western part of the United States was established. The West brought about a different way of life for the people that settled there. The government encouraged settlement of this new frontier, and it eventually became filled with many different peoples. The development of the west had many political, economic, and social effects on groups like the Native American Indians who already lived there and white women who had moved into the West with their families.

Throughout the history of America, the Native American Indians have undergone struggles, mostly from their contact with white Americans. Andrew Jackson's Indian Removal Act led to the subsequent Trail of Tears and much pain for Cherokees and other Indians, who were forcibly removed from their homes. They were sent to Indian territory west of the Mississippi to make room for settlements and to move them off land that had valuable resources. In the West, Native Americans faced many problems. They had to put up with trespassing settlers who wanted the land that was supposed to be theirs forever (Doc 2a). In California during the Gold Rush of 1849, whites either enslaved or killed Native Americans. Whites took cattle in Oregon, and diseases ravaged Native American villages throughout the West. (Doc 1a § 1b). Removal, reservations, and treaty violations angered Native Americans and led to wars between Americans and Native American Indians. The American military fought wars with the Indians in order to defeat them so they wouldn't cause any more trouble. (Doc 2a § 2b). Wars like some of the Sioux wars and General

Custer's last stand at Little Big Horn showed that Native Americans could win some battles. Not only were they attacked and stripped of close to everything they owned, they were also stripped of their culture and heritage (Doc 3a & 3b). The Dawes Act of 1879 tried to force Indians to assimilate into American society and leave behind their old lives. Native American persecution and mistreatment was a long struggle for them in the development of the west and the movement of the frontier. Some Americans felt guilty about the treatment of the Indians following the publishing of Helen Hunt Jackson's "A Century of Dishonor". Later Franklin Delano Roosevelt's Indian Reorganization Act of 1934 attempted to give back what Americans had taken from the Indians—their culture.

Women also experienced several lasting effects from the development of the western United States. In the west, women played a prominent role in society. They were very important for families while they were building a new life in unfamiliar and dangerous territory. It was a big responsibility to stay healthy and hopeful while doing all of the home chores and having and caring for children while the husband/father went outside to work growing crops and raising livestock (Doc. 4). Heroic women took care of the home and the children and often helped their husbands outside which was a main factor in the success of the settlement of the frontier. Also in the Dakota Territory and many areas of the west, women were allowed to own land when it was made available in legislation like the Homestead Act (Doc. 5). The Homestead Act was an attempt to settle the west by offering land in exchange for work on the land. The respect for what women did on the frontier was evident with the passage of women's suffrage

legislation in Wyoming, which gave women the right to vote (Doc 6). This eventually led to other western states giving women the right to vote and to the passage of the 19th Amendment in which women were given suffrage, or the right to vote, nationwide. The development of the frontier had positive effects on women in the west and eventually the nation. Many of the effects the west had on women continue to influence their lives and the nation.

The development of the west had several effects on many different groups. Native Americans faced many hardships while women gained rights. The social, political, and economic developments of the west offered promise to some and pain to others. The frontier played an important role in U.S history as Frederick Jackson Turner pointed out the frontier was key in shaping the lives of many groups of people and the nation as a whole.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth for Native American Indians and with little depth for women
- Is more descriptive than analytical (*Native American Indians*: had to put up with trespassing settlers who wanted land supposed to be theirs forever; not only attacked and stripped of close to everything owned but also stripped of culture and heritage; persecution and mistreatment a long struggle; *women*: were building a new life in unfamiliar and dangerous territory; took care of home and children and often helped husbands outside; respect for what women did evident with passage of women's suffrage in Wyoming; many effects West had on women continue to influence their lives and the nation)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (Manifest Destiny idea led to the development of an underpopulated and underused part of nation; Frederick Jackson Turner pointed out the West was key in shaping lives of many groups of people and the nation as a whole; *Native American Indians*: during Gold Rush, whites either enslaved or killed Native Americans; diseases ravaged villages throughout West; some of Sioux wars and General Custer's last stand at Little Big Horn showed they could win some battles; Dawes Act tried to force Native Americans to assimilate into American society and leave behind their old lives; Franklin D. Roosevelt's Indian Reorganization Act attempted to give back what Americans had taken from them, their culture; *women*: Homestead Act attempted to settle West by offering land in exchange for work on land; led to other western states giving women right to vote and to passage of 19th amendment in which women were given right to vote nationwide)
- Includes some relevant facts, examples, and details (*Native American Indians*: western part of United States established through expansion; whites took their cattle in Oregon; Jackson's *A Century of Dishonor*; *women*: allowed to own land in Dakota Territory); includes a minor inaccuracy (*Native American Indians*: Dawes Act of 1879)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are well beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Some good relevant outside information is included in the discussion of the effects of the development of the West on Native American Indians. The treatment of women is weaker, more document-driven, and lacks supporting facts and details.

The United States of America was founded on ideals of democracy and freedom. Throughout the nation's history, there has been a notable trend towards increased freedom for various groups. This idea of increased democracy is especially noticeable in the stories of the various groups involved in the western settlement of the continental United States.

One group which gained democratic rights during this period was women. For many women, frontier life was very hard. They were cut off from old friends and families on their homesteads, which initially were few and far between. They lacked proper medicine and sanitation, such as it was at the time. Women had to work just as hard as their husbands to ensure the survival of their families. This rough life took its toll, and the wives and mothers who didn't succumb to sickness and malnutrition grew hardy and strong, as they faced one challenge after another, raising their children to be survivors in the harsh world they inhabited. This increase in the strength of women and their work building communities in desolate areas of the West caused an increase in their independence and status as well (Doc. #4). For example, by 1870 women in the Dakota Territory were recognized as fit to own and manage their own land and the Dakota Territory's Commissioner of Immigration seemed to be proud of their support for women's rights as they became landowners and took advantage of other business opportunities. They became interested in political issues. They wanted their voices heard and eventually women received the right to vote in Wyoming. Through their dedication and willpower, frontier women were considered almost equal to frontier men even before the dawn of the twentieth century (Doc. #5). But in the East,

women's rights groups were still fighting for voting rights when World War I started.

A second group affected by the development of the west was the Chinese immigrant population in California. This group became prominent in California after the Gold Rush. At this time, many Chinese migrated to the west coast and were affected by different businesses developing, particularly in California. The Chinese came to America searching for opportunities because they had so few in China. They found many different areas in which they could succeed and excel. Many Chinese and Chinese companies profited greatly from the mining business, which was flourishing in the latter half of the nineteenth century. They also benefited from the experience, growing more competitive and capable in business matters (Doc. #7). The Chinese were hired by business owners because they were good workers who were reliable and didn't join labor unions. This, however, brought the Chinese immigrants into conflict with the other inhabitants of California. Chinese competition for jobs was making it difficult for other groups, including other immigrants to find employment, especially because the Chinese were willing to work harder for less pay. This conflict unhappily coincided with the birth of the labor movement that had higher wages as an economic goal and a period of economic panic, which increased the tensions of the conflict in California. The white workers eventually formed the Workingmen's Party, with the goal of sending them back to China. The anger over Chinese workers eventually resulted in the passing of the Chinese Exclusion Act. As the west developed and more white immigrants moved there, the Chinese and their attitudes about work were considered threatening.

America has been hailed as the “land of opportunity.” This phrase, however, can be somewhat misleading. During its period of western expansion, America did indeed offer greater opportunity to various groups. These opportunities, however, did not always have a happy outcome. “Opportunity” is an ambiguous word; its positive effects can sometimes be cancelled out by negative results.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for women and Chinese immigrants
- Is more descriptive than analytical (*women*: had to work as hard as husbands to ensure survival of families; those who did not succumb to sickness and malnutrition grew hardy and strong; increase in strength and work building communities in desolate areas caused an increase in independence and status; Dakota Territory recognized women as fit to own and manage own land; frontier women were considered almost equal to frontier men before dawn of 20th century; *Chinese immigrants*: many Chinese companies profited from mining business; benefited from experience, growing more competitive and capable in business matters; willing to work harder for less pay; conflict coincided with birth of labor movement that had higher wages as economic goal; economic panic increased tensions in California; white workers formed Workingmen’s Party with goal of sending them back to China)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates some relevant outside information (*women*: cut off from old friends and families on homesteads; interested in political issues; in the East, women’s rights groups still fighting for voting rights when World War I started; *Chinese immigrants*: prominent in California after Gold Rush; anger over Chinese workers resulted in passage of Chinese Exclusion Act)
- Includes some relevant facts, examples, and details (*women*: right to vote in Wyoming; active in local and state politics; *Chinese immigrants*: migrated to West Coast; few opportunities in China; good workers who did not join labor unions)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The treatment of the political effects of the development of the West on women and economic effects on Chinese immigrants includes some good relevant information. Both discussions would have been strengthened with additional facts and details.

The belief of many Americans in Manifest Destiny, or that it was destined for America to expand west, led to the movement of people from cities to places like the Great Plains. This migration of people would not only effect those moving, but those who already lived in the west as well. The development of the west that occurred in the nineteenth and twentieth centuries, due to the movement of people, would have a profound effect politically, economically, and socially on many groups, including the women who now lived in the west and the Native American Indians who lived there before the new settlers came.

The women of the west, because of the demands of living on such land, were eventually changed from a “young, raw, ... [and] inexperienced” housewife to a “heroic character.” This change was due to the effects of the life they led living in the newly developed west. These women, while their husbands worked on farms, were required to feed their families and put food away for the winter; this involved being the “butcher, packer, and baker” all at once. In addition to these duties, the women also had to make the clothes for her family, may they have been out of skins or created by knitting. The poor sanitation and low availability of medicine in their new home would also create problems for the women in trying to keep their families healthy. This issue many times resulted in the death of the children. (Doc 4) Despite the challenges faced by these women, they were able to grow from their experiences and could even own their own homestead, if they were widowed or still single at the age of twenty-one (Doc 5). Women were not the only group effected by the development of the west, though. Native American Indians lives were also greatly changed.

The development of the west changed the way of life for the Native

American Indians. One new introduction to the West was the railroad. Tracks for the trains were being laid down very quickly and the men who worked on them had no respect for the buffalo population, which was important to the Native American Indians who hunted them for food. The decline of the buffalo population was only one way in which Native American Indians were effected by the rapidly developing West. The whites working in the gold mines also stole horses and drove off or stole the cattle from the Native American Indians as well (Doc 1). The Indians were also losing land to the whites as they took over the land of the West. They were placed by the whites onto reservations, stripped of their culture and instead taught English and made into Americans who were trained in different industries (Doc 3). The combination of the loss of many of their food sources and their forced placement on reservations caused tensions to rise between the Native American Indians and whites. These tensions led to many battles including those at Little Big Horn and Wounded Knee (Doc 2).

The effects of the development of the West on both women and the Native American Indians are unignorable. Although in some instances, like women being able to own their own homestead, the effects were positive, a lot of the time, as with the Native American Indians, they were not. Nevertheless, they are all effects that occurred because of the movement, into and development of the West.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for women and Native American Indians
- Is primarily descriptive (*women*: while husbands worked on farms, women were required to feed families and put food away for winter; many times conditions resulted in death of children; despite challenges they faced, women able to grow from experiences; could even own homestead if widowed or single at age of twenty-one; *Native American Indians*: whites working in gold mines stole horses and cattle from them; combination of loss of many food sources and forced placement on reservations caused tensions to rise between them and whites)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 5
- Presents little relevant outside information (belief of many Americans in Manifest Destiny; led to movement of people from cities to Great Plains; *Native American Indians*: men who worked on railroads had no respect for buffalo population)
- Includes few relevant facts, examples, and details (*women*: poor sanitation and low availability of medicine; had to make clothes for family; *Native American Indians*: placed on reservations; stripped of culture, taught English, trained in different industries; Little Big Horn; Wounded Knee)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Relevant document information generally frames the response, especially in the discussion of the effect of the development of the West on women. A lack of supporting facts and details weakens the effort.

Through out the history of the Wester United States it has been a place of change and adaptation. During its settlement people flocked their to find both jobs and rights. Chinese immigrants found work in the American West. Women on the other hand found the right to vote and be independent from a male figure.

The Chinese flocked in huge numbers to the Californian shore. According to Liping Zhu in "No Need to Rush: The Chinese, Placer Mining, and the Western Enviroment" twenty thousand Chinese arrived in 1852. Despite the disadvantages they had, they were able to adapt to mining in America. Mining was not the only form of employment the Chinese held in the west. They began to open laundry bussinesses which charged far cheaper than their competitors. David Lindsey explains this in "Cathy Comes to El Dorado". Possibly the most well known work the Chinese found in the west was on the Transcontinental Railroad. Their cheap labor provided the push necesary to finish the railroad. The economic effects on the Chinese were mainly positive in the fact that they were able to find work and even start business. Just as the economic changes to the Chinese were positive as were the social effects on women in the west.

Women were affected socially in a strong way in the American West. According to a circular in the Lexington Herald, May 19, 1910 women enjoyed the right to vote for forty one years. It would still be another nine years before national suffrage would be granted to women in the Nineteenth Amendment. The suffrage women had in Wyoming was believed to have led to major positive results in the state such as lower divorce rate, less illiteracy, and equal pay for equal work. It is also stated by James S. Foster, Commissioner of the Dakota

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

Territory that women were able to work and then invest in the ownership of land. This sense of independence would be an eventual starting point for movements for suffrage of all women.

The Chinese and women were just two of the groups that were affected in the development of the American West. The effects of social and economic opportunity on these two groups led to their increased involvement in American history. While the effects on other groups may be negative, these groups benefitted. The West's development provided the opportunity both groups did not receive in China or the rest of the United States.

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

- Minimally develops all aspects of the task for Chinese immigrants and women
- Is primarily descriptive (*Chinese immigrants*: flocked in huge numbers to California; able to adapt to mining in America; mining not only form of employment held by Chinese in West; opened laundry businesses which charged far cheaper prices than competitors; economic effects mainly positive because able to find work and start businesses; *women*: major positive results in Wyoming such as lower divorce rates, less illiteracy, and equal pay for equal work; women able to work and invest in ownership of land in Dakota Territory); includes weak application (*women*: enjoyed the right to vote for forty-one years)
- Incorporates limited relevant information from documents 5, 6, 7, and 8
- Presents little relevant outside information (*Chinese immigrants*: cheap labor provided push necessary to finish transcontinental railroad; *women*: national suffrage granted to women in 19th amendment; sense of independence would be starting point for movements for suffrage for all women)
- Includes few relevant facts, examples, and details (*Chinese immigrants*: 20,000 arrived in 1852; *women*: right to vote in West)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Methodically presented document information and limited relevant outside information address all aspects of the task. The discussion includes a few good conclusions that would have been strengthened by additional facts and details.

In the 19th and early 20th century the westward movement had various effects on certain groups. These groups were Native American Indians, women, and Chinese immigrants. Of the groups women and Chinese immigrant had the most various of experiences.

In the early 1800's populization of the west began to increase, in this time women were put to a series of ineffable hardships. As captured by document 4, young wives of frontiersmen often died before their husbands. The reason for this is partially due to the fact that much stress was put on them, they had to make food, keep the house in order and care for children who frequently died from inadequate medical care and a poor environment. Though these aspects remain true women also thrived in the westward movement, and achieved some independence from men. In document 6, we learn that women have much freedom in Wyoming, due to their right to vote and the equal treatment standards of life for everyone are much higher. The rates of divorce are lower, child literacy is higher, and women are free to have jobs in careers they wish to pursue.

Similarly Chinese immigrants have a multitude of different effects from westernization. Document 7 shows us the opportunities had by the Chinese, they were clever businessmen and gained much wealth from mining, though even then they faced racial tension. Untold by the documents many Chinese immigrants also helped lay the railroad. This was not a glorious thing though, they were treated like animals and were paid little. They were tasked to use explosives in clearing mountain paths, with no protection many were killed. In Document 9, the racial discrimination is shown again. White Americans wanted the Chinese gone, and were angry with them. These aspects show the

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

tumultuousness of effects of Chinese immigrants. Some prospered, but all were discriminated against.

In conclusion westernization had many adverse effects on many groups. Some groups did benefit but in the end they suffered as well. Westernization wasn't an easy thing but in the end it helped make major strides for most groups involved.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for women and Chinese immigrants
- Is primarily descriptive (*women*: in early 1800s, population of West began to increase as women were put to series of innumerable hardships; wives of frontiersmen often died before husbands; children frequently died from inadequate medical care and a poor environment; achieved some independence from men; much freedom in Wyoming due to right to vote; *Chinese immigrants*: clever businessmen and gained much wealth from mining despite racial tensions; white Americans wanted Chinese gone); includes weak application (*women*: equal treatment standards of life for everyone much higher in Wyoming; in Wyoming, free to have jobs in careers they wish to pursue; *Chinese immigrants*: some prospered, but all were discriminated against)
- Incorporates limited relevant information from documents 4, 6, 7, 8, and 9
- Presents little relevant outside information (*Chinese immigrants*: treated like animals and paid little for railroad work; tasked with using explosives in clearing mountain paths and with no protection many killed)
- Includes few relevant facts, examples, and details (*women*: had to make food, keep house in order, and care for children; rates of divorce lower and child literacy higher in Wyoming)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that includes some contradictory statements

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the effects of the development of the West on women and Chinese immigrants is primarily comprised of document information with minimal explanation.

With the new formation of the United States by acquiring territories in the West, changes were to arise. The treatment of certain groups, immigration, and economic strategies changed. U.S. expansion brought upon change among those who lived in the area.

With all the new land stretching all the way to the Pacific, it then made it easier for Asian immigration to the U.S. Numbers of Chinese immigrants arose due to the Gold Rush in California as they sought it as an opportunity. They were coming into the United States eager to find employment and a chance to succeed. Some found work contributing to California's agriculture. While others (Doc 8b) found jobs working on railroads out west. (Doc 8a).

Another group effected by westward expansion was the Native Americans. They were heavily discriminated against and weren't (D.1) treated as U.S. citizens. Their cattle and buffalo were being slaughtered by American cattle ranchers and used as food. Not (Doc. 1b) only was their resources being stripped (D.1) away so was their "promised", land. With the mistreating of the Native Americans brought upon anger and resulted in many conflicts (Doc. 2b) in the west with territory issues.

In conclusion, when the United States acquired that territory, it brought upon change to many different groups of people. Giving credit to the U.S. government at the time, it is very hard to accommodate to everyone's needs. Although, some needs were ignored in the case of the Native Americans living out west.

Anchor Level 1-A

The response:

- Minimally addresses all aspects of the task for Chinese immigrants and Native American Indians
- Is descriptive (*Chinese immigrants*: new land stretching to Pacific made it easier for Asian immigration to United States; they were eager to find employment and a chance to succeed; *Native American Indians*: heavily discriminated against; not only were resources being stripped away so was their “promised” land; mistreatment brought anger and resulted in many conflicts)
- Includes minimal information from documents 1, 2, 7, and 8
- Presents little relevant outside information (*Chinese immigrants*: numbers rose due to Gold Rush in California; *Native American Indians*: not treated as United States citizens)
- Includes few relevant facts, examples, and details (*Chinese immigrants*: contributing to California’s agriculture; working on railroads; *Native American Indians*: cattle and buffalo slaughtered by American ranchers; territory issues)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Limited document information and a few statements of relevant outside information are used. However, the response lacks details to explain the information provided.

The development of the west effected many individuals. The west attracted settlers from all over and also pushed some out. For example settlement in California attracted many Chinese immigrants, but the settlement of the west pushed out the Native Americans.

The Chinese immigrants were drawn to the American west for many reasons. One reason that Chinese immigrated was for work. In 1852 more than 20,000 Chinese arrived in the United States. (Doc 7) They were given economic opportunities and were able to move up in social classes. Additionally Chinese took advantage of work opportunities such as doing laundry for \$5 a basket. (Doc 8) However the Chinese prosperity in working environments did not come without consequences.

Indians were also negatively effected in the development of the west. Indians were forced on to reservations, which they did not take very well, in many cases they fought back. (Doc 2) Indians were not only fueled by losing their land but they also lost their main food source, buffalo. The Americans killed buffalo by the hundreds just for their hides. They left the buffalos out to rot and sent the hides east for trade. (Doc 1)

In the end many groups were affected by the development of the west. Some benefited greatly and others lost everything. The push out west was fueled by Manifest Destiny and was never going to stop for anyone or anything.

Anchor Level 1-B

The response:

- Minimally addresses all aspects of the task for Chinese immigrants and Native American Indians
- Is descriptive (*Chinese immigrants*: drawn to American West for many reasons; given economic opportunities and able to move up in social classes; prosperity in working environment did not come without consequences; *Native American Indians*: fought back against being forced onto reservations; not only fueled by losing land but also lost main food source; buffalo left to rot and hides sent East for trade)
- Includes minimal information from documents 1, 2, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Chinese immigrants*: in 1852, more than 20,000 arrived in United States; did laundry for \$5 a basket); includes an inaccuracy (*Native American Indians*: Americans killed buffalo by the hundreds)
- Demonstrates a general plan of organization; includes an introduction that states the West attracted some and pushed some out and a conclusion that states Manifest Destiny fueled the push out West

Conclusion: Overall, the response fits the criteria for Level 1. Although most of the information is presented in brief statements, a basic understanding of the task is demonstrated. Lack of supporting facts and details detracts from the effort.

During the late nineteenth and early twentieth centuries America was a country that was rapidly expanding. This expansion was mainly a move westward by settlers frustrated with their lives in the East. Westward expansion and development proved to be prosperous for the United States and many who moved westward but detrimental to some groups of people. Two of these groups were Native Americans and Chinese immigrants. Although the effect on Native Americans was mostly negative, Chinese immigrants were presented with some positive opportunities.

Native Americans are perhaps the first group that comes to mind when the effects of westward expansion are mentioned. The most obvious effect that western settlers had was the pushing of Native Americans off of their land. The new settlers did not care that the Native Americans had been there for hundreds of years, they were ruthless. In addition to stealing their land, settlers also stole the livestock of the Native Americans. Settlers stole horses from the Native Americans and they could do nothing about it. Whites controlled the government and the courts, so Native Americans could not get a fair hearing on their grievances. Whites also had powerful rifles that could be used against the buffalo on the Great Plains. (Doc. 1b). Settlers and others overhunted the Buffalo population and almost made them extinct. Hides were taken and the rest of the Buffalo was left behind. This was a tragedy for the native people because the buffalo were their lifeline; they used every part of the animal for something such as food, clothing, and tools. On the other hand, American settlers used the buffalo for profit and wasted so much of it jeopardizing the existence of Native Americans and their ability to resist white

settlement. (Doc 1a). Another downfall for Native Americans was that disputes over land and being made to move to reservations often led to battles with settlers and the military that they were destined to lose (Doc. 2b). In battles such as Wounded Knee and the Sand Creek massacre, Native Americans simply did not have the manpower or advanced weaponry of the settler and the military so they lost the battles, kept losing their land, and were forced onto reservations. In order to end "Indian troubles," the Indian Affairs Commissioner thought if they could be civilized they would be less likely to fight back (Doc. 3a). So Native Americans were subject to assimilation by the American people and the government. This was an attempt to push American culture on the native people and help them integrate into American society. This included teaching them English and even making them wear American clothing while at schools such as Carlisle (Doc 3b). Ultimately, westward expansion led to the downfall of many Native American tribes who had called the United States home long before any American settlers arrived there.

The movement westward also affected the Chinese immigrants. However, the effects were not all negative as they were for most Native Americans. Originally, the Chinese were drawn to the United States because of the gold rush in California in 1849. These immigrants eventually became their own version of the "miner 49'ers" and some found success in the mining industry. Despite many obstacles some actually became mine owners in California and Nevada. This led to increased economic mobility and self-improvement for the Chinese in America (Doc 7). When the Chinese left mining, they found work in new and different jobs. They found work in primarily two other fields,

laundry service and agriculture (Doc 8a & 8b). They thrived especially in agriculture because of their experience of farming in China. They were knowledgeable about fruit farming and were willing to share that knowledge at a time when farmers in California were starting to grow more orchard crops. (Doc 8b). Their skill level and ability to find jobs and new opportunities soon made them competitors in the job market and Americans did not like this, especially when business slowed down. Americans became angry because the Chinese immigrants posed more competition in an already difficult job market (Doc 9). This anger soon became the cause of racial violence as more people moved to cities such as San Francisco in the late 1800s. Anti-Chinese racism grew and eventually led to the passage of the Chinese Exclusion Act. (Doc 7). In the end Chinese faced hardships but some also had much success due to the opportunities created by westward expansion in the United States.

The westward expansion that occurred in the United States in the late nineteenth and early twentieth centuries affected many groups of people. Native American people were affected in a mostly negative way, as they lost their land, livestock, and many of their rights. Chinese immigrants, on the other hand, suffered some difficulties and some successes due to the movement westward. In the end, westward expansion had positive and negative effects on the people living in the West.

Document-Based Essay—Practice Paper – B

The development of the west during the mid 1800's and early 1900's was a major part of American history. During the development of the west, many groups were affected; two such groups are women and the Native American Indians. For both women and Native American Indians the west's development caused political and social changes effecting their lives.

If a man wanted to move west, then naturally his wife would have to go with them. However life in the west was no walk in the park. Women in the west had to toughen up their skin, to deal with the harsh conditions that were thrown at her. As seen in Document 4 the western woman "fed her men and raised her children, cooked their food and laid it by for winter. She was at once butcher, packer, and baker." The western woman also had to deal with the loss of her children that couldn't survive the conditions.

Even though the west was harsh it offered many exciting new opportunities for women also. These western territories offered things women never had before. One states belief can be seen in Document 5, "we, of Dakota, believe in women's rights, especially the right to take a homestead and manage it to their own liking. . . ." Another thing the west offered women was suffrage. Social changes such as, "wome teachers get equal pay for equal work" (Document 6) was a huge advancement for women, as well as the voting rights they recieved their.

Although their were many positives effects of the development of the west, their was also negative effects. The Native American Indians suffered the negative effects of western development. The Native Americans had be pushed west because of the colonization and

Document-Based Essay—Practice Paper – B

development of America already. So when Americans began to settle in the West, a big problem began to arise. Americans once again wanted land the Native American Indians were living on. This led to many conflicts between Native American Indians and American settlers. Some of these conflicts can be seen on the map in Document 2b. The Native Americans were once again suffering the negative effects of American settlers.

Because of the Western settlers forcing their way onto the land the Native American Indians were left with two choices, assimilate into American cultures – or stay on a reservation. The Native Americans that chose to assimilate (or the children that were forced to) were stripped of the culture and way of life they had always known. This drastic change can be seen in the pictures in Document 3b. The government wanted to “awaken within them ambition for civilized ways” (Document 3a). The Native American Indians were negatively affected by the development of the West.

By developing the West America saw both positive and negative changes. The West caused women to toughen up, and gave them rights to property and to vote making a positive change to the lives of women. The Native American Indians on the otherhand were forced to fight, as well as to adapt to American culture devastating their ways of life.

Before the American Revolution which liberated the Colonies from Great Britain, the colonies had already begun to look westward. Shifting their sights away from the coastline they started thinking about land west of the Appalachians. An expansionist mindset beginning with the Louisiana Purchase by Thomas Jefferson would soon become our Manifest Destiny. During the 19th and 20th centuries, there were major social, political, and economic changes that going westward had on the Native Americans as well as on the Chinese immigrants.

In the 19th and 20th centuries, the Native American way of life was changing, in their case, for the worse. Before Columbus sailed the ocean blue, the Natives of North America had a civilization of their own. Exploration led to early American settlements along the Atlantic Ocean which from their earliest days usually resulted in exploitation of Native Americans. As colonial Americans began to expand West and later as their revered Manifest Destiny took hold the Native Americans were pushed further west. The settlers upset the Native American civilizations and threatened their way of life. Alarmed at what was happening, Tecumseh had organized Native American groups to try and stop the westward movement in the early 1800s. However it was unstoppable. The Oregon Trail and the Homestead Act kept Americans going west. White men stole the cattle and animals that the natives fed on. Whilst the Natives used all parts of the buffalo, most settlers only wanted the pelts and possibly the meat. The population of the buffalo began to decrease, and in turn so did the Native Americans (Doc. 1). Battles between Native Americans and whites became more common as white settlement increased on the

Great Plains and beyond. Responding to broken treaties and the killing of buffalo, Native Americans tried to fight back at Bear Paw Mountain and other sites. Their final stand at Wounded Knee was considered a massacre (Doc 2). The Native Americans began to decrease rapidly in number. In order to survive, it was thought that the Native Americans had to change their ways of life, and become Americanized. Some began to attend white schools and wear white man's clothing (Doc 3.). Their native language was abandoned for English in some cases. No matter how much they were encouraged to change and assimilate, many chose to follow their traditional ways. Reservation life continued to take a toll and the effects of the development of the West on Native Americans continues today.

In addition to the social, political, and economic changes faced by Native Americans, the Chinese immigrants also faced changes. Chinese immigrants were discriminated against almost from the start. When the Chinese immigrants came to the United States they began to get into the mining business, and mined for gold. China imported this gold as well as silver and in 15 years, 72,581,219 dollars in silver and gold was exported to China. This meant Chinese owned mining companies that were profitable even though they began without much starting capital. (Doc 7.). In addition, the Chinese immigrants found opportunities in the laundry business often undercutting the prices of established businesses. (Doc. 8). They brought with them experiences that they could contribute to the developing West. The Chinese taught Americans agricultural techniques making them an important factor in the diversification of agriculture in California, Oregon, and Florida. There were positives in

Document-Based Essay—Practice Paper – C

the life of a Chinese immigrant. They acquired valuable skills. They also got to experience a cooperative culture, and they were environmentally adaptable. They also were given a chance to become successful and experience the American dream. (Doc. 9).

Unfortunately they also came in contact with many Americans who were anti-Chinese. Labor unions were angry because the Chinese worked hard and were willing to work for lower wages. It was difficult to compete with them. Other people saw them as being too different. They saw their appearance, culture, and language as too different to successfully assimilate. Political parties decided that passing an exclusion act to keep the Chinese out would mean more votes for them. Despite their contributions to the United States, Chinese immigration would be brought to a stand still.

When all is said and done, the 19th and 20th centuries brought a new type of revolution. The Native Americans were forced out of their homes, and many were killed. They lived a tough life, and could barely survive. Similarly, Chinese immigrants faced difficulty in assimilation and were eventually banned from entering the United States. Even though they faced discrimination, both the Native Americans and Chinese immigrants learned to survive.

Document-Based Essay—Practice Paper – D

Throughout the 1800's, the formerly unoccupied part of the United States, the West, had begun to develop. As settlers moved west or immigrated from Asia, many opportunities and obstacles laid ahead of them. Two groups directly impacted by the development of the West were women and Chinese immigrants, who faced many social, political, and economic challenges and rewards.

As hardworking women settled in the West with their families, they became the glue holding the family together. They had many duties, such as cooking, cleaning, bearing children and even sewing clothing. It was not at all unusual for a man to have three or four wives, each predeceased by them because of their hard work. (doc 4.) These frontier women faced this social challenge with all of their might. Women who weren't married and who were over 21 years of age, however, had the opportunity to purchase and farm their own land, a proud accomplishment for women across the entire United States. This economic opportunity helped to pave the way for more independent women. (doc 5.) Perhaps the most important of all, as the West continued to develop, the issue of women's suffrage began to rise. While many had to fight for this right to vote, Wyoming was a state that had allowed women to vote for 41 years and it had great effects. There was less divorce in Wyoming, more protected young women in Wyoming, and less illiterate children in Wyoming. (doc 6.) However, women were not the only ones affected by the development of the western United States.

As the Chinese immigrated to America from Asia, the development of the West was in full swing. These new Chinese immigrants had a lot ahead of them, as they began to enter the mining industry and

Document-Based Essay—Practice Paper – D

became experienced. However, many faced political strife as they were discriminated against legally and faced racial violence. Even though Chinese immigrants faced these issues, they were made up by their profit and expanding culture. (doc 7). Many of the Chinese immigrants, along with the mining industry, had other economic opportunities such as opening laundries in California and working with each other. (doc 8a). Farming was also a big opportunity for Chinese immigrants as they helped Americans farm better produce. (doc 8b).

As the West continued to develop through the 1800's, many challenges and opportunities were available for the Chinese and women.

In the 19th and early 20th centuries, the development of the West had both positive and negative political and social effects on the United States. Different groups of people were also effected by the settlement of the West in various ways. For example, Native Americans were driven off of the land, while women in the frontier were treated equally.

During this time period, American settlers were anxious to move westward into what many considered to be uninhabited regions. Some saw moving west as an adventure while others saw the West as a new place to start a life. Many saw the West as a place where they could work hard and succeed. However, the West was already inhabited by many different Native American groups. Native Americans were not happy with hunters killing their buffalo and whites stealing their horses (Doc 1). The claims on this land set forth by the Native Americans were often ignored or they were forced by the government to make agreements to turn over land to the government, causing conflict. The United States government made treaties with Native Americans to take possession of land that the government thought could be used by whites. Eventually, however, the United States decided to move Native Americans onto actual reservations (Doc 2b) because more settlers were moving West and wanted to cultivate the land and use resources found on what remained of Native American territory. They believed in Manifest Destiny, so they wanted to control the entire region which meant that Native Americans would have to be pushed aside.

Native Americans were not given the rights of an American citizen although Native Americans lived here first. They were discriminated

against and taken advantage of because the “civilized” American people thought Native Americans were uncivilized. “As a possible solution to Indian troubles,” they wanted to send them to schools to make them more like American citizens. (Doc 3a). They began to convert young Native American people to western culture in schools throughout the country. These schools, like Carlisle, tried to get Native Americans to forget they were Indian (Doc 3b). It was thought that this would help the Native Americans blend in and become successful in “white” America.

The settlement of the West had a positive impact on the lives of the American women. Frequently in the United States, women were not treated as equal to men. In the Dakota Territory, frontier women, however, were allowed to own land (Doc 5) and Wyoming women could vote (Doc 6). This created a more balanced society. More women became successful economically and their votes in Wyoming led to literacy rates increasing, fewer people divorcing, and young women being better protected. The political rights given to women in the West promoted equality and the West became a leader for change within the United States. Frontier states were among the first to grant full suffrage to their women, leading the way for the rest of the country, helping the suffragettes get closer to achieving the 19th amendment.

Settling the frontier made women more independent. Women were needed for a family’s survival. This meant they were often seen more equally and were treated with greater respect. They learned to fend for themselves as they cared for their family in the face of many dangers and difficult times. Resources, such as doctors, and supplies were scarce. Women took care of the sick, cooked food, cared for children,

Document-Based Essay—Practice Paper – E

and made clothing. (Doc 4) Women proved that they were just as capable as men. They handled many jobs, and in getting them done helped to make the westward movement as well as the Women's Rights movement a success.

The settlement of the west had various effects on different groups of people. Native Americans and women are just two of the many groups affected. These effects, both positive and negative, shaped the country into what it is today.

Practice Paper A—Score Level 3**The response:**

- Develops all aspects of the task with some depth for Native American Indians and Chinese immigrants
- Is more descriptive than analytical (*Native American Indians*: whites controlled government and courts so Native Americans could not get a fair hearing; settlers used buffalo for profit and wasted most of it; disputes over land often led to battles they were destined to lose; Commissioner thought if they could be civilized they were less likely to fight back; attempt to push American culture on them and help integrate them into American society; *Chinese immigrants*: some found success in mining industry; knowledgeable about fruit farming and willing to share when farmers in California starting to grow orchard crops; skill level and ability to find jobs made them competitors and Americans did not like this; Americans' anger soon became cause of racial violence as more people moved to cities)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates some relevant outside information (*Native American Indians*: new settlers did not care that Native Americans had been there for hundreds of years; buffalo was their lifeline as Native Americans used every part of animal for food, clothing, and tools; did not have manpower or advanced weaponry of settlers and military; *Chinese immigrants*: gold rush in California in 1849; became own version of "miner '49ers"; anti-Chinese racism grew and led to passage of Chinese Exclusion Act)
- Includes some relevant facts, examples, and details (*Native American Indians*: powerful rifles used against buffalo on Great Plains; Wounded Knee; Sand Creek massacre; assimilation; teaching them English; Carlisle; *Chinese immigrants*: mine owners in California and Nevada; laundry service and agriculture; Chinese Exclusion Act)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Applicable document interpretation is supported by some relevant outside information; however, more specific details would have strengthened the discussion.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task for women and Native American Indians
- Is primarily descriptive (*women*: if a man wanted to move west, his wife would go with him; had to toughen up to deal with harsh conditions; had to deal with loss of children that could not survive conditions; western territories offered many exciting new opportunities; *Native American Indians*: could either assimilate into American culture or stay on the reservation; those who chose to or children who were forced to assimilate were stripped of culture and way of life); includes weak application (*women*: western territories offered things women never had before)
- Incorporates limited relevant information from documents 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Native American Indians*: had already been pushed west because of colonization and development of America)
- Includes few relevant facts, examples, and details (*women*: received voting rights in Wyoming; *Native American Indians*: Americans wanted land Native American Indians were living on; many conflicts with American settlers)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states the development of the West had positive effects on women and negative effects on Native American Indians

Conclusion: Overall, the response fits the criteria for Level 2. The response is based on document information. Additional supporting facts and details would have strengthened the discussion.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task for Native American Indians and Chinese immigrants
- Is both descriptive and analytical (*Native American Indians*: settlers threatened their way of life; battles more common as settlement increased on Great Plains; responded to broken treaties and killing off of buffalo by fighting back; population of buffalo began to decrease and so did Native Americans; most settlers only wanted pelts and possibly meat; thought Native Americans had to change way of life; no matter how much encouraged to change and assimilate, many chose to follow traditional ways; *Chinese immigrants*: discriminated against almost from start; owned profitable mining companies even though they began without much starting capital; given chance to become successful and experience American dream; labor unions angry because Chinese were willing to work hard and for lower wages; difficult for white Americans to compete with them)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Native American Indians*: colonial Americans began to expand west and later as Manifest Destiny took hold Native Americans were pushed further west; Tecumseh tried to stop westward movement, but it was unstoppable; Oregon Trail and Homestead Act kept Americans going west; Native Americans used all parts of buffalo; final stand at Wounded Knee considered a massacre; reservation life continued to take a toll and continues to take a toll today; *Chinese immigrants*: some people saw appearance, culture, and language as too different to assimilate; political parties decided passing exclusion act to keep them out would mean more votes; despite contributions, immigration brought to a standstill)
- Supports the theme with relevant facts, examples, and details (*Native American Indians*: Bear Paw Mountain; Americanized; white men stole cattle; attend white schools; wear white man's clothing; native language abandoned; *Chinese immigrants*: mined for gold; opportunities in laundry business; undercutting prices of established businesses; acquired valuable skills)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions the role of the American Revolution and Manifest Destiny in the development of the West and a conclusion that states the development of the West was a new type of revolution

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the effects of the development of the West on Native American Indians is supported by good relevant outside information and document interpretation. While the treatment of Chinese immigrants would have benefited from additional relevant outside facts, good analytic conclusions are reached about their experience.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task for women and Chinese immigrants
- Is primarily descriptive (*women*: as hardworking women settled in West with families, they became the glue holding family together; not at all unusual for three or four wives to predecease a man because of hard work; women not married and over 21 years of age had opportunity to purchase and farm land, a proud accomplishment; economic opportunity helped to pave way for more independent women; while many had to fight for right to vote, Wyoming had allowed them to vote for 41 years; *Chinese immigrants*: discriminated against and faced racial violence; helped Americans farm better produce)
- Incorporates limited relevant information from documents 4, 5, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*women*: cooking, cleaning, bearing children, sewing clothing; less divorce and fewer illiterate children in Wyoming; *Chinese immigrants*: began to enter mining industry; opened laundries); includes inaccuracies (West formerly an unoccupied part of United States; *Chinese immigrants*: made up by their profit and expanding culture)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Document information addresses all parts of the task for women and Chinese immigrants. The hints of analysis would benefit from further discussion.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with some depth for Native American Indians and women
- Is more descriptive than analytical (*Native American Indians*: Native Americans were not happy with hunters killing buffalo and whites stealing horses; discriminated against because Americans thought them uncivilized; many wanted to send them to schools to make them more like American citizens; *women*: frequently not treated as equal to men; more balanced society in Dakota and Wyoming; in Dakota Territory, allowed to own land; their votes in Wyoming led to increased literacy rates, fewer divorces, and young women being better protected; political rights given in West promoted equality; settling frontier made women more independent; needed for family's survival; treated with respect; learned to fend for themselves; cared for family in face of many dangers; proved as capable as men)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Native American Indians*: treaties made to take possession of land that the government thought could be used by whites; Americans believed in Manifest Destiny so they wanted to control entire region; Native Americans not given rights of American citizens although they lived here first; *women*: frontier states among first to grant full suffrage, leading way for rest of country; helping suffragettes get closer to achieving 19th amendment; helped make women's rights movement a success)
- Includes some relevant facts, examples, and details (*Native American Indians*: driven off their land; reservations; Carlisle; *women*: doctors and supplies scarce; took care of sick, cooked food, cared for children, made clothing)
- Demonstrates a satisfactory plan of organization; includes an introduction that states a way the development of the West affected these groups and a conclusion that mentions the effects were positive and negative

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the development of the West on each group includes some good relevant outside information and thoughtful conclusions. The treatment of both groups would have benefited from further explanation of statements.

United States History and Government Specifications August 2017

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Presidential Decisions and Actions; Constitutional Principles; Government; Foreign Policy; Diversity; Citizenship	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Places and Regions; Immigration and Migration; Environment; Citizenship; Government; Foreign Policy; Diversity	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 2017 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

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

To determine the student’s final score, locate the student’s total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student’s final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 45 would receive a final examination score of 81.

		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	13	17	20	24	28	32	36
	1	1	4	7	11	14	18	22	26	30	34	38
	2	2	5	8	12	15	19	23	27	31	35	39
	3	3	6	9	13	17	20	24	28	32	36	41
	4	4	7	11	14	18	22	26	30	34	38	42
	5	5	8	12	15	19	23	27	31	35	39	43
	6	6	9	13	17	20	24	28	32	36	41	45
	7	7	11	14	18	22	26	30	34	38	42	46
	8	8	12	15	19	23	27	31	35	39	43	48
	9	9	13	17	20	24	28	32	36	41	45	49
	10	11	14	18	22	26	30	34	38	42	46	51
	11	12	15	19	23	27	31	35	39	43	48	52
	12	13	17	20	24	28	32	36	41	45	49	53
	13	14	18	22	26	30	34	38	42	46	51	55
	14	15	19	23	27	31	35	39	43	48	52	56
	15	17	20	24	28	32	36	41	45	49	53	57
	16	18	22	26	30	34	38	42	46	51	55	59
	17	19	23	27	31	35	39	43	48	52	56	60
	18	20	24	28	32	36	41	45	49	53	57	62
	19	22	26	30	34	38	42	46	51	55	59	63
	20	23	27	31	35	39	43	48	52	56	60	65
	21	24	28	32	36	41	45	49	53	57	62	66
	22	26	30	34	38	42	46	51	55	59	63	67
	23	27	31	35	39	43	48	52	56	60	65	68
	24	28	32	36	41	45	49	53	57	62	66	70
	25	30	34	38	42	46	51	55	59	63	67	71
	26	31	35	39	43	48	52	56	60	65	68	72
	27	32	36	41	45	49	53	57	62	66	70	73
	28	34	38	42	46	51	55	59	63	67	71	75
	29	35	39	43	48	52	56	60	65	68	72	76
	30	36	41	45	49	53	57	62	66	70	73	77
	31	38	42	46	51	55	59	63	67	71	75	78
	32	39	43	48	52	56	60	65	68	72	76	79

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	33	41	45	49	53	57	62	66	70	73	77	81
	34	42	46	51	55	59	63	67	71	75	78	82
	35	43	48	52	56	60	65	68	72	76	79	83
	36	45	49	53	57	62	66	70	73	77	81	84
	37	46	51	55	59	63	67	71	75	78	82	85
	38	48	52	56	60	65	68	72	76	79	83	86
	39	49	53	57	62	66	70	73	77	81	84	87
	40	51	55	59	63	67	71	75	78	82	85	88
	41	52	56	60	65	68	72	76	79	83	86	89
	42	53	57	62	66	70	73	77	81	84	87	90
	43	55	59	63	67	71	75	78	82	85	88	91
	44	56	60	65	68	72	76	79	83	86	89	92
	45	57	62	66	70	73	77	81	84	87	90	93
	46	59	63	67	71	75	78	82	85	88	91	94
	47	60	65	68	72	76	79	83	86	89	92	95
	48	62	66	70	73	77	81	84	87	90	93	96
	49	63	67	71	75	78	82	85	88	91	94	97
	50	65	68	72	76	79	83	86	89	92	95	97
	51	66	70	73	77	81	84	87	90	93	96	98
	52	67	71	75	78	82	85	88	91	94	97	98
	53	68	72	76	79	83	86	89	92	95	97	98
	54	70	73	77	81	84	87	90	93	96	98	98
	55	71	75	78	82	85	88	91	94	97	98	98
	56	72	76	79	83	86	89	92	95	97	98	98
	57	73	77	81	84	87	90	93	96	98	98	99
	58	75	78	82	85	88	91	94	97	98	98	99
	59	76	79	83	86	89	92	95	97	98	98	99
	60	77	81	84	87	90	93	96	98	98	99	99
	61	78	82	85	88	91	94	97	98	98	99	99
	62	79	83	86	89	92	95	97	98	98	99	99
	63	81	84	87	90	93	96	98	98	99	99	99
	64	82	85	88	91	94	97	98	98	99	99	100