

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Friday, June 18, 2010 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

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

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

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

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

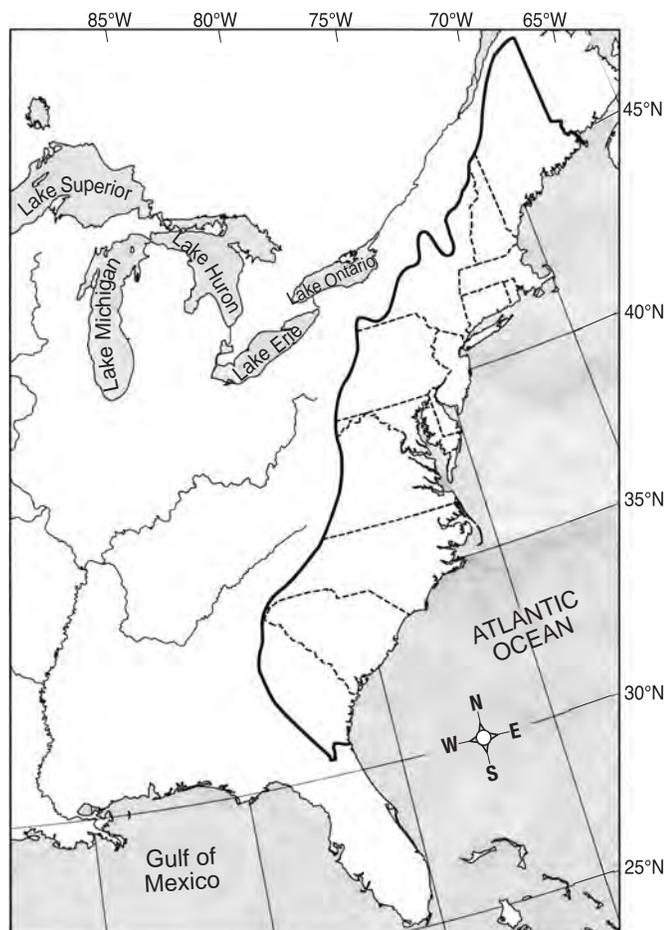
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

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

Base your answer to question 1 on the map below and on your knowledge of social studies.



Source: Education Place: <http://www.eduplace.com>, Houghton Mifflin Co., 2002 (adapted)

- 1 This map shows the western limit on colonial settlement that resulted from the
- (1) founding of Jamestown
 - (2) Proclamation of 1763
 - (3) Monroe Doctrine
 - (4) Compromise of 1850

- 2 Climatic conditions in the southern colonies most directly influenced the development of
- (1) democratic institutions
 - (2) a canal system
 - (3) the plantation system
 - (4) the coal industry

- 3 Which heading best completes the partial outline below?

- I. _____
- A. Magna Carta
 - B. House of Burgesses
 - C. Town meetings
 - D. John Locke

- (1) Ideas of Social Darwinism
- (2) Basis of British Mercantilism
- (3) Contributions to American Literature
- (4) Influences on United States Constitutional Government
- 4 The main reason the Articles of Confederation were replaced as the basis of the United States government was that they
- (1) lacked provision for a national congress
 - (2) declared that political protests were unconstitutional
 - (3) placed too many restrictions on the activities of state governments
 - (4) failed to give the central government enough power to govern effectively

Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

— Preamble to the United States Constitution

- 5 In this passage, the authors are stating that
- (1) both men and women should have equal voting rights
 - (2) state governments created the United States government
 - (3) sovereignty belongs to the people of the nation
 - (4) people obtain their rights from their monarch
- 6 Which two groups debated the ratification of the new Constitution?
- (1) loyalists and revolutionaries
 - (2) Federalists and Antifederalists
 - (3) Democratic Party and Whig Party
 - (4) executive branch and judicial branch
-
- 7 Which heading best completes the partial outline below?
- | |
|---|
| I. _____ A. National nominating conventions B. Political parties C. Congressional committees |
|---|
- (1) Articles of Confederation
 - (2) Constitutional Compromises
 - (3) Jeffersonian Democracy
 - (4) Unwritten Constitution

- 8 The amendment process was included in the Constitution to
- (1) allow for change over time
 - (2) expand the powers of the president
 - (3) increase citizen participation in government
 - (4) limit the authority of the United States Supreme Court
- 9 Which situation best illustrates the practice of lobbying?
- (1) Congress decides to reduce the number of military bases in California.
 - (2) The federal government cancels a defense contract with a company in New York State.
 - (3) A senator from Pennsylvania and a senator from New Jersey agree to support each other's bill in Congress.
 - (4) Several environmental groups try to persuade members of Congress to vote for the Clean Air Act.
- 10 A major purpose of the president's cabinet is to
- (1) offer advice on important issues
 - (2) nominate ambassadors
 - (3) conduct impeachment trials
 - (4) regulate the amount of money in circulation
- 11 The Louisiana Purchase (1803) was a foreign policy success for the United States primarily because it
- (1) secured full control of Florida from Spain
 - (2) ended French control of the Mississippi River
 - (3) ended British occupation of forts on American soil
 - (4) eliminated Russian influence in North America

- 12 Under Chief Justice John Marshall, the Supreme Court strengthened its authority by
- (1) applying judicial review to state and national laws
 - (2) changing the operation of the electoral college
 - (3) increasing the number of Justices on the Court
 - (4) expanding the freedoms included in the first amendment
- 13 Which action is most closely associated with the term *Manifest Destiny*?
- (1) declaring independence from Great Britain
 - (2) deciding to end the War of 1812
 - (3) acquiring territory from Mexico in 1848
 - (4) annexing Hawaii and the Philippines
- 14 Most Southern political leaders praised the Supreme Court decision in *Dred Scott v. Sanford* (1857) because it
- (1) granted citizenship to all enslaved persons
 - (2) upheld the principle of popular sovereignty
 - (3) supported the right of a state to secede from the Union
 - (4) protected the property rights of slave owners in the territories
- 15 Before the former Confederate states could be readmitted to the Union, the congressional plan for Reconstruction required them to
- (1) ratify the 14th amendment
 - (2) imprison all former Confederate soldiers
 - (3) provide 40 acres of land to all freedmen
 - (4) help rebuild Northern industries
- 16 In the late 1800s, southern state governments used literacy tests, poll taxes, and grandfather clauses to
- (1) ensure that only educated individuals voted
 - (2) require African Americans to attend school
 - (3) prevent African Americans from voting
 - (4) integrate public facilities
- 17 Which statement best expresses the melting pot theory as it relates to American society?
- (1) Only European immigrants will be allowed into the United States.
 - (2) All immigrant groups will maintain their separate cultures.
 - (3) Different cultures will blend to form a uniquely American culture.
 - (4) Immigrant ghettos will develop in urban areas.
- 18 In passing the Sherman Antitrust Act (1890), Congress intended to
- (1) prevent large corporations from eliminating their competition
 - (2) distinguish good trusts from bad trusts
 - (3) regulate rates charged by railroads
 - (4) force large trusts to bargain with labor unions
- 19 A high protective tariff passed by Congress is intended to affect the United States economy by
- (1) promoting free trade
 - (2) limiting industrial jobs
 - (3) encouraging American manufacturing
 - (4) expanding global interdependence
- 20 Which government action is most closely associated with the efforts of muckrakers?
- (1) ratification of the woman's suffrage amendment
 - (2) approval of the graduated income tax
 - (3) creation of the National Forest Service
 - (4) passage of the Meat Inspection Act
- 21 In the early 1900s, Progressive Era reformers sought to increase citizen participation in government by supporting the
- (1) expansion of the spoils system
 - (2) direct election of senators
 - (3) creation of the electoral college
 - (4) formation of the Federal Reserve system

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

The First Spadeful

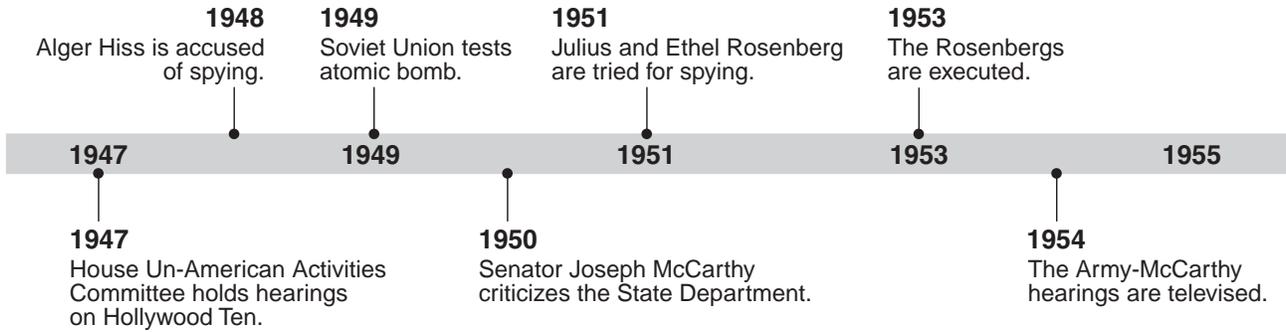


Source: W. A. Rogers, *A World Worthwhile*, Harper & Bros.

- 22 The cartoon illustrates the actions of President Theodore Roosevelt in
- (1) securing the land to build the Panama Canal
 - (2) leading troops in the Spanish-American War
 - (3) ending the war between Russia and Japan
 - (4) improving diplomatic relations with Latin American nations
- 23 Critics of the actions shown in this cartoon claimed President Theodore Roosevelt was
- | | |
|-------------------------------------|---|
| (1) causing environmental damage | (3) following a policy of imperialism |
| (2) requiring massive tax increases | (4) producing major trade deficits with China |
-

- 24 A major reason the United States entered World War I was to
- (1) maintain freedom of the seas
 - (2) stop impressment of United States sailors
 - (3) protect United States cities from foreign attacks
 - (4) counter a German invasion of Latin America
- 25 Isolationists in the Senate objected to the United States joining the League of Nations because they opposed
- (1) creation of the Security Council
 - (2) colonialism in Africa and Asia
 - (3) membership in the League by Germany
 - (4) involvement in future foreign wars
- 26 In the mid-1920s, the immigration policy of the United States was mainly designed to
- (1) deport illegal immigrants
 - (2) continue the traditional policy of open immigration
 - (3) establish quotas for immigrants from certain nations
 - (4) favor immigrants from southern and eastern Europe
- 27 What was the major problem facing American farmers during the 1920s?
- (1) shortage of fertile land
 - (2) overproduction of crops
 - (3) low prices of imported farm products
 - (4) limited labor supply
- 28 The contributions of Langston Hughes and Duke Ellington illustrate the importance of the Harlem Renaissance to
- (1) economic growth
 - (2) educational reform
 - (3) the creative arts
 - (4) political leadership
- 29 The Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA) were both New Deal programs developed to address the problem of
- (1) excessive stock market speculation
 - (2) high unemployment
 - (3) increased use of credit
 - (4) limited income of senior citizens
- 30 A major reason that President Franklin D. Roosevelt proposed adding Justices to the Supreme Court in 1937 was to
- (1) make the Court processes more democratic
 - (2) end corruption and favoritism in handling cases
 - (3) influence Court decisions related to New Deal programs
 - (4) ensure the appointment of members of minority groups
- 31 Which event led to the other three?
- (1) migration of 300,000 people to California to find work
 - (2) development of Dust Bowl conditions on the Great Plains
 - (3) passage of New Deal legislation to conserve soil
 - (4) publication of John Steinbeck's novel *The Grapes of Wrath*
- 32 In 1939, President Franklin D. Roosevelt responded to the start of World War II in Europe by
- (1) asking Congress to enter the war
 - (2) urging continued appeasement of aggressor nations
 - (3) attempting to negotiate a peaceful settlement of the hostilities
 - (4) selling military supplies to the Allied nations
- 33 Which statement about the United States economy during World War II is most accurate?
- (1) Federal economic controls increased.
 - (2) The manufacturing of automobiles increased.
 - (3) Worker productivity declined.
 - (4) Prices fell rapidly.

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



Source: *The American Journey: Time Line Activities*, Glencoe/McGraw-Hill (adapted)

- 34 The events shown on the time line occurred as a result of
- (1) the bombing of Pearl Harbor
 - (2) the launching of *Sputnik*
 - (3) a need for collective security
 - (4) a fear of communism
- 35 Which civil liberty was most seriously threatened during the period shown on the time line?
- (1) freedom of speech
 - (2) freedom of religion
 - (3) the right to bear arms
 - (4) the right to petition the government

- 36 • In the 1940s, President Franklin D. Roosevelt made winning World War II a priority over extending the New Deal.
 • In the 1950s, President Harry Truman's focus shifted from the Fair Deal to the Korean War.
 • In the 1960s, President Lyndon B. Johnson's attention to the Great Society gave way to preoccupation with the Vietnam War.

These presidential actions best support the conclusion that

- (1) presidents prefer their role as commander in chief to that of chief legislator
- (2) domestic programs are often undermined by the outbreak of war
- (3) Presidents Roosevelt, Truman, and Johnson were not committed to their domestic initiatives
- (4) large domestic reform programs tend to lead nations toward involvement in foreign wars

- 37 The United Nations was created mainly to

- (1) prevent globalization
- (2) work for international peace
- (3) stop the spread of disease
- (4) establish democratic governments

- 38 The United States policy of *détente* can best be described as an effort to

- (1) reduce tensions with the Soviet Union
- (2) negotiate peace agreements with North Korea
- (3) halt the arms race with China
- (4) end an embargo against Cuba

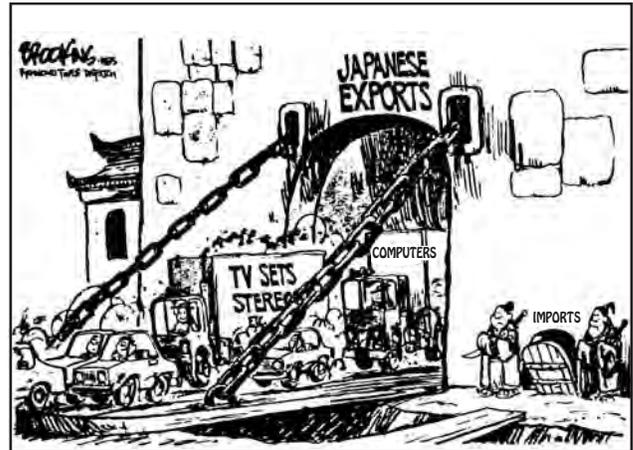
Base your answers to questions 39 and 40 on the photograph below and on your knowledge of social studies.



Source: Warren K. Leffler, *U.S. News & World Report Magazine Photograph Collection*, Library of Congress

- 39 Which leader is most closely associated with the approach to reform illustrated in this photograph?
- (1) Malcolm X of the Black Muslims
 - (2) Huey Newton of the Black Panthers
 - (3) Booker T. Washington of the Tuskegee Institute
 - (4) Martin Luther King Jr. of the Southern Christian Leadership Conference
- 40 The activity shown in the photograph can best be described as an example of
- | | |
|-----------------------|------------------------|
| (1) labor unrest | (3) nonviolent protest |
| (2) judicial activism | (4) affirmative action |
-
- 41 President Richard Nixon's decision to resign from the presidency in 1974 was based primarily on
- (1) developments in the Watergate investigation
 - (2) backlash from his policies toward China and the Soviet Union
 - (3) protests against his secret military actions during the Vietnam War
 - (4) accusations of trading arms for hostages

Base your answers to questions 42 and 43 on the cartoon below and on your knowledge of social studies.



Source: Gary Brookins, *The Richmond Times-Dispatch*, 1985

- 42 What is the main topic of this 1985 cartoon?
- (1) quality of Japanese products
 - (2) imbalance in Japanese-United States trade
 - (3) outsourcing of American jobs to Japan
 - (4) relocation of American companies to Japan
- 43 If this 1985 cartoon were to be redrawn today, which country would most likely replace Japan as the subject of the cartoon?
- | | |
|------------|-------------|
| (1) China | (3) Germany |
| (2) Brazil | (4) Russia |
-
- 44 Which event of Bill Clinton's presidency best illustrates the use of checks and balances?
- (1) hosting peace talks between Israelis and Palestinians
 - (2) reelection to a second term
 - (3) selection of Al Gore as vice president
 - (4) impeachment for alleged perjury and obstruction of justice

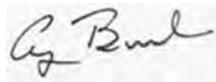
Base your answer to question 45 on the letter below and on your knowledge of social studies.

THE WHITE HOUSE
WASHINGTON

A monetary sum and words alone cannot restore lost years or erase painful memories; neither can they fully convey our Nation's resolve to rectify injustice and to uphold the rights of individuals. We can never fully right the wrongs of the past. But we can take a clear stand for justice and recognize that serious injustices were done to Japanese Americans during World War II.

In enacting a law calling for restitution and offering a sincere apology, your fellow Americans have, in a very real sense, renewed their traditional commitment to the ideals of freedom, equality, and justice. You and your family have our best wishes for the future.

Sincerely,



Source: Letter of President George H. W. Bush, 1990,
A More Perfect Union, Smithsonian National
Museum of American History

45 Which event is President George H. W. Bush referring to in this letter?

- (1) the bombing of Pearl Harbor during World War II
- (2) the military service of Japanese Americans during World War II
- (3) the internment of Japanese Americans during World War II
- (4) a ban on Japanese immigration to the United States after World War II

46 The terrorist attacks of September 11, 2001, led the federal government to create the

- (1) Environmental Protection Agency
- (2) Department of Homeland Security
- (3) Central Intelligence Agency
- (4) Federal Bureau of Investigation

47 In which case did the United States Supreme Court rule that segregated public facilities were constitutional?

- (1) *Worcester v. Georgia*
- (2) *Plessy v. Ferguson*
- (3) *Brown v. Board of Education of Topeka*
- (4) *Miranda v. Arizona*

48 The Supreme Court decision in *Schenck v. United States* (1919) and the USA Patriot Act of 2001 both dealt with the power of the federal government to

- (1) suspend the writ of habeas corpus
- (2) restrict freedom of religion
- (3) deny civil rights to those who lack citizenship
- (4) limit civil liberties for reasons of national security

49 President Jimmy Carter's decision to criticize South Africa's apartheid policy and President Bill Clinton's decision to send troops to Bosnia were both responses to

- (1) human rights abuses
- (2) civil wars
- (3) immigration policies
- (4) trade agreement violations

50 The Supreme Court rulings in *Roe v. Wade* (1973) and *Planned Parenthood of Southeastern Pennsylvania, et al. v. Casey* (1992) are similar in that both cases dealt with a woman's right to

- (1) privacy
- (2) medical insurance
- (3) equal pay for equal work
- (4) participate in school sports

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

PART II

THEMATIC ESSAY QUESTION

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

Theme: Technology

Technological developments have had both positive and negative effects on the United States economy and on American society.

Task:

Identify *two* different technological developments and for *each*

- Discuss the positive *and/or* negative effects of the technological development on the United States economy *or* on American society

You may use any technological developments from your study of United States history. Some suggestions you might wish to consider include the cotton gin, steam-powered engines, the assembly line, nuclear power, the automobile, television, and computers.

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 simple restatement of the theme

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

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

NAME _____ SCHOOL _____

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

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

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

Reform movements developed during the 19th century and early 20th century to address specific problems. These included the *women’s rights movement*, the *temperance movement*, and the *movement to end child labor*. These movements met with varying degrees of success.

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

Choose *two* reform movements mentioned in the historical context and for *each*

- Describe the problems that led to the development of the movement
- Discuss the extent to which the movement was successful in achieving its goals

Part A
Short-Answer Questions

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

Document 1

Lucy Stone and Henry Blackwell signed this document before they were married in 1855. They were protesting laws in which women lost their legal existence upon marriage.

While acknowledging our mutual affection by publicly assuming the relationship of husband and wife, yet in justice to ourselves and a great principle, we deem it a duty to declare that this act on our part implies no sanction of, nor promise of voluntary obedience to such of the present laws of marriage, as refuse to recognize the wife as an independent, rational being, while they confer upon the husband an injurious [harmful] and unnatural superiority, investing him with legal powers which no honorable man would exercise [exercise], and which no man should possess. We protest especially against the laws which give to the husband:

1. The custody of the wife's person.
2. The exclusive control and guardianship of their children.
3. The sole ownership of her personal [property], and use of her real estate, unless previously settled upon her, or placed in the hands of trustees, as in the case of minors, lunatics, and idiots.
4. The absolute right to the product of her industry [work].
5. Also against laws which give to the widower so much larger and more permanent an interest in the property of his deceased wife, than they give to the widow in that of the deceased husband.
6. Finally, against the whole system by which "the legal existence of the wife is suspended during marriage," so that in most States, she neither has a legal part in the choice of her residence, nor can she make a will, nor sue or be sued in her own name, nor inherit property. . . .

Source: Laura A. Otten, "Lucy Stone and Henry Blackwell: Marriage Protest," *Women's Rights and the Law*, Praeger, 1993

1 According to this document, what were **two** rights denied to women in 1855? [2]

(1) _____

Score

(2) _____

Score

Document 2

. . . The woman ballot will not revolutionize the world. Its results in Colorado, for example, might have been anticipated. First, it did give women better wages for equal work; second, it led immediately to a number of laws the women wanted, and the first laws they demanded were laws for the protection of the children of the State, making it a misdemeanor to contribute to the delinquency of a child; laws for the improved care of defective children; also, the Juvenile Court for the conservation of wayward boys and girls; the better care of the insane, the deaf, the dumb [unable to speak], the blind; the curfew bell to keep children off the streets at night; raising the age of consent for girls; improving the reformatories and prisons of the State; improving the hospital service of the State; improving the sanitary laws, affecting the health of the homes of the State. Their [women's] interest in the public health is a matter of great importance. Above all, there resulted laws for improving the school system. . . .

Source: Senator Robert L. Owen, Introductory Remarks of Presiding Officer, *Significance of the Woman Suffrage Movement*, Session of the American Academy of Political and Social Science, February 9, 1910

2 According to Senator Robert L. Owen, what were **two** effects of the women's rights movement in Colorado? [2]

(1) _____

Score

(2) _____

Score

Document 3

. . . The winning of female suffrage did not mark the end of prejudice and discrimination against women in public life. Women still lacked equal access with men to those professions, especially the law, which provide the chief routes to political power. Further, when women ran for office—and many did in the immediate post-suffrage era—they often lacked major party backing, hard to come by for any newcomer but for women almost impossible unless she belonged to a prominent political family. Even if successful in winning backing, when women ran for office they usually had to oppose incumbents [those in office]. When, as was often the case, they lost their first attempts, their reputation as “losers” made re-endorsement impossible. . . .

Source: Elisabeth Perry, “Why Suffrage for American Women Was Not Enough,” *History Today*, September 1993

- 3 According to Elisabeth Perry, what was **one** way in which women’s participation in public life continued to be limited after winning suffrage? [1]

Score

Document 4a

Building Up His Business



Source: Frank Beard, *The Ram's Horn*, September 12, 1896 (adapted)

Document 4b

This excerpt from the *National Temperance Almanac* of 1876 attacks “King Alcohol.”

He has occasioned [caused] more than three-fourths of the pauperism [extreme poverty], three-fourths of the crime, and more than one-half of the insanity in the community, and thereby filled our prisons, our alms-houses [houses for the poor] and lunatic asylums, and erected the gibbet [gallows to hang people] before our eyes.

Source: Andrew Sinclair, *Prohibition: The Era of Excess*, Little, Brown

4 Based on this 19th-century cartoon and this quotation, state **two** effects that alcohol had on American society. [2]

(1) _____

Score

(2) _____

Score

Document 5

“ . . . When four-fifths of the most representative men in America are pronounced unfit for war, what shall we say of their fitness to father the next generation? The time was when alcohol was received as a benefit to the race, but we no longer look upon alcohol as a food but as a poison. Boards of health, armed with the police power of the state eradicate [erase] the causes of typhoid and quarantine the victims, but alcohol, a thousand times more destructive to public health, continues to destroy. Alcoholic degeneracy [deterioration] is the most important sanitary [health] question before the country, and yet the health authorities do not take action, as alcohol is entrenched [well established] in politics. Leaders in politics dare not act, as their political destiny lies in the hands of the agents of the liquor traffic. We are face to face with the greatest crisis in our country’s history. The alcohol question must be settled within the next ten years or some more virile race will write the epitaph of this country. . . .”

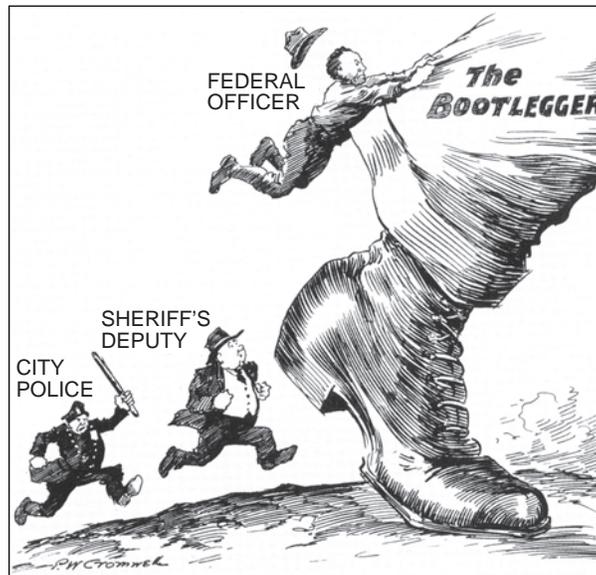
Source: Dr. T. Alexander MacNicholl, quoted in President’s Annual Address to the Women’s Christian Temperance Union of Minnesota, 1912

- 5 According to this 1912 document, why does this speaker think the use of alcohol is “the greatest crisis in our country’s history”? [1]

Score

Document 6a

Too big for them



Source: P.W. Cromwell, Bentley Historical Library, University of Michigan (adapted)

Document 6b

. . . While in reality national prohibition sharply reduced the consumption of alcohol in the United States, the law fell considerably short of expectations. It neither eliminated drinking nor produced a sense that such a goal was within reach. So long as the purchaser of liquor, the supposed victim of a prohibition violation, participated in the illegal act rather than complained about it, the normal law enforcement process simply did not function. As a result, policing agencies bore a much heavier burden. The various images of lawbreaking, from contacts with the local bootlegger to Hollywood films to overloaded court dockets, generated a widespread belief that violations were taking place with unacceptable frequency. Furthermore, attempts at enforcing the law created an impression that government, unable to cope with lawbreakers by using traditional policing methods, was assuming new powers in order to accomplish its task. The picture of national prohibition which emerged over the course of the 1920s disenchanted many Americans and moved some to an active effort to bring an end to the dry law [Volstead Act].

Source: David E. Kyvig, *Repealing National Prohibition*, Kent State University Press, 2000

6 Based on these documents, what were **two** problems that resulted from national Prohibition? [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . Little girls and boys, barefooted, walked up and down between the endless rows of spindles, reaching thin little hands into the machinery to repair snapped threads. They crawled under machinery to oil it. They replaced spindles all day long, all day long; night through, night through. Tiny babies of six years old with faces of sixty did an eight-hour shift for ten cents a day. If they fell asleep, cold water was dashed in their faces, and the voice of the manager yelled above the ceaseless racket and whir of the machines.

Toddling chaps of four years old were brought to the mills to “help” the older sister or brother of ten years but their labor was not paid.

The machines, built in the north, were built low for the hands of little children.

At five-thirty in the morning, long lines of little grey children came out of the early dawn into the factory, into the maddening noise, into the lint filled rooms. Outside the birds sang and the blue sky shone. At the lunch half-hour, the children would fall to sleep over their lunch of cornbread and fat pork. They would lie on the bare floor and sleep. Sleep was their recreation, their release, as play is to the free child. The boss would come along and shake them awake. After the lunch period, the hour-in grind, the ceaseless running up and down between the whirring spindles. Babies, tiny children! . . .

Source: Mother Jones, *Autobiography of Mother Jones*, Arno Press

- 7 According to Mother Jones, what was **one** situation faced by children in the workplace in the late 1800s? [1]

Score

Document 8

... While states began to pass laws that worked, Mother Jones's dream of a national child labor law remained just a dream. Even if the children [after their labor march in 1903] had managed to see President [Theodore] Roosevelt, it is doubtful that any federal laws would have been passed. In 1906, a federal child labor bill was defeated in Congress. Echoing Roosevelt, many of the bill's opponents said they disliked child labor, but that they believed only states had the authority to make laws against it. In 1916, a bill was passed, but the Supreme Court ruled that the law was unconstitutional. The first successful national law was not passed until 1938, about 35 years after the march of the mill children. . . .

Source: Stephen Currie, *We Have Marched Together: The Working Children's Crusade*, Lerner Publications, 1997

- 8 According to Stephen Currie, what was **one** reason that ending child labor was difficult to achieve nationally? [1]

Score

Document 9

This is an excerpt from a radio interview given by Elmer F. Andrews, Administrator of the Fair Labor Standards Act. He is discussing the Wage and Hour Law, also known as the Fair Labor Standards Act.

Protection for Children

Announcer—Well, can't you tell us something about this—I know we are all interested in the protection of children from oppressive labor in industrial plants and mines.

Mr. Andrews—The child labor sections are specific. No producer, manufacturer or dealer may ship, or deliver for shipment in interstate commerce, any goods produced in an establishment which has employed oppressive child labor within thirty days of the removal of the goods. The thirty days will be counted after today, so this means that employers of children before today do not come under the act.

Announcer—And oppressive child labor is—what?

Mr. Andrews—Oppressive child labor is defined as, first, the employment of children under 16 in any occupation, except that children of 14 or 15 may do work which the Children's Bureau has determined will not interfere with their schooling, health or well-being, but this work under the law must not be either manufacturing or mining employment.

In addition oppressive child labor means the employment of children of 16 or 17 years in any occupation found by the Children's Bureau to be particularly hazardous or detrimental to health or well-being.

Of course, there are exceptions for child-actors and others, but in general those are the child-labor provisions of the Fair Labor Standards Act, which is now the law of the land.

Source: "Andrews Explains Wage-Hour Law," *New York Times*, October 25, 1938 (adapted)

9 According to Elmer F. Andrews, what were **two** ways the Fair Labor Standards Act protected children? [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

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

Historical Context:

Reform movements developed during the 19th century and early 20th century to address specific problems. These included the *women's rights movement*, the *temperance movement*, and the *movement to end child labor*. These movements met with varying degrees of success.

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

Choose *two* reform movements mentioned in the historical context and for *each*

- Describe the problems that led to the development of the movement
- Discuss the extent to which the movement was successful in achieving its goals

Guidelines:

In your essay, be sure to

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

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Friday, June 18, 2010 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Female

Student
Teacher
School

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

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

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

No. Right

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

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

Signature

Tear Here

Tear Here

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Tear Here

Tear Here

Printed on Recycled Paper

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Friday, June 18, 2010 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

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

VOLUME
1 OF 2
MC & THEMATIC

United States History
and Government

June 18, 2010

Part I

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

Cut Here

Cut Here

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Friday, June 18, 2010 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Copyright 2010

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

VOLUME
1 OF 2
MC & THEMATIC

United States History
and Government

June 18, 2010

Part I

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

Cut Here

Cut Here

Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

United States History and Government
Content-Specific Rubric
June 2010

Theme: Technology

Technological developments have had both positive and negative effects on the United States economy and on American society.

Task: Identify *two* different technological developments and for *each*

- Discuss the positive *and/or* negative effects of the technological development on the United States economy or on American society

You may use any technological developments from your study of United States history. Some suggestions you might wish to consider include the cotton gin, steam-powered engines, the assembly line, nuclear power, the automobile, television, and computers.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (for *each* of *two* technological developments, discussing *at least two* positive *and/or* negative effects on the United States economy *or* on American society).
2. The effects of the two technological developments may be similar as long as the discussion includes separate and distinct information for each, e.g., the cotton gin and the automobile had economic effects, but a discussion of these effects will include different information.
3. Any combination of positive and/or negative effects may be used to address the task.
4. The effects of the technological development may be immediate or long term.
5. The response may discuss the effect of the technological development as positive or negative as long as the position taken is supported by accurate facts and examples.
6. If more than two technological developments are discussed, only the first two technological developments may be scored.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing *at least two* positive and/or negative effects of *each* of *two* technological developments on the United States economy or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information) e.g., *cotton gin*: discusses how the cotton gin improved the processing of raw cotton, making the South a single-crop economy thus advancing the textile industry in the North and Great Britain and how the increased profitability of cotton led to a greater demand for slave labor and entrenched slavery as an economic and social institution that divided the nation; *automobile*: discusses how the wide availability of the automobile led to post–World War II construction of highways, suburbanization, and the decay of the inner city and how America’s love affair with the automobile caused dependence on foreign oil and environmental damage
- Richly supports the theme with many relevant facts, examples, and details, e.g. *cotton gin*: 1793; Eli Whitney; “King Cotton”; Industrial Revolution; Lowell Mills; plantation system; slaves as property; dehumanization; white supremacy; sectionalism; Civil War; *automobile*: Interstate Highway Act; Eisenhower; American dream; conformity; bedroom communities; shopping malls; white flight; reduced urban tax base; gas guzzlers; 1970s Oil Embargo; Middle East conflicts; 1991 Persian Gulf War; unfavorable balance of trade; ozone depletion; oil spills; urban smog; offshore drilling
- Demonstrates a logical and clear plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops the task but may do so somewhat unevenly by discussing one technological development more thoroughly than the second technological development
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information) e.g., *cotton gin*: discusses how the cotton gin made it easier to process raw cotton, making it the South's most profitable export for use in textile factories and how the South's increasing dependence on slave labor fueled sectionalism between the North and the South; *automobile*: discusses how widespread automobile ownership prompted the move to suburbs and the decline of cities and how increased use of automobiles made America dependent on foreign oil and polluted the air and water
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops the task with little depth or develops *at least three* effects 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 the task for *one* technological development has been thoroughly developed evenly and in depth and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops the task or develops *at least two* effects 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 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.

America is a country where people never stop trying. Since our early beginnings millions of immigrants have been attracted to this land where the roads are paved with gold and the American dream is tangible. The United States is the epitome of advancement - of our people, our liberties and our technology. However, although technological advancements have made our great nation what it is today by expanding our economy, it has also had far-reaching negative effects on our society.

The U.S. has always been a source of technological advancement. Even as a young nation, Eli Whitney brought us the cotton gin. This machine which greatly increased the output of cotton than previous methods revolutionized the country so much that there was no turning back. First of all, the cotton gin helped create a strong southern economy and led cotton to be hailed as "King Cotton". This device especially helped southern plantation owners grow and expand as the increased output matched the increased demand for cotton overseas in countries such as Britain. Britain had the greatest textile industry in the world with an insatiable need for raw cotton. This trade helped make cotton America's greatest export through the Civil War, more profitable than all other crops combined. However, although the cotton gin directly

aided the Southern economy to make it as strong as it was it had. Extreme consequences on American society and hierarchy that would prove very difficult to change. As the cotton gin gained immediate popularity, the necessity of more slaves to work the cotton fields also grew. Southern plantations expanded as millions and millions more Africans faced the terrible fate of bondage. Slavery became a huge contradiction to the ideals and freedoms that this great country was founded on.

Although the cotton gin greatly aided the Southern economy, it increased the terrible institution of slavery that reigned in the South. It eventually led to the South's downfall and the Civil War.

Much later on, America would also be changed forever by the introduction of another technological advancement the assembly line. The assembly line which broke up the production of manufactured products into steps led to an increased output. This allowed for the first time in American history, the mass production of goods faster and cheaper than before. A prime example of how the assembly line was utilized was Henry Ford. Ford, whose name is still well-known on cars today used this advancement to ~~mass~~^{mass} ~~produce~~^{produce} his model-T, bringing cars to more Americans homes. Clearly, the American economy greatly benefited as big business

grew and expanded because of the new consumerism created by this process. The assembly line, which is still used today, shows how technological advancements can increase society's standard of living.

However, although the assembly line was an important factor in fostering a strong economy by allowing mass production of goods, it also proved to have negative consequences on society. One of these issues was the psychological problems the assembly line created. People placed in factories to work on assembly lines lost a sense of purpose in their jobs. As they only had to push a button, or repeat the same repetitive steps over and over - they became a machine to a machine. Motivation and determination and advancement which largely drive American society were eliminated with the assembly line. Also, the assembly line had many negative ripple effects including a widening of the gap between the newly wealthy business owners and the lower paid assembly line workers. When the pay for workers increased so they could afford the products they manufactured, the middle class increased. The assembly line also created a system that turned people into machines in the workplace.

America today owes our present place to the technological advancement that has brought us to where we are today.

Anchor Paper – Thematic Essay—Level 5 – A

However, although advancement with machines like the cotton gin and processes like the ~~assembly~~ assembly line has greatly helped our economy grow and expand, it has also led to negative consequences faced by the American people.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing the positive and negative effects of the cotton gin and the assembly line on the United States economy and American society
- Is more analytical than descriptive (*cotton gin*: this trade helped make cotton America's greatest export through the Civil War, more profitable than all the other crops combined; slavery became a huge contradiction to the ideals and freedoms that this great country was founded on; led to the South's downfall and the Civil War; *assembly line*: clearly the American economy greatly benefited as big business grew and expanded because of the new consumerism created by this process; people placed in factories to work on assembly lines lost a sense of purpose in their jobs; pay increased so workers could afford the products they manufactured)
- Richly supports the theme with relevant facts, examples, and details (*cotton gin*: young nation; Eli Whitney; "King Cotton"; southern plantation owners; Britain; textile industry; bondage; *assembly line*: increased output; mass production; faster and cheaper; Henry Ford; Model T; increased society's standard of living; psychological problems; repetitious effects; newly wealthy business owners; lower paid workers; increase in the middle class; turned people into machines)
- Demonstrates a logical and clear plan of organization; includes an introduction that relates technological developments to the American dream and a conclusion that recognizes that both advancements led to some negative consequences for the American people

Conclusion: Overall, the response fits the criteria for Level 5. The strength of the response lies in the parallels between the two technologies in stimulating the American economy at the expense of the dignity of many Americans. The response clearly demonstrates an understanding of the human costs of technological change.

Throughout American history, technological developments have shaped American economy and American society. Though the progress of technology has proven to be beneficial to the economy, the social effects of such technological innovations like the cotton gin and the assembly line have shown the American willingness to accept a dehumanized working class in return for financial benefits.

The cotton gin, invented by Eli Whitney, proved to be an economic gold mine for the southern region of America. The South was incredibly reliant on cotton, their precious crop deemed "King Cotton" during Civil War years. With the invention of the cotton gin, it was easier to separate the cotton seeds from the rest of the fiber, making the whole process more efficient. Therefore, the cotton trade boomed in response to this invention.

Raw cotton became the nation's number one export throughout the early 19th century, supplying both Northern and English factories. The profitable Lowell Mills in Massachusetts were just one example of the positive effect of the cotton gin.

However, also in response to the booming economy was the boom in the slave trade. Thousands and thousands of more slaves were brought and sold as property for plantations. The slave families were often separated from one another and

lived a life of complete servitude.

After the slave trade was banned, slave women were forced to supply children to work the cotton fields and fill the need for a large work force. On large plantations, overseers were allowed to use brutal force to keep slaves working from dawn to dusk in horrible conditions. Because of the lack of mobility in the southern social classes, most African Americans spent their lives as the property of white plantation owners. Therefore, though the cotton gin had its economic pluses, it helped solidify the institution of slavery and thus promoted the enslavement of a people. This enslavement eventually led to the division of the nation and the Civil War.

Another invention, the assembly-line, "enslaved" the working class to the machine of industrialization. A method perfected by Henry Ford, the assembly line aided economic development by making manufacturing all the more efficient. Instead of making separate parts and consolidating them separately, the assembly line gave every worker one job, a simple task of attaching some obscure piece, and that worker would do the same task over and over again, which would contribute to the completion of the final product. The assembly line succeeded in making it easier to create more of a product in less time and expense. For example, Because

of this process, consumer goods were readily available at lower cost to the average family increasing the standard of living for many Americans who bought manufactured goods like sewing machines, refrigerators, and automobiles in huge numbers, expanding the industrial economy. Also, it gave unskilled workers jobs, as they needed little skill in their tasks.

However, this type of working environment was dehumanizing. Assembly lines promoted an impersonal relationship between worker and employer. Workers could easily be replaced and were expendable. Subsequently, workers were placed in harmful conditions, and had little say in their wages and hours. The work place became boring and repetitive, with no sense of accomplishment for workers. Thus, the assembly line essentially made working people simple parts to a greater machine, replaceable and insignificant parts, compromising their respect.

Often in American history, the working class has been dehumanized and made expendable by the innovations of technology. Therefore, though economic life savers like the cotton gin and assembly line are beneficial, they have created unfavorable social effects.

Anchor Level 5-B

The response:

- Thoroughly develops the task evenly and in depth by discussing positive and negative effects of the cotton gin and the assembly line on the United States economy and American society
- Is more analytical than descriptive (*cotton gin*: the South was incredibly reliant on cotton, their precious crop deemed “King Cotton” during Civil War years; African Americans spent their lives as the property of white plantation owners; therefore, though the cotton gin had its economic pluses, it helped solidify the institution of slavery and thus promoted the enslavement of a people; this enslavement eventually led to the division of the nation and the Civil War; *assembly line*: “enslaved” the working classes to the machine of industrialization; because of this process, consumer goods were readily available at lower cost to the average family, increasing the standard of living for many Americans; gave unskilled workers jobs; made working people simple parts to a greater machine; promoted impersonal relations between worker and employer; workplace became boring and repetitive with no sense of accomplishment)
- Richly supports the theme with relevant facts, examples, and details (*cotton gin*: Eli Whitney; separate the cotton seeds from fiber; number one export; Northern and English factories; Lowell Mills; slave trade; use of brutal force; *assembly line*: Henry Ford; same task over and over; less time and expense; sewing machines; refrigerators; workers were expendable)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that cite Americans’ willingness to accept dehumanized working conditions in return for economic benefits

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a substantial knowledge of history and the role of technological development as a catalyst for change. Strong analyses are enhanced by clear descriptions and relevant details.

Technology is a driving force in the creation of a nation. New inventions fuel new decades of economic and social change. Although many of the inventions that have been created promoted industrialization and economic success, some have a negative impact on society.

In the early 19th century, Eli Whitney developed a machine that would change the face of the nation - the cotton gin. This device picked the seeds out of cotton and allowed it to be processed quicker. Ultimately, this invention led to the South's economic boom with "King Cotton." The South supplied over 70% of the world's total cotton and had trading allies such as Great Britain and France. Textile industries in Europe and the North depended on large quantities of Southern cotton. While this seems like a positive influence, the cotton gin had a terrible impact on Southern Society. With the demand for cotton now on the rise, and the means to produce it, slavery increased nearly tenfold. Thousands of Africans were brought into bondage and forced to work long hours in horrible conditions. Many slaves died and were separated from their families. This dehumanization would be only the beginning of African-Americans long struggle with inequality. In addition, slavery was the driving cause in the division of the Northern and Southern states, which ultimately led to the Civil War.

In addition, Henry Ford created an invention that reshaped American's way of life. The Model-T, a new and now cheap

automobile, created for the first time a sense of freedom. People were able to leave their houses and go on vacations. Cities spread outward and ultimately the creation of suburbs emerged. A system of interstate highways was built so that people could live in more desirable places while working in the cities. People began shopping in suburban malls, city stores closed down and city neighborhoods crumbled. This new sense of independence allowed for thousands of new industries to arise. While this seems to only benefit the United States, the automobile spurred the beginning of a consumer society in which material wealth became the most important aspect of life. Many people became against this materialism and yearned for old values. In addition, the explosion of the automobile industry has created a dependence on gasoline that we are still feeling the effects of today.

It becomes clear that with every new invention that has a positive outcome, there are negative implications. While both the cotton gin and the Model T changed the lives of thousands of Americans, they also created problems that no one expected. These technological developments have had both a positive and negative impact on American society and economy.

Anchor Level 4-A

The response:

- Develops the task by discussing the positive and negative effects of the cotton gin and of the automobile
- Is both analytical and descriptive (*cotton gin*: ultimately, this invention led to the South's economic boom; South supplied over 70% of the world's cotton; slavery increased nearly tenfold; this dehumanization would only be the beginning of African Americans' long struggle with inequality; slavery was the driving force in the division of the Northern and Southern states; *automobile*: created a sense of freedom; people could live in more desirable places while working in the cities; the automobile spurred the beginning of a consumer society in which material wealth became the most important aspect of life); includes isolated analysis (*automobile*: many people became against the materialism and yearned for old values)
- Supports the theme with relevant facts, examples, and details (*cotton gin*: Eli Whitney; "King Cotton"; trading allies of Great Britain and France; textile industries in Europe and North; worked long hours; separated from families; Civil War; *automobile*: Henry Ford; Model T; vacations; interstate highways; suburban malls; city neighborhoods crumbled; dependence on gasoline); includes a minor inaccuracy (*cotton gin*: early 19th century)
- Demonstrates a logical and clear plan of organization; includes a general introduction and a conclusion mentioning that technological developments can create unexpected problems

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the cotton gin is perceptive pointing out the economic benefits that led to negative effects on society and the nation. The response includes several effects of the automobile, notably the impact of the automobile on consumerism in modern America. However, the response lacks the degree of analysis needed for a Level 5 rating.

Technology has shaped the face of America for over 200 years whether it had bad effects like the Cotton Gin or good effects like the Radio, Technology has always influenced the way America is. The Cotton Gin was invented and brought to southern farmers, who relied on its use heavily, it caused the system of slavery to be more important. While the radio had connecting factor in the U.S. it brought many Americans together like they never were before.

In the late 1700's the Cotton Gin was invented by Eli Whitney. It soon became an influential part of the southern economy and way of life. It's invention increased the amount of cotton that could be processed and used. It boosted southern cotton sales. The production of raw cotton was so profitable that the South became a single crop agricultural economy, failing to diversify its economy as the North did. The depletion of the soil forced southerners to push westward looking for fresh land in places like Texas. This would lead to calls for war with Mexico. It also had a very negative effect because it helped the cotton crop so much it increased southern reliance on slavery. The Southern society rested most of its profits on cotton and the cotton gin helped this but slavery became so essential to the growth of this economy. Many Southerners believed they would not be able to run and keep a strong economy without slavery. The Cotton Gin for all the good it did caused slavery in Southern states to continue and to grow in strength. The Cotton Gin cemented ^{and expanded} the institution of slavery becoming the main cause of sectional tension and disunion.

While the Cotton Gin increased slavery and separated America between two different ways of thinking and living, the Radio brought America together in a way it had never been brought together before. The Radio was gaining increasing popularity in the 1920's and with the economic boom and easy line of credit many Americans were able to afford one. The Radio contributed to the growth of advertising and consumer spending. Radio offered entertainment in music, theater and talking. While listening to their favorite shows, Americans heard commercials urging them to buy a variety of goods from soap to automobiles. People were persuaded to consume by catchy radio ads and easy credit. The Radio connected audiences all over the country and got them listening in. Even when tough times hit and the Great Depression was in full swing the radio was there to comfort and connect America. F.D.R. used the radio to assure and comfort a hurting nation with his fireside chats. The Radio became a staple in American homes. The Radio brought Americans together in a new way than ever before.

Technology has always shaped the way of life in America. It brings about changes in the economy and society but none more so than the Cotton Gin and the Radio. The Cotton Gin had some of the ~~the~~ most devastating effects on society, then any other invention. It cemented the institution of slavery making it so essential to southern society that many in the south believed society would collapse without slavery. The Radio also had a huge impact on society. It was a bonding impact among Americans on a whole new level. People all over the country

could listen to the same thing and get the same information. The Radio held together a nation that was hurting because of the Great Depression. These new technologies did something to the American nation that would change and define it for the rest of history.

Anchor Level 4-B

The response:

- Thoroughly develops the task evenly and in depth by discussing negative effects of the cotton gin and positive effects of the radio on the United States economy and American society
- Is both analytical and descriptive (*cotton gin*: the production of raw cotton was so profitable that the South became a single crop agricultural economy, failing to diversify its economy as the North did; the cotton gin cemented and expanded the institution of slavery, becoming the main cause of sectional tension and disunion; *radio*: while the cotton gin increased slavery and separated America between two different ways of thinking and living, the radio brought America together in a way it had never been brought together before; connected audiences all over the country; commercials urged people to buy a variety of goods from soap to automobiles; held together a nation that was hurting because of the Great Depression)
- Richly supports the theme with relevant facts, examples, and details (*cotton gin*: late 1700s; Eli Whitney; boosted southern cotton sales; depletion of soil; westward; Texas; war with Mexico; reliance on slavery; Civil War; *radio*: 1920s; offered entertainment; catchy radio ads; easy credit; Franklin Roosevelt; fireside chats)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes that the cotton gin had negative effects while the radio was largely positive for Americans and a conclusion that repeats previous information

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates awareness of the larger issues of the time periods discussed. It makes good connections between the technologies and their influence on history.

Technological innovations can quickly change the world if they are important enough. However, to every positive improvement there are negative repercussions.

The invention of the cotton gin is an excellent example of a positive innovation that still had some major negative effects on American life. When Eli Whitney invented the cotton gin, southern plantation owners were thrilled. They now had the ability to grow a widely demanded cash crop without having the intensive labor of hand picking the sharp seeds from the cotton balls. It suddenly became so easy to produce cotton that southern plantations expanded as far as Texas. This expansion created tensions between the United States and its southern neighbor, Mexico. As the textile industry in New England and Great Britain expanded, the need for more cotton increased. Single plantations were greatly increasing their size in order to grow more cotton. However, now that plantations were growing bigger and the cotton growing industry expanded, the demands for slave labor to pick the cotton increased and the once potent issue of slavery became a force capable of driving the country apart. Southerners became so dependent on slave labor that they were willing to break away from the Union to maintain this peculiar institution.

Since the bombing of Hiroshima and Nagasaki in World War II, nuclear tensions have substantially grown throughout the world. The scientific advancement of nuclear technology was a great asset to the United States in its defeat of the Japanese and its climb to become a world superpower. If the United States had invaded Japan, up to a million American soldiers would have been killed. Truman's order to drop the atomic ~~bomb~~^{bomb} achieved unconditional surrender from the Japanese without the loss of additional American lives. The negative side of such an advancement has been seen during the Cold War when America and the Soviet Union had built up their nuclear arsenal to the extent that they could have destroyed the world many times over. Throughout the late 20th century, Americans lived through years of uncertainty in which the superpowers continually tested each other's will. One crisis occurred when the Soviet Union tried to install nuclear missiles in Cuba, only 90 miles off the coast of the United States. Even today after the breakup of the Soviet Union, "rogue" nations such as Iran and North Korea worry the United States as they seek nuclear power.

All technological advances have positive and negative effects on the world. The cotton gin and the nuclear bomb were excellent examples of this.

Anchor Level 4-C

The response:

- Develops the task but does so somewhat unevenly by discussing the positive and negative effects of nuclear power more thoroughly than the negative effects of the cotton gin
- Is both analytical and descriptive (*cotton gin*: it suddenly became so easy to produce cotton that southern plantations expanded as far as Texas; created tensions between the United States and Mexico; textile industry in New England and Great Britain expanded; demands for slave labor to pick cotton increased; Southerners became so dependent on slave labor that they were willing to break away from the Union to maintain this peculiar institution; *nuclear power*: the scientific advancement of nuclear technology was a great asset to the United States in its defeat of the Japanese and its climb to become a world superpower; throughout the late 20th century, Americans lived through years of uncertainty in which the superpowers continually tested each other's will; Soviet Union tried to install nuclear missiles in Cuba; even today, rogue nations such as Iran and North Korea worry the United States)
- Supports the theme with relevant facts, examples, and details (*cotton gin*: Eli Whitney; intensive labor; hand picking sharp seeds; *nuclear power*: Hiroshima; Nagasaki; World War II; a million American soldiers would have been killed; Truman's order achieved unconditional surrender; Cold War; buildup of nuclear arsenal)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Strong analyses are found throughout the response; however, they are not fully supported with details.

Technological developments always have been and always will be imperative to the survival of the American economy and society. In the nineteenth century, the assembly line revolutionized the production of goods. In the early twentieth century, the automobile permanently changed the form and availability of transportation in the United States, shaping society, but also causing problems of pollution. The inventions of the assembly line and the automobile have heavily influenced the American economy and society, making goods and transportation more available to the people.

The assembly line, created during the Industrial Revolution, introduced the idea of mass production. In an assembly line, laborers are assigned to one task per item, instead of assembling the entire product ~~himself~~ themselves. This form of labor reduces the time and cost needed to manufacture the goods, therefore making them more available to the ~~people~~ consumers. Assembly lines also opened job opportunities and made labor less intensive. Products manufactured using the new invention included anything from weapons to furniture. Mass production

ensured quality and consistency. The invention of the assembly line improved the United States economy by allowing the production of more consumer goods available at lower prices. This stimulated the consumer market and businesses profited greatly from its efficiency. The assembly line revolutionized the method of manufacturing, therefore improving and America's economy.

The automobile, invented in the early 1900s, has made a permanent mark on transportation in the nation. Ford, the first automobile king, used mass production to produce identical versions of his Model T. Mass production led to greater availability of the automobile to the public. The automobile influenced American society, spurring a growth in the suburbs. President Eisenhower passed the Interstate Highway Act, initiating the building of numerous roads connecting cities to suburbs. The automobile allowed Americans to live in the suburbs and work in the cities because commuting was increasingly possible. Modern society continues to be dependent on the automobile, now in many colors, shapes, and sizes. However, the use of the automobile in

transportation has created problems with pollution, legislation, and gasoline availability. Pollution has always been a dangerous issue and has increased because of the heavy use of the automobile by Americans. Multiple laws and codes have been required to protect both drivers and pedestrians, including those involving drunk driving and age. Perhaps one of the most alarming issues in the modern economy, gasoline, has become a problem because of automobiles. As gasoline becomes decreasingly available, prices increase and the automobile becomes more expensive to operate. The automobile has both positively and negatively impacted the society and economy of the United States.

Inventions are created and utilized to improve methods of activities such as manufacturing and transportation. The assembly line stimulated America's economy by allowing the quick, low-cost production of goods. The automobile led to the growth of the suburbs in American society by providing an easy method of transportation, but also created problems with pollution, legislation, and gasoline. Technology, depending on its nature and use, can positively or negatively influence society and economy.

Anchor Level 3-A

The response:

- Develops the task in some depth by discussing the positive effects of the assembly line and the positive and negative effects of the automobile
- Is more descriptive than analytical (*assembly line*: this form of labor reduces the time and cost needed to manufacture the goods, therefore making them more available to consumers; opened job opportunities; *automobile*: spurred a growth in the suburbs; pollution has always been a dangerous issue and has increased; multiple laws protect both drivers and pedestrians; as gasoline becomes less available, the automobile becomes more expensive to operate)
- Includes some relevant facts, examples, and details (*assembly line*: mass production; one task; ensured quality and consistency; lower prices for consumer goods; *automobile*: Ford; Model T; President Eisenhower; Interstate Highway Act; commuting was possible; drunk driving; gasoline; expensive to operate); includes inaccuracies (*assembly line*: in the 19th century, the assembly line revolutionized the production of goods; created during the Industrial Revolution); includes an inaccuracy (*automobile*: invented in the early 1900s)
- Demonstrates a satisfactory plan of organization; includes an introduction that recognizes technological developments have made goods and transportation more available and a repetitive conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response establishes clear links between each technological development and its effects on both the economy and American society. However, the discussion of the assembly line is weaker than the discussion of the automobile.

Development in technology often significantly affects the United States economy as well as ~~the~~ American society. Two particular examples are the railroad and the radio. Both began the ability to travel and communicate over long distances in a short period of time. Both began the connection of people everywhere.

In the 1830s, the locomotive had just recently made its debut following the canal era. Americans jumped at the chance to be able to travel from New York to Ohio in a matter of hours. The development of ~~passenger~~ complex systems of passenger trains and freight trains greatly increased the American economy. ~~the speed of trade across~~ The speed of trade across the nation increased as goods could be delivered via train. No longer did businesses have to rely on horses and ~~and~~ rivers to deliver merchandise. Farmers were also able to ship crops to large cities in a short time, increasing

productivity. ~~the railroad also greatly affected the American society. Boom towns began to grow along railroads. People were able to move from east to west with improved ease. The railroad marked the beginning of a new era of travel and business.~~

Trains also greatly affected the American society. Boom towns began to grow along railroads. People were able to move from east to west with improved ease. The railroad marked the beginning of a new era of travel and business.

The radio was another technological development that greatly affected the American economy and society. It allowed for widespread advertisement as radios were distributed at at least one per home by the 1930s. Furthermore the radio allowed for communication and spread of ideas across the nation. News could be delivered to the entire country in a matter of minutes. Also, people began to listen to the radio for entertainment tuning into the favorite shows. ~~radio had paved the way for~~ ~~the radio had paved the way for~~ Moreover, during

the Great Depression, president Franklin D. Roosevelt used the radio as a means of ~~reach~~ reaching out to and comforting the nation.

Technology often influences the growth of ~~an~~ the economy and characterization of society. The railroad and radio both greatly influenced ^{the} American economy and society, as well as paved the way for future technological developments such as the ~~automobile~~ automobile and television.

Anchor Level 3-B

The response:

- Develops the task with little depth by discussing the positive effects of the railroad and of the radio
- Is both descriptive and analytical (*railroad*: development of complex systems of passenger trains and freight trains; the speed of trade across the nation increased as goods could be delivered via train; the railroad marked the beginning of a new era of travel and business; *radio*: allowed for widespread advertisement; allowed for communication and the spread of ideas across the nation; during the Great Depression, President Franklin Delano Roosevelt used the radio as a means of reaching out to and comforting the nation); includes faulty analysis (*railroad*: farmers were also able to ship crops to large cities in a short time, increasing productivity)
- Includes some relevant facts, examples, and details (*railroad*: followed the canal era; locomotive; New York to Ohio in a matter of hours; boom towns; *radio*: at least one per home by the 1930s; entertainment)
- Demonstrates a satisfactory plan of organization; includes an introduction that credits the railroad and radio with connecting people and a conclusion that presents the idea that the railroad and radio paved the way for the automobile and television

Conclusion: Overall, the response fits the criteria for Level 3. The response ties the two technological developments to faster travel and communication and uses appropriate references to specific historic periods. However, the cursory treatment given to the main ideas limits the response.

Throughout history a series of new technological developments have been produced in order to aid both the economy & people. For example, the Industrial Revolution & market revolution both spurred the creation & invention of many new efficient machines, techniques, & innovations. The development of inventions & techniques, such as the automobile, television, computers, cotton gin, & assembly line, have both helped & hurt the ~~United~~ economy & society of America. The technological development of the automobile & television, in particular, have had both positive & negative effects on the U.S. ~~economy~~ society in various ways.

Henry Ford's Model T was the first automobile created in the U.S. It served as an example for thousands of cars that were invented soon after. The development of the automobile greatly affected American society in both positive & negative ways. The automobile

made it extremely easy for people to transport themselves, their families, & goods from one location to another. It was an efficient & time-saving ~~product~~^{innovation} that greatly changed the world. Almost every family owned one car. cars provided people with opportunities to migrate, take quick trips to shops, go see family, friends, & relatives, or just simply to go out & explore. cars ~~were~~ became ~~a~~ essential & necessary to one's life. They significantly decreased the time it took to run errands & were vital to one's family life. As beneficial as they were, ~~the~~ the creation of automobiles also caused many negative effects on American society.

Automobiles ran on gas, and driving a car was, & still is, extremely dangerous for the environment. It puts a large amount of toxins & pollutants into the air & assists in depleting the ozone layer. In addition to environmental hazards, automobiles posed other

troubles, as well. Many poor & lower class families were unable to afford cars. Their lives ~~did~~ not benefit from automobiles. If anything, automobiles caused even greater feelings of resentment towards the wealthier people who could afford them. Automobiles served to widen the gap between lower & upper classes, & eventually became a status symbol.

The invention of the television ~~was~~ had mainly positive effects on the American society. Watching television provided families with great entertainment, especially in times of despair, war, & hardships. It also served to bring families closer together, as it encouraged families to ~~to~~ spend more time with one another. Besides entertainment the television also broadcast news reports & kept Americans updated on important facts & information. It generally increased public awareness & informed the people of political, ~~an~~ economic, & foreign issues. The television had

the power to ~~re~~ educate, inform, & entertain the public all at once. It was a magical & captivating development that has greatly benefited our society. The television was, & still is, useful & relieving. It successfully changed the way people went about with their lives.

Technological developments throughout history have greatly impacted American society. While the automobile produced both positive & negative effects, the television mainly only helped improve the lives of Americans. As time continues, these developments will impact & lead to ~~an~~ many more new inventions that will hopefully only help & ameliorate American society.

Anchor Level 3-C

The response:

- Develops the task with little depth by discussing the positive and negative effects of the automobile and the positive effects of television
- Is more descriptive than analytical (*automobile*: cars provided people with opportunities to migrate, take quick trips to shop, go see family, friends, and relatives; automobiles served to widen the gap between lower and upper classes and eventually became a status symbol; *television*: watching television provided families with great entertainment; the television also broadcast news reports; increased public awareness and informed the people of political, economic, and foreign issues)
- Includes a few additional relevant facts, examples, and details (*automobile*: toxins and pollutants; depletes the ozone layer; *television*: power to educate, inform, and entertain the public all at once); includes an inaccuracy (*automobile*: Henry Ford's Model T was the first automobile created in the United States)
- Demonstrates a satisfactory plan of organization; includes an wordy introduction and a conclusion that overgeneralizes

Conclusion: Overall, the response fits the criteria for Level 3. Although the response recognizes the automobile as a symbol of materialism, it lacks specific detail and includes rambling statements that detract from its quality. The section on television makes broad general statements with few specific examples or details.

Throughout history, many technological advances have been made. ~~Advances have been made.~~ These developments have had both positive and negative effects on American society. Two positive developments were the television and automobiles. Both products were beneficial for the economy and still are today.

The development of the assembly line made it easier for Americans to produce and sell automobiles at a cheap price. The automobile made it easier for American families to travel and see other areas of the country. Because of their ability to go on vacation, they ~~did not only depend on~~ were not only a profit to car dealerships but to others as well. The development of chain restaurants and resorts ~~was~~ became an effect of this development. The development of the automobile helped benefit the economy, creating new business opportunities for tourist areas,

and allowing families to venture out, and not only stay in one area their whole lives.

Another technological advance that affected the economy was the television. Every middle class family was told they should have one, so therefore, they would buy it. Television had created a new form of entertainment, and drastically changed society. Families began eating in front of the television, instead of the table, and politics were also greatly impacted. Presidential debates were aired on television, so if they did not appear calm and alert, it would affect ~~how and how they were viewed by the public~~ the voter's opinion on each candidate. It created new job opportunities for actors and actresses, and had the American people ~~investing money in them, to keep the economy strong~~ investing money in them, to keep the economy strong.

Although some technological advances have negative impacts, both the television

And the automobile had mainly positive effects. Both made life more enjoyable for the American people, and helped keep the economy strong, making it easier to create ~~an~~ even better technological advances

Anchor Level 2-A

The response:

- Minimally develops the task by discussing the positive and negative effects of the automobile and of television
- Is primarily descriptive (*automobile*: the automobile made it easier for American families to travel and see other areas of the country; the development of the automobile helped benefit the economy, creating new business opportunities for tourist areas; *television*: television created a new form of entertainment and drastically changed society; presidential debates were aired on television, so if they did not appear calm and alert, it would affect the voters' opinion on each candidate)
- Includes few relevant facts, examples, and details (*automobile*: assembly line; car dealerships; chain restaurants; resorts; *television*: middle-class family; politics; creation of new job opportunities)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response addresses the entire task but does so with descriptions that lack depth, analysis, and details.

Technology has had an outstanding influence on America's economy and society throughout history. Economically, technology such as the cotton gin and steam-powered engines have majorly influenced the rate of industrialization and created a sense of national unity. American society, on the other hand, has been very prominently influenced by the television and assembly line.

In the 19th century, America's ~~rate~~ economy, especially that of the south, relied heavily on manual labor. Slaves were common on large plantations to harvest the south's most abundant good: cotton. Until the cotton gin was invented, the same amount of labor would go into taking the seeds out of cotton as it did to collect the good. However, with the invention of the cotton gin, the south's economy, and thus the nation's economy, dramatically changed. With a machine sifting through the cotton in a more time and labor

efficient manner, the south's economy boomed. The cotton gin, though it called for more slave labor, proved to be an economic stimulus for the United States.

Another invention that heightened the economy and promoted industrialization was steam-powered engines. With steam-powered engines came locomotives, and with locomotives came huge economic growth. Before these engines, transportation of goods was tedious, expensive, and time consuming. With the invention of steam engines, however, transportation became fast, easy, and cheap. Since this made it easier for sections of the country such as the south to transport raw goods to the north, it created the long-lasting effect of national unity.

The assembly line greatly ratified means of production and ~~was~~ revolutionized the ~~car~~ civilian aspect of American society. Previous to the assembly line, goods had to be hand-made,

one at a time. This was very time consuming and thus, expensive. The assembly line changed everything. By using mass production, companies and civilians saved money and ultimately originality. In the early years of the assembly line, ~~the~~ deterring from one design of a model was unheard of. Henry Ford once said of the Model T, the first good mass-produced on an assembly line that "[the customers] can have any color they want, as long as it's black." The assembly line led to the cheap production of uniform products, and is still widely used today.

The television is perhaps the most influential products ever invented. Before the television, people relied on radio for news and information. With the dawn of television, however, people stopped "tuning in" and started flipping through the channels. The television has greatly influenced advertisement and American economy. However, more importantly, it changes Americans' opinions. A prime example can be seen in the Kennedy v. Nixon debates. Many people speculate that Robert Kennedy won the election based

on his television appearance.

Many inventions & developments have proven influential to the U.S. without them, America would be extremely different today.

Anchor Level 2-B

The response:

- Minimally develops the task by discussing the positive and negative effects of the cotton gin and the positive effects of the steam-powered engine
- Is primarily descriptive (*cotton gin*: with the invention of the cotton gin, the South's economy and thus the nation's economy dramatically changed; the cotton gin, though it called for more slave labor, proved to be an economic stimulus for the United States; *steam-powered engine*: with locomotives came huge economic growth; it created the long-lasting effect of national unity)
- Includes few relevant facts, examples, and details (*cotton gin*: large plantations; South's most abundant good; taking the seeds out; *steam-powered engine*: transportation became fast, easy, and cheap)
- Demonstrates a general plan of organization; includes an introduction that mentions four different technological developments and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response contains underdeveloped ideas about the cotton gin and steam-powered engines. The assembly line and television are also discussed with more success; however, only the first two technological developments may be scored when more than two developments are selected.

Technological developments have had both positive and negative effects on the United States economy and on American society. Mostly there have been positive technological developments in the United States and in America. Two examples of positive technological developments are computers, and automobiles. These have been two developments that have had a major impact over the years.

One technological development that has had a positive effect on the US and America is the computer. Computers have been around for years. As the years go on they make our life easier and easier. Computers can hold so many programs that can be used to help out in your life. If you own your own business you are going to need something to put all your important papers in. You could store them on your computer. You can personalize your computer to any way you want. Now all computers have internet which lets you see what's happening all over the world right from your own home. In stead of going out to a library you can look all your information up right on the internet in your own home. As the years go on computers get more, and more advanced. They

are able to do things that you could never imagine possible. With 'intal net and a computer you can find anything you need when ever, you want without even leaving your own home.

The second technological development that has had a affect on the US and America is the automobile. The automobile has revolutionized transportation. It has also evance evain changed how Americon look at something. Before automobiles walking for distences was impossible. Everyone walked because there was nothing ~~any~~ else anyone could do. Teenages would sit on their front lawn and look for something to do. Most teens are lazy and they did not want to walk for distences. Since the automobile came out everything changed. Now people can go long distences because the automobile get them to their destinations faster. With auto mobiles avolebil more teens had something to do. They would drive around, go see movies, and go to hangout spots. The auto mobile really changed the social life of America and the United States. The best thing was auto mobiles were cheap and most families could afford them. Automobile

were a positive affect on American and United States
economy. Automobiles only advanced from this point
cost went up but more safety features were added
to protect the American people.

That was two examples of technological developments
and how they had positive effects on American
and U.S. economy and society. It only shows that these
developments will only improve in the future. As
time goes on the development only improve and are
made even better than before. That is how these
technological developments have stayed so popular in
America and in the United States.

Anchor Level 2-C

The response:

- Develops the task by discussing positive effects of the computer in some depth and the positive effects for the automobile in very little depth
- Is primarily descriptive (*computer*: if you own your own business, you are going to need something to put all of your important papers in; you could store them on your computer; with the Internet and a computer, you can find anything you need whenever you want without even leaving your own home; *automobile*: automobiles were cheap and most families could afford them; cost went up because more safety features were added); lacks understanding (*automobile*: before automobiles, walking far distances was impossible; teenagers would sit on their front lawn and look for something to do)
- Includes few relevant facts, examples, and details (*computer*: make our life easier; look up information on the Internet; *automobile*: changed social life)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that emphasize the positive nature of technological development

Conclusion: Overall, the response fits the criteria for Level 2. The response makes some valid generalizations about the positive effects of computers on society. However, the conclusions about the automobile's effects, while adequate, are poorly developed.

technological development have had both positive and negative effects on the United States economy and on American society. Such as nuclear power and automotive, these technological ~~developments~~ developments have a positive and negative effects on the US economy and on American society.

One positive effect on the US with nuclear power was that ~~it~~^{it} made us a big threat to the other nations and nobody wanted that, the down side to this was that if some one were to disstray one of our bombs they would cause a chain reaction and destroy the world.

One positive effect on the development of automotive was that it was helping people find better work. It also helped people to travel from one place to another, last thing is that it helped with the farming and crops, the down side of this is the fumes from the cars are going in the air and causing pollution to the world.

So know that you've heard the

reasons ~~that~~ of good and bad things happening to the world so it is up to you to do the right thing and stand up for what you believe in.

Anchor Level 1-A

The response:

- Minimally develops the task by mentioning positive and negative effects of nuclear power and of the automobile
- Is descriptive (*nuclear power*: if someone were to destroy our bombs, they would cause a chain reaction and destroy the world; *automobile*: the fumes from the cars are going in the air and causing pollution to the world); lacks understanding (*nuclear power*: it made us a big threat to the other nations and nobody wanted that)
- Includes few relevant facts, examples, or details (*automobile*: helped people find better work)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and an unrelated conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The intent of many statements is unclear, and very few details are used in support of these general statements.

Technology has changed America throughout the years. Both good and bad have come from them. Two examples are ~~the~~ ~~the~~ the train and the car.

For hundreds of years, people had traveled by horses. It would take weeks to cross the country North to South. The development of the train or "iron horse" changed that for good. With the train you could travel two-to-three times faster. This brought more people to America and made moving easier. Now people could move to a more industrialized area and expand our economy.

The car came after the train, Henry Ford invented it and also used the assembly line for manufacturing. The car could travel where trains couldn't, because cars didn't have to stay on a track. This increased travel and immigration even more. Henry Ford said, "You can have any color you want, so long as it's black." This was true, the cars came in only black, but that didn't deter people from buying them.

Technology changed America then, and it still does today. I'm sure that in the future, America will change from technology again. For the better or not. "Change is the only constant in life."

Anchor Level 1-B

The response:

- Minimally develops the task by mentioning positive effects of the train and automobile
- Is descriptive (*train*: with the train, you could travel two to three times faster; *automobile*: the car could travel where trains could not because cars did not have to stay on the track); lacks understanding (*automobile*: this increased travel and immigration even more)
- Includes few relevant facts, examples, or details (*train*: iron horse; *automobile*: assembly line); includes an inaccuracy (*automobile*: Henry Ford invented the car)
- Demonstrate a general plan of organization; contains a digression (*automobile*: cars came only in black); includes an introduction that restates the theme and a conclusion that recognizes that change is a constant in America

Conclusion: Overall, the response fits the criteria for Level 1. The response shows only a very minimal understanding of the effects of the railroad and the automobile on the United States.

THE UNITED STATES HAS BEEN DEVELOPING INTO A WORLD POWER EVER SINCE WE GAINED OUR INDEPENDENCE FROM GREAT BRITAIN. THERE HAVE BEEN MANY PEOPLE TRYING TO MAKE OUR COUNTRY A BETTER ONE FROM THE START. NEW INVENTIONS BROUGHT BOTH GOOD AND BAD EFFECTS ON THE NATIONAL ECONOMY AND ON THE OVERALL AMERICAN SOCIETY. SOME OF THESE ADVANCEMENTS INCLUDE THE ASSEMBLY LINE AND AUTOMOBILE BOTH THESE RELATED INVENTIONS BROUGHT FORTH A STRONG POSITIVE INFLUENCE. AMERICA WOULD NEVER BE THE SAME AGAIN.

WHEN FORD MADE THE ASSEMBLY LINE MOVE IN HIS FACTORY IN DETROIT MICHIGAN, HE COULD NOW MAKE CARS AT AN EXCEPTIONALLY FAST RATE. THIS BROUGHT THE COST OF HIS CARS DOWN TO AROUND \$300. EVEN THOUGH WORK WAS BORING FOR THE WORKERS BECAUSE THEY STOOD STILL AND THE ASSEMBLY LINE MOVED FOR THEM, FORD EVENTUALLY PAID THEM MUCH BETTER THAN EVERYONE ELSE AT THAT TIME. THE WORKERS WOULD DO ONE SPECIFIC TASK ALL DAY, EVERYDAY WHETHER IT BE PUTTING THE TIRES ON THE RIMS OR TIGHTENING THE SAME BOLT EVERYDAY. THE ASSEMBLY LINE WAS A MAJOR ADVANCEMENT AND IT WOULD SHOW LATER IN WWII WHEN THEY STARTED PRODUCING BOMBERS AND OTHER WARTIME NECESSARIES. EVEN TODAY WITH MOST GOODS MADE ON THE ASSEMBLY LINE, THEY ARE MUCH CHEAPER AND THEREFORE CONSUMERS CAN SPEND THEIR MONEY ON THEM. THIS NEW WAY OF THINKING REVOLUTIONIZED THE AMERICAN ECONOMY AND EVEN THE WORLD.

ANOTHER GREAT INVENTION WAS THE AUTOMOBILE. THIS NEW WAY OF TRANSPORTATION WAS DERIVED FROM MUCH SLOWER HORSE AND BUGGYS. AT FIRST THE CAR WAS POWERED BY JUST A STEAM ENGINE, WHICH IS ANOTHER TECHNOLOGICAL DEVELOPMENT WORTH NOTING THEN IT LATER HAD AN INTERNAL COMBUSTION ENGINE. THE CAR ALLOWED PEOPLE TO

MOVE AROUND FASTER AND GO FURTHER ON THE ROADS OF AMERICA THAN EVER BEFORE. WITH THE NEW INVENTION, CAME OTHER BUSINESSES LIKE MOTELS, HOTELS, CAMPGROUNDS, FAST-FOOD DINERS, AND GAS STATIONS. THIS SINGLE DEVELOPMENT CAUSED NEW JOB OPPORTUNITIES AND GAVE PEOPLE A CHANCE TO START THEIR OWN BUSINESSES. THIS ALSO FOR MORE ROADS WHICH PUT PEOPLE IN MORE JOBS. WITH THE CAR, PEOPLE STARTED TO BUY ON CREDIT. FOR THE TIME BEING, THIS INCREASED SPENDING ALLOWED THE GROWING ECONOMY TO FLOURISH.

IN THE FINAL ANALYSIS, BOTH TECHNOLOGICAL ADVANCES PROVIDED A PATHWAY FOR THE AMERICAN ECONOMY AND SOCIETY TO EXPAND TO WHAT WE KNOW IT AS TO DAY. YOU CAN REALLY SEE THAT THESE RELATED INVENTIONS WERE A KEY TO AMERICA'S SUCCESS AS A WORLD POWER AND IT WOULDN'T HAVE HAPPENED IF PEOPLE WEREN'T TRYING TO MAKE OUR COUNTRY A BETTER PLACE EVER SINCE THE REVOLUTIONARY WAR.

Technological developments have had both positive and negative effects on the United States economy and American Society. We can see the ~~difference~~ different influences that technology has on ~~an~~ American society by seeing how nuclear power changed the world, not only American society. And also the invention of the automobile.

Nuclear power nowadays are both good and bad in society today. One negative effect of Nuclear powers is the effect of the atomic bomb. Both the United States and the Soviet Union, wanted to build a powerful bomb during World War II but the United States had it first. And soon after we dropped the bomb in Japan.

~~But now, today nuclear power or radiation is used in many other different ways.~~ Also the beginning of the Cold war was a race for nuclear power between America and the Soviet Union.

Another technology is the invention of the automobile. The automobile was a positive way of new transportation. Everyone was buying cars. But the negative effect was that

pollution increased in the United States and the need for oil for gas increased also. More and more people started moving to urbanized areas because it was so easy to move around. Now in the U.S. the cars are becoming more environmentally friendly. They are becoming gas sufficient.

All technologies have their positive and negative effects. But because of technology we are doing cures for diseases or even technology just for everyday life. Everyday more inventions are ~~going~~ being made. And they all are helping to make America grow.

The development of the United States has been marked by influential technological advances. These advances have greatly affected the way ^{the} American economy & society function. Specifically, the invention of the cotton gin by Eli Whitney promoted slavery & sectionalism within the nation, while the invention of steam-powered engines invigorated the economy by promoting westward expansion of business & trade.

The southern part of the United States has always relied on agriculture to sustain its economy. With the invention of the cotton gin, farming cotton crops became easier. This ease prompted the rise of cotton as a cash crop in the South. However, cotton crops require a expansive manpower to care for & harvest them. This need for numerous, cheap laborers encouraged the rise of slavery in the South. Eventually, differences

between the economies of the North & South & the issue of slavery would cause a tense, sectionalist atmosphere within the nation. By the mid-1800's, this tension came to a head with the outbreak of the Civil War. Therefore, it can be asserted that the invention of the cotton gin had a negative impact on American society.

On the other hand, the invention of the steam-powered engine breathed life into the U.S. economy. Specifically, the development of this engine led to the construction of railroads into the West. In addition to prompting the success of the steel industry, railroad construction connected the economies of the North & West, allowing for the transportation of agricultural products & other raw materials from the West to the North & finished products from the North to the West. This flow of goods in turn caused

the growth of several western trading cities, such as Chicago. Therefore, it can be asserted that the invention of the steam engine ultimately had a positive impact on the economy of the United States, especially that of the West.

Two early technological advances, the ~~cotton~~ cotton gin & steam-powered engine, had a great impact on the history of America. Both caused significant social & economic changes. Today, technology continues to influence the way American society & economy functions - for the better & the worse.

Our American society has had a lot of technological developments, some for the good and some for the worse. Two developments that were both positive and negative to our society was the automobile and the television.

The automobile was both positive and negative to the American society. The automobile was positive because it helped people go from place to place faster than they would on horses or by foot. If there was an emergency it would be easier to get the hurt person to help than it would be on a horse. The negative part about automobiles with our society today is how everyone is dependant on a vehicle to get them where they have to go. Most people don't walk anymore and that could be a factor on why our American

Society today is obese.

The television is also a development that is both positive and negative impact on our society. It has a positive impact on how we can watch the news and find out what happened that day. Watching the television is better because you will find out what happened that day not 2 weeks later. The television is negative impact on our society. The television is negative because with our society today the children watch the television and don't want to go outside to play. This causes our society, especially the children, to become obese.

That's how technological developments has had both a positive and a negative impact on our society today.

Throughout the history of our country, technology has frequently provided the American people with new conveniences that have changed life forever. In most cases, these things were a sort of double-edged sword; they helped American life, but simultaneously did things which would harm it.

One such example is the invention of the assembly line in the early 1900s. Mr. Henry Ford used the assembly line as a method of production in which products would move down a line, with each worker assigned a task in its completion. This idea was originally adopted to tackle the challenge of mass producing complex motor vehicles, but quickly spread. Soon a majority of industry utilized this invention. And while it certainly did create products at a rapid enough and efficient rate to meet the needs of the American consumer, products that were once considered luxuries became affordable to the average American family. Labor-saving devices such as washing machines and vacuum cleaners cut down on the drudgery of housework giving Americans more leisure time to enjoy life. Unfortunately, often times items were over-produced, and with an overabundance of the product, demand would fall, the prices along with it. This actually hurt the industries, as well as the nation as a whole. Overproduction was a cause of the Great Depression and many economic declines we face in America. On the other hand, products produced on an assembly line are generally easier and cheaper to repair. Standardized parts such as doors, wheels, and belts are available to replace parts of damaged products. However, the introduction of electronics somewhat reverses this advantage.

Another, more recent technological achievement is the computers. Existing as early as the 70s, they became mainstream towards the end of the century. Computers are marvellous things; you can compose and store documents you created, play games, and explore a new window to the world, the ~~Internet~~ ^{Internet}. It was here that one could find, quite literally, anything they desired. Be it online shopping, information, music, socialization, or anything else. But as computers have come to be more and more mainstream, an equal amount of problems are arising related to them. One example being the utilization of downloading, the method hundreds of thousands of Americans use to obtain, free of charge, commercial music, movies, and videogames. As a result, the entertainment industry is losing out ~~of~~ millions of dollars on account of "stolen" goods. They are attempting to fight back through heavy lawsuits and campaigns, but these illegal activities show no signs of ebbing. Another danger of the computer age is in regards to that of our very selves. With spies and scams using elaborate trickery to obtain unknowing surfers personal information such as credit card numbers and social security, a quick stop to a shopping site can lead to the robbing of your identity, and endless headaches. Children and teens are also at risk. Now more than ever, with sites such as MySpace, Facebook, AIM, and more, and an increasing number of troubled or naively friendly kids, they are beginning to turn to total strangers for friendship. And while this ~~is~~ can seem healthy and beneficial, which, to a degree, it is, there are individuals who utilize such services to veil themselves in anonymity, slowly gaining trust of the child, and then offering to "hang out," or something similar. Such events have lead to countless kidnappings and rapes of

Thematic Essay—Practice Paper – E

American children in the past few years.

In conclusion, while technology will always be here, and provides new and efficient ways to better our lives, theres always detrimental results, as well. We, the people, have to keep this in mind and try to think ~~at~~ ahead about the consequences. Because if we don't, who else will?

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

- Develops the task but discusses the positive and negative effects of the assembly line more thoroughly than the positive and negative effects of the automobile
- Is more descriptive than analytical (*assembly line*: work was boring for the workers because they stood still and the assembly line moved for them; the assembly line was a major advancement and it would show later in World War II when they started producing bombers and other wartime necessities; most goods made on the assembly line are much cheaper; *automobile*: with the new invention came other businesses like motels, hotels, campgrounds, fast-food diners, and gas stations; this increased spending allowed the growing economy to flourish)
- Supports the theme with relevant facts, examples, and details (*assembly line*: Ford; Detroit, Michigan; paid workers much better; did one specific task such as putting the tire on the rim; *automobile*: internal combustion engine; more roads; people started to buy on credit)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that attributes these related inventions to America' success as a world power

Conclusion: Overall, the response fits the criteria for Level 3. The response shows understanding of the way the assembly line and the automobile caused profound economic change during a limited time period in United States history.

Practice Paper B—Score Level 1

The response:

- Minimally develops some of the task by discussing the negative effects of the automobile on American society
- Is descriptive (*automobile*: the negative effect was that pollution increased in the United States); lacks application (*nuclear power*: both the United States and the Soviet Union wanted to build a powerful bomb during World War II, but the United States had it first; after we dropped the bomb on Japan; the beginning of the Cold War was a race for nuclear power between America and the Soviet Union)
- Includes few relevant facts, examples, or details (*automobile*: need for oil for gas increased); includes a major inaccuracy (*automobile*: more people started moving to urbanized areas)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that randomly credits technology with curing diseases

Conclusion: Overall, the response fits the criteria for Level 1. The response provides minimal information for the automobile. However, despite accurate statements about the historical time period when nuclear power was introduced, there is no indication of whether the effects were positive or negative or what the effects were.

Practice Paper C—Score Level 3

The response:

- Develops the task with little depth by discussing the positive and the negative effects of the cotton gin and the positive effects of the steam-powered engine
- Is both analytical and descriptive (*cotton gin*: prompted the rise of cotton as a cash crop in the South; eventually, differences between the economies of the North and South and the issue of slavery would cause a tense, sectional atmosphere within the nation; *steam-powered engine*: railroad construction connected the economies of the North and West, allowing for the transportation of agricultural products and other raw materials; this flow of goods caused the growth of several western trading cities such as Chicago)
- Includes some relevant facts, examples, and details (*cotton gin*: Eli Whitney; Civil War; *steam-powered engine*: westward expansion; steel industry)
- Demonstrates a satisfactory plan of organization; includes an introduction that establishes sectionalism and westward expansion as the two major effects of the technological developments and a conclusion that notes the ongoing influence of technology on American society

Conclusion: Overall, the response fits the criteria for Level 3. Although the response is clearly understandable and includes several important historical generalizations, it lacks sufficient supporting detail.

Practice Paper D—Score Level 2

The response:

- Minimally develops the task by discussing positive and negative effects of the automobile and of television
- Is primarily descriptive (*automobile*: if there was an emergency, it would be easier to get the hurt person to help than on a horse; most people don't walk anymore, and that could be a factor on why American society today is obese; *television*: we can watch the news and find out what happened that day; children watch television and don't want to go outside to play)
- Includes few relevant facts, examples, and details (*automobile*: go faster; *television*: causes society to become obese)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response presents a simplistic discussion of the automobile and television, identifying obesity as a major effect of both with minimal distinction.

Practice Paper E—Score Level 4

The response:

- Develops the task but does so somewhat unevenly by discussing the positive and negative effects of the computer more thoroughly than the effects of the assembly line
- Is both analytical and descriptive (*assembly line*: labor-saving devices cut down on the drudgery of housework, giving Americans more leisure time to enjoy life; overproduction was a cause of the Great Depression and many economic declines faced in America; products produced on an assembly line are generally easier and cheaper to repair; *computer*: you can compose and store documents you created, play games, and explore a new window to the world, the Internet; the entertainment industry is losing millions of dollars on account of “stolen” goods; a quick stop to a shopping site can lead to the robbing of your identity; kids beginning to turn to total strangers for friendship); includes faulty analysis (*assembly line*: with an abundance of the products, demand would fall)
- Supports the theme with relevant facts, examples, and details (*assembly line*: invention of the early 1900s; Henry Ford; each worker assigned a task; challenge of mass producing complex motor vehicles; luxuries became affordable; washing machines; vacuum cleaners; *computer*: on-line shopping; downloading music, movies, videogames; MySpace; Facebook; AIM; led to countless kidnapping of American children)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that compare technological developments to a double-edged sword with both positive and negative consequences

Conclusion: Overall, the response fits the criteria for Level 4. The response describes a wide array of cyber crimes as indicative of the negative effects of the computer in today's world. The section on the assembly line, especially regarding overproduction and economic decline, is less complete.

United States History and Government Specifications June 2010

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

| | Theme | STANDARDS |
|----------------------|--|---|
| Thematic Essay | Science and Technology; Factors of Production; Places and Regions | Standards 1, 3, and 4: United States and New York History; Geography; Economics |
| Document-based Essay | Reform Movements; Civic Values; Change; Factors of Production; Individuals, Groups, Institutions | Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government |

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2010 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Friday, June 18, 2010 — 9:15 a.m. to 12:15 p.m., only

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

VOLUME
2 OF 2
DBQ

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

Rating the Scaffold (open-ended) Questions

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

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

United States History and Government
Part A Specific Rubric
Document-Based Question
June 2010

Document 1

Lucy Stone and Henry Blackwell signed this document before they were married in 1855. They were protesting laws in which women lost their legal existence upon marriage.

While acknowledging our mutual affection by publicly assuming the relationship of husband and wife, yet in justice to ourselves and a great principle, we deem it a duty to declare that this act on our part implies no sanction of, nor promise of voluntary obedience to such of the present laws of marriage, as refuse to recognize the wife as an independent, rational being, while they confer upon the husband an injurious [harmful] and unnatural superiority, investing him with legal powers which no honorable man would exercise [exercise], and which no man should possess. We protest especially against the laws which give to the husband:

1. The custody of the wife's person.
2. The exclusive control and guardianship of their children.
3. The sole ownership of her personal [property], and use of her real estate, unless previously settled upon her, or placed in the hands of trustees, as in the case of minors, lunatics, and idiots.
4. The absolute right to the product of her industry [work].
5. Also against laws which give to the widower so much larger and more permanent an interest in the property of his deceased wife, than they give to the widow in that of the deceased husband.
6. Finally, against the whole system by which "the legal existence of the wife is suspended during marriage," so that in most States, she neither has a legal part in the choice of her residence, nor can she make a will, nor sue or be sued in her own name, nor inherit property. . . .

Source: Laura A. Otten, "Lucy Stone and Henry Blackwell: Marriage Protest," *Women's Rights and the Law*, Praeger, 1993

1 According to this document, what were *two* rights denied to women in 1855?

Score 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each right denied to women in 1855 according to this document
Examples: control/guardianship of their children; sole ownership of her property; right to the product of her industry (work)/right to keep/use the money she earned; legal existence during marriage; right to make a will; right to sue/be sued in her own name; right to inherit property in most states/widows did not have the right to inherit property

Note: To receive maximum credit, two *different* rights denied to women in 1855 must be stated. For example, *right to the product of her industry* and *right to the product of her work* are the same right expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: right to be rational; to work; to get married
- Vague response
Examples: right to be a woman; custody; voluntary obedience
- No response

Document 2

. . . The woman ballot will not revolutionize the world. Its results in Colorado, for example, might have been anticipated. First, it did give women better wages for equal work; second, it led immediately to a number of laws the women wanted, and the first laws they demanded were laws for the protection of the children of the State, making it a misdemeanor to contribute to the delinquency of a child; laws for the improved care of defective children; also, the Juvenile Court for the conservation of wayward boys and girls; the better care of the insane, the deaf, the dumb [unable to speak], the blind; the curfew bell to keep children off the streets at night; raising the age of consent for girls; improving the reformatories and prisons of the State; improving the hospital service of the State; improving the sanitary laws, affecting the health of the homes of the State. Their [women's] interest in the public health is a matter of great importance. Above all, there resulted laws for improving the school system. . . .

Source: Senator Robert L. Owen, Introductory Remarks of Presiding Officer, *Significance of the Woman Suffrage Movement*, Session of the American Academy of Political and Social Science, February 9, 1910

2 According to Senator Robert L. Owen, what were *two* effects of the women's rights movement in Colorado?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the women's rights movement in Colorado according to Senator Robert L. Owen

Examples: it led to laws that women wanted; better wages for equal work; laws for protection of children; better care of the insane/deaf/dumb/blind; improved prisons; improved hospital services; laws for improved care of defective children; establishment of a juvenile court; raising the age of consent for girls; curfew laws; improved public health; laws for improving the school system

Note: To receive maximum credit, two *different* effects of the women's rights movement in Colorado must be stated. For example, *laws for improving the school system* and *it led to a better school system* 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: lowering the age of consent for girls; prisons were closed; it ended curfews
- Vague response
Examples: a number of laws; wages; protection; things got better/we improved
- No response

Document 3

. . . The winning of female suffrage did not mark the end of prejudice and discrimination against women in public life. Women still lacked equal access with men to those professions, especially the law, which provide the chief routes to political power. Further, when women ran for office—and many did in the immediate post-suffrage era—they often lacked major party backing, hard to come by for any newcomer but for women almost impossible unless she belonged to a prominent political family. Even if successful in winning backing, when women ran for office they usually had to oppose incumbents [those in office]. When, as was often the case, they lost their first attempts, their reputation as “losers” made re-endorsement impossible. . . .

Source: Elisabeth Perry, “Why Suffrage for American Women Was Not Enough,” *History Today*, September 1993

3 According to Elisabeth Perry, what was *one* way in which women’s participation in public life continued to be limited after winning suffrage?

Score 1:

- Identifies a way in which women’s participation in public life continued to be limited after winning suffrage according to Elisabeth Perry
Examples: restricted access to professions that led to political careers/they still lacked equal access to the profession of law; they often lacked major party backing when they ran for office; getting another party endorsement was difficult after losing an election

Score of 0:

- Incorrect response
Examples: they were not able to run for political office; they had no access to political careers; incumbents lost
- Vague response
Examples: there were no chief routes; it was hard to come by; it did not mark the end
- No response

Document 4a

Building Up His Business



Source: Frank Beard, *The Ram's Horn*, September 12, 1896 (adapted)

Document 4b

This excerpt from the *National Temperance Almanac* of 1876 attacks "King Alcohol."

He has occasioned [caused] more than three-fourths of the pauperism [extreme poverty], three-fourths of the crime, and more than one-half of the insanity in the community, and thereby filled our prisons, our alms-houses [houses for the poor] and lunatic asylums, and erected the gibbet [gallows to hang people] before our eyes.

Source: Andrew Sinclair, *Prohibition: The Era of Excess*, Little, Brown

4 Based on this 19th-century cartoon and this quotation, state *two* effects that alcohol had on American society.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect that alcohol had on American society as expressed in this 19th-century cartoon and in this quotation
Examples: it caused pauperism/extreme poverty; it caused crime/crime increased; it ruined characters/wrecked lives/ruined reputations/led to loss of virtue/dishonored names; it caused more than one-half of insanity in communities; it filled prisons; it filled houses for the poor/almshouses; it ruined fortunes

Note: To receive maximum credit, two *different* effects that alcohol had on American society must be stated. For example, *it filled almshouses* and *it filled houses for the poor* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: it improved people's lives; it closed saloons; it became King
- Vague response
Examples: it built up; business was King; steps were climbed
- No response

Document 5

“ . . . When four-fifths of the most representative men in America are pronounced unfit for war, what shall we say of their fitness to father the next generation? The time was when alcohol was received as a benefit to the race, but we no longer look upon alcohol as a food but as a poison. Boards of health, armed with the police power of the state eradicate [erase] the causes of typhoid and quarantine the victims, but alcohol, a thousand times more destructive to public health, continues to destroy. Alcoholic degeneracy [deterioration] is the most important sanitary [health] question before the country, and yet the health authorities do not take action, as alcohol is entrenched [well established] in politics. Leaders in politics dare not act, as their political destiny lies in the hands of the agents of the liquor traffic. We are face to face with the greatest crisis in our country’s history. The alcohol question must be settled within the next ten years or some more virile race will write the epitaph of this country. . . .”

Source: Dr. T. Alexander MacNicholl, quoted in President’s Annual Address to the Women’s Christian Temperance Union of Minnesota, 1912

5 According to this 1912 document, why does this speaker think the use of alcohol is the “greatest crisis in our country’s history”?

Score of 1:

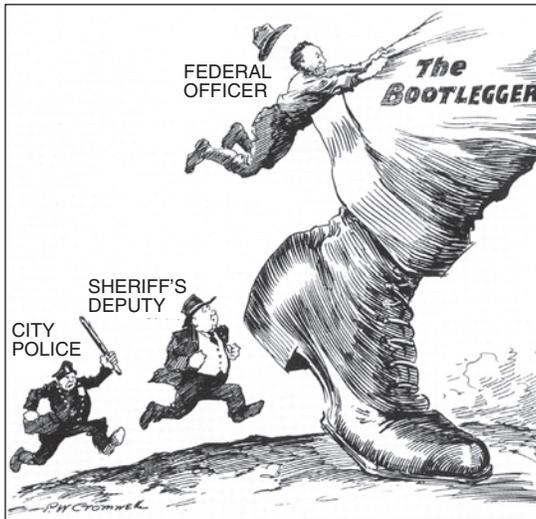
- States a reason the use of alcohol is considered the greatest crisis in our country’s history as expressed in this 1912 document
Examples: it is destroying society; alcohol is a poison; four-fifths (80%) of men are unfit to serve in the military/war; alcohol continues to destroy public health; alcohol’s negative effects make most men unfit to father children; the entrenchment of alcohol in politics keeps alcohol-related problems from being addressed by politicians; it will bring down the country/United States; it is a thousand times more destructive than diseases like typhoid

Score of 0:

- Incorrect response
Examples: alcohol is a benefit to the race; alcohol causes typhoid; it quarantines the victims
- Vague response
Examples: the next generation is represented; it must be settled; it is an important question
- No response

Document 6a

Too big for them



Source: P.W. Cromwell, Bentley Historical Library, University of Michigan (adapted)

Document 6b

. . . While in reality national prohibition sharply reduced the consumption of alcohol in the United States, the law fell considerably short of expectations. It neither eliminated drinking nor produced a sense that such a goal was within reach. So long as the purchaser of liquor, the supposed victim of a prohibition violation, participated in the illegal act rather than complained about it, the normal law enforcement process simply did not function. As a result, policing agencies bore a much heavier burden. The various images of lawbreaking, from contacts with the local bootlegger to Hollywood films to overloaded court dockets, generated a widespread belief that violations were taking place with unacceptable frequency. Furthermore, attempts at enforcing the law created an impression that government, unable to cope with lawbreakers by using traditional policing methods, was assuming new powers in order to accomplish its task. The picture of national prohibition which emerged over the course of the 1920s disenchanted many Americans and moved some to an active effort to bring an end to the dry law [Volstead Act].

Source: David E. Kyvig, *Repealing National Prohibition*, Kent State University Press, 2000

6 Based on these documents, what were *two* problems that resulted from national Prohibition?

Score 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem that resulted from national Prohibition based on these documents

Examples: normal law enforcement process did not function/police agencies could not catch bootleggers/policing agencies bore a much heavier burden in enforcing the law/government was unable to cope with lawbreakers by using traditional policing methods/government forced to assume new powers in trying to enforce the law; it led to overloaded court dockets; drinking was not eliminated; violations were taking place with unacceptable frequency; many Americans were becoming disenchanted with the law

Note: To receive maximum credit, two *different* problems that resulted from national Prohibition must be stated. For example, *normal law enforcement process did not function* and *traditional policing methods did not work* are the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the government gave up power; Prohibition did not have an impact on alcohol consumption; Americans supported the law
- Vague response
Examples: Hollywood films were made; there were new powers; frequency was unacceptable
- No response

Document 7

. . . Little girls and boys, barefooted, walked up and down between the endless rows of spindles, reaching thin little hands into the machinery to repair snapped threads. They crawled under machinery to oil it. They replaced spindles all day long, all day long; night through, night through. Tiny babies of six years old with faces of sixty did an eight-hour shift for ten cents a day. If they fell asleep, cold water was dashed in their faces, and the voice of the manager yelled above the ceaseless racket and whirl of the machines.

Toddling chaps of four years old were brought to the mills to “help” the older sister or brother of ten years but their labor was not paid.

The machines, built in the north, were built low for the hands of little children.

At five-thirty in the morning, long lines of little grey children came out of the early dawn into the factory, into the maddening noise, into the lint filled rooms. Outside the birds sang and the blue sky shone. At the lunch half-hour, the children would fall to sleep over their lunch of cornbread and fat pork. They would lie on the bare floor and sleep. Sleep was their recreation, their release, as play is to the free child. The boss would come along and shake them awake. After the lunch period, the hour-in grind, the ceaseless running up and down between the whirring spindles. Babies, tiny children! . . .

Source: Mother Jones, *Autobiography of Mother Jones*, Arno Press

7 According to Mother Jones, what was *one* situation faced by children in the workplace in the late 1800s?

Score of 1:

- States a situation faced by children in the workplace in the late 1800s according to Mother Jones
Examples: children worked eight hours and made 10 cents per day; cold water was thrown at them if they fell asleep; management yelled at them; working in noisy rooms filled with lint; four-year-old children came to the mill to help their siblings but were not paid for their work; they worked on dangerous machines; working all night; ceaselessly running up and down between whirring spindles

Score of 0:

- Incorrect response
Examples: children looked like they were 60 instead of 6 years old; the machines were built in the north; children were allowed to play; they were babies
- Vague response
Examples: there were long lines of little grey children; the boss would come along; sleeping was their recreation
- No response

Document 8

. . . While states began to pass laws that worked, Mother Jones's dream of a national child labor law remained just a dream. Even if the children [after their labor march in 1903] had managed to see President [Theodore] Roosevelt, it is doubtful that any federal laws would have been passed. In 1906, a federal child labor bill was defeated in Congress. Echoing Roosevelt, many of the bill's opponents said they disliked child labor, but that they believed only states had the authority to make laws against it. In 1916, a bill was passed, but the Supreme Court ruled that the law was unconstitutional. The first successful national law was not passed until 1938, about 35 years after the march of the mill children. . . .

Source: Stephen Currie, *We Have Marched Together: The Working Children's Crusade*, Lerner Publications, 1997

8 According to Stephen Currie, what was *one* reason that ending child labor was difficult to achieve nationally?

Score of 1:

- States a reason that ending child labor was difficult to achieve nationally according to Stephen Currie
Examples: Supreme Court ruled a federal law unconstitutional; it lacked support in Congress; some believed only states could pass child labor laws

Score of 0:

- Incorrect response
Examples: all politicians opposed child labor laws; it was only a dream; the President favored child labor
- Vague response
Examples: mill children marched; it went to the Supreme Court; they had Mother Jones; it was hard to do/difficult
- No response

Document 9

This is an excerpt from a radio interview given by Elmer F. Andrews, Administrator of the Fair Labor Standards Act. He is discussing the Wage and Hour Law, also known as the Fair Labor Standards Act.

Protection for Children

Announcer—Well, can't you tell us something about this—I know we are all interested in the protection of children from oppressive labor in industrial plants and mines.

Mr. Andrews—The child labor sections are specific. No producer, manufacturer or dealer may ship, or deliver for shipment in interstate commerce, any goods produced in an establishment which has employed oppressive child labor within thirty days of the removal of the goods. The thirty days will be counted after today, so this means that employers of children before today do not come under the act.

Announcer—And oppressive child labor is—what?

Mr. Andrews—Oppressive child labor is defined as, first, the employment of children under 16 in any occupation, except that children of 14 or 15 may do work which the Children's Bureau has determined will not interfere with their schooling, health or well-being, but this work under the law must not be either manufacturing or mining employment.

In addition oppressive child labor means the employment of children of 16 or 17 years in any occupation found by the Children's Bureau to be particularly hazardous or detrimental to health or well-being.

Of course, there are exceptions for child-actors and others, but in general those are the child-labor provisions of the Fair Labor Standards Act, which is now the law of the land.

Source: "Andrews Explains Wage-Hour Law," *New York Times*, October 25, 1938 (adapted)

9 According to Elmer F. Andrews, what were *two* ways the Fair Labor Standards Act protected children?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the Fair Labor Standards Act protected children according to Elmer F. Andrews
Examples: work could not interfere with schooling/health/well-being of children 14 or 15 years old; manufacturing/mining could not employ children 14 or 15 years old; children 16 or 17 years old could not be employed in any occupation found by the Children's Bureau to be particularly hazardous/detrimental to health/well-being; goods made with oppressive child labor could not be shipped in interstate commerce; oppressive child labor was stopped/ended

Note: To receive maximum credit, two *different* ways the Fair Labor Standards Act protected children must be stated. For example, *oppressive child labor was stopped* and *it kept children from oppressive employment in mines* are the same way since *keeping children from oppressive employment in mines* is a subset of *oppressive child labor was stopped*. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: child labor was outlawed; interstate commerce was outlawed; children of 16 or 17 years could not be employed; it only counted after 30 days
- Vague response
- *Examples:* it was made the law of the land; it protected interstate commerce; it was found by the Children's Bureau
- No response

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

Historical Context: Reform movements developed during the 19th century and early 20th century to address specific problems. These included the *women's rights movement*, the *temperance movement*, and the *movement to end child labor*. These movements met with varying degrees of success.

Task: Choose *two* reform movements mentioned in the historical context and for *each*

- Describe the problems that led to the development of the movement
- Discuss the extent to which the movement was successful in achieving its goals

Scoring Notes:

1. This document-based question has *at least six* components (for *each* of *two* reform movements, *at least two* problems that led to the development of the movement and the extent to which the movement was successful in achieving its goals).
2. Immediate or long-term effects may be used to discuss the extent to which the movement was successful in achieving its goals.
3. For the temperance movement, Prohibition may be included in the discussion of the extent of the success of this movement in achieving its goals.
4. The response may discuss the extent to which the movement achieved its goals from a variety of perspectives as long as the position taken is supported by accurate facts and examples.
5. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 4a, 4b, 6a, and 6b may be considered as separate documents *if* the response uses specific separate facts from each document.
6. Only *two* reform movements should be chosen from the historical context. If three reform movements are chosen, only the first two may be rated.

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by discussing *at least two* problems that led to *each* of *two* reform movements and discussing the extent to which *each* movement was successful in achieving its goals
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information) (*women's rights*: connects the political and legal inequalities addressed at the Seneca Falls Convention and the subsequent setback of the movement as the United States moved toward the Civil War to the revival of the movement, the eventual successful passage of the 19th amendment, and the growth of the feminist movement in the 1960s; *temperance*: connects the negative impact of alcohol consumption on the stability of the family, worker safety, and productivity to the aggressive tactics of the Women's Christian Temperance Union and the Anti-Saloon League in the achievement of the short-term success of the 18th amendment and its eventual repeal with the 21st amendment)
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details (*women's rights*: cult of domesticity; Seneca Falls Convention; Lucy Stone; Elizabeth Blackwell; Alice Paul; suffrage; 19th amendment; *temperance*: Carrie Nation; Prohibition; consumption rates; bootlegging; speakeasies; ruined fortunes; drank up paycheck)
- 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 reform movement more thoroughly than for the second reform movement *or* discussing one component of the task less thoroughly for both reform movements
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information) (*women's rights*: discusses the political and legal inequalities addressed at the Seneca Falls Convention, the initial failure of the women's rights movement to gain support for national suffrage, and the eventual success of the movement with the passage of the 19th amendment; *temperance*: discusses the impact of drinking on the family unit and the role played by women in the movement to ban the sale and consumption of alcohol as a means to keep their families safe and their successful efforts leading to the passage of the 18th 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

Note: At score levels 5 and 4, all *six* components of the task should be developed.
Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1 of the rubric.

Score of 3:

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

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

Score of 2:

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

Score of 1

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

Score of 0:

Fails to develop the task or may only refer to the theme in a general way *OR* includes no relevant facts, examples, or details *OR* includes only the 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.

Women's Rights

Key Ideas from Documents 1–3

| Problems that led to movement | Extent to which movement achieved goals |
|---|---|
| <p>Doc 1—Husband—custody of wife's person, exclusive control and guardianship of children, sole ownership of her personal property and use of her real estate, absolute right to product of her work</p> <p>Widower—larger and more permanent interest in property of deceased wife</p> <p>Widow—smaller permanent interest in property of deceased husband</p> <p>Wife—no legal part in choice of residence, not able to make a will, sue, or be sued in own name, not able to inherit property</p> | <p>Doc 2—Women's ballot in Colorado—better wages for equal work and laws they wanted passed (misdemeanor to contribute to delinquency of a child; improved care of defective children; better care of insane, deaf, dumb, blind; curfew bell to keep children off streets at night; raising age of consent for girls; improvement of reformatories and prisons; improvement of hospital services, sanitary laws, school system)</p> <p>Doc 3—Prejudice and discrimination against women in public life not ended</p> <p>Equal access to professions lacking</p> <p>Many women lacking major party backing when running for political office</p> <p>Reendorsement impossible when women lost to incumbents</p> |

Relevant Outside Information

(This list is not all-inclusive.)

| Problems that led to movement | Extent to which movement achieved goals |
|--|---|
| <p>Limited voting rights</p> <p>Limited educational and professional opportunities</p> <p>Considering women emotionally and physically weak</p> <p>Restrictions on women participating in reform movements (Lucretia Mott not allowed to speak at World Anti-Slavery Convention)</p> <p>Expected proper role for women in their "sphere" (cult of domesticity)</p> <p>Disruption of movement by abolition movement and Civil War</p> <p>Poor working conditions and low wages (Lowell Mills)</p> | <p>Opening of doors to women at more secondary schools and colleges (Emma Willard, Oberlin, Elizabeth Blackwell)</p> <p>Granting of property rights to women in many states (by 1890 in all states)</p> <p>Seneca Falls Declaration of Rights and Sentiments not taken seriously by press or public</p> <p>Women leaders of reform movements (Dorothea Dix, Lucy Stone, Grimke sisters, Sojourner Truth)</p> <p>Right to vote not given to women in 15th amendment</p> <p>Granting of suffrage to women in Wyoming in 1869</p> <p>Protection for women in workplace on state levels with Progressive legislation (New York State after Triangle Shirtwaist Fire, Oregon laundry work)</p> <p>Contributions to passage of 19th amendment by political organizations and high profile women (NAWSA, Anthony, Stanton, Catt, Adams, World War I)</p> <p>Women more active in national political life (Jeannette Rankin, Eleanor Roosevelt, Frances Perkins, Geraldine Ferraro, Hillary Clinton, Condoleeza Rice, Sarah Palin)</p> <p>Continuing advocacy for women (NOW)</p> |

Temperance

Key Ideas from the Documents 4–6

| Problems that led to movement | Extent to which movement achieved goals |
|---|---|
| <p>Doc 4—Wrecked lives, lost reputations, dishonored names, ruined fortunes, lost virtue, ruined characters as a result of alcohol</p> <p>Responsible for more than three-fourths extreme poverty, three-fourths crime, and more than one-half insanity in community</p> <p>Filling of prisons and almshouses, hanging of people as a result of alcohol</p> <p>Doc 5—Four-fifths of the most representative men in America pronounced unfit for war because of alcohol</p> <p>Alcohol, a poison</p> <p>Destruction of lives</p> <p>Lack of action by health authorities because alcohol entrenched in politics</p> <p>Political leaders in hands of liquor traffic agents</p> | <p>Doc 6—City police, sheriff deputies, and federal officers unable to stop bootleggers</p> <p>Sharp reduction in consumption of alcohol in the United States with national Prohibition</p> <p>Effect of national Prohibition considerably short of expectations</p> <p>Drinking not eliminated by national Prohibition</p> <p>Traditional law enforcement process not able to cope with purchasers of illegal liquor</p> <p>Heavier burden born by policing agencies</p> <p>Belief generated that violations were taking place with unacceptable frequency</p> <p>Government assumed to be gaining new powers to cope with lawbreakers</p> <p>Disenchantment with national Prohibition</p> <p>Active effort by some to bring an end to the Volstead Act</p> |

Relevant Outside Information

(This list is not all-inclusive.)

| Problems that led to movement | Extent to which movement achieved goals |
|--|---|
| <p>Increasing level of alcohol consumption (social pastime, rural isolation, source of farm income)</p> <p>Increase in societal disorder because of alcohol (drunkenness associated with abusive behavior, family tensions)</p> <p>Industrial inefficiency and accidents on the job as result of alcohol consumption</p> <p>Rural American values at odds with life in urban America (decadence, saloons, association with immigrants)</p> | <p>Passage of temperance/Prohibition legislation by states (Maine, 1851)</p> <p>Overshadowing of temperance and Prohibition by Civil War issues</p> <p>Women’s Christian Temperance Union and the Anti-Saloon League successful lobbyists for state and national Prohibition</p> <p>Concentration of nation’s farmers on growing grain for food production during World War I (Lever Act)</p> <p>Influence of Progressive reform and women’s suffrage initiatives on state and national legislation (18th amendment)</p> <p>Organized crime as a major aspect of alcohol distribution in urban areas (Al Capone)</p> <p>Repeal of 18th amendment by the 21st amendment</p> <p>Continued efforts by organizations to limit alcohol consumption (MADD, SADD)</p> <p>Continued controversy to linkage of federal highway funds to state drinking age</p> |

Child Labor

Key Ideas from the Documents 7–9

| Problems that led to movement | Extent to which movement achieved goals |
|---|---|
| <p>Doc 7—Long hours, low pay, poor working conditions for children Use of younger children to help older brothers and sisters for no pay Abuse by managers</p> | <p>Doc 8—Passage of state child labor laws Failure of children in 1903 labor march to see President Roosevelt Defeat by Congress of 1906 federal child labor bill Supreme Court ruling child labor bill of 1916 unconstitutional Passage of first successful national child labor law in 1938</p> <p>Doc 9—Fair Labor Standards Act banning oppressive child labor in industrial plants, mines, and interstate commerce</p> |

Relevant Outside Information

(This list is not all-inclusive.)

| Problems that led to movement | Extent to which movement achieved goals |
|--|--|
| <p>Long hours and sleep deprivation in workplace accidents Lack of education limiting economic mobility Long-term health problems resulting from dust and debris in mines Negative effects on family life Need for children to work to help support family</p> | <p>Influence of Progressive reformers on passage of state child protective laws (Jane Addams, Florence Kelley, John Spargo, Jacob Riis, Lewis Hines) Difficulty of enforcing state and federal laws because wages were needed by families Use of 14th amendment’s right to contract by Supreme Court to invalidate child labor legislation New Deal legislation ending child labor Fair Labor Standards Act establishing minimum wages</p> |

In America, the land of opportunity, the Constitution is the law. Its provisions are clear and it provides a Bill of Rights. The temperance movement, which reached its peak in the early 20th century, focused on the ban of alcohol while the Child Labor Movement spanned the years between the late 1900s to early 20th century. These two movements used the rights guaranteed in the Bill of Rights – freedom of speech, petition, and press – in their efforts to convince people that change was necessary.

The Roaring Twenties was a time marked by great social change. America began to "let its hair down." Jazz music, flappers (rebellious young women) and speakeasies (back alley bars) hit the scene. The highly unpopular 18th amendment of Prohibition, placed a legal ban on alcohol and was passed with the support of a vocal minority who used sermons, books, and political party activities to achieve their goals. Although the intentions of organizations such as the sisters of temperance and the Women's Christian Temperance Union, were noble, they were also impractical. Churches, factory owners, as well as who wanted their husbands home with their families and not in bars, led the cry against drinking. However, alcohol had been used in colonial America and many Americans, according to Mr. Kyvig, had no intentions of stopping (Doc 6b) and worse still, the old proverb of "If there's a will, there's a way," seemed to hold true. Bootleggers made alcohol in bathtubs and speakeasies were opened to illegally combat Prohibition. These speakeasies could be found in cities across the country and these cities became centers of crime as mobsters started to control the sale of liquor. The gov't., although aware of the

Flagrant lawlessness, seemed powerless to stop it, however, due to the political influence of "King Alcohol," police agencies did not have enough time or money to catch all the lawbreakers. (Doc 4b) Alcohol, "the greatest crisis in our country's history" (Doc 5) continued to run rampant, destroying lives, draining paychecks, causing domestic abuse, increasing crime, and causing people to lose faith in the gov't. (Doc 4a). Finally, to save face and raise revenue, Congress repealed the highly unsuccessful act, due to its unpopularity, unrealistic goals, and inability to enforce the law itself. Fortunately, a much more successful act came in the early 1900s, in the form of the Child Labor Laws.

Since industrialization in the 1800s, children had been employed as a form of cheap labor in home industries and in dangerous jobs in factories and mines. They, unaware of their rights, worked unjust hours in unjust, unsafe conditions for meager wages in order to ^{help} support these families. Child labor reformers, like Temperance unions, had a clear-cut goal, which was publicized by muckrakers and the Progressive Party, to end young child labor. Photographs of small children working with families in crowded city apartments also made more people more aware of the problem. Reformers thought it was important to give children a chance to go to school and enjoy being children. This goal was difficult to achieve however because bosses often fired workers who were active in promoting better working conditions. Additionally, Congress, petitioned by reformers, had its hands tied due to the belief that child labor was under state jurisdiction. (Doc 8)

Progressive states had begun protecting the welfare of children by establishing

minimum ages for employment and mandatory school attendance. However, for years, children continued to work in dismal conditions (Doc 1) and it was not until 1938 that the Fair Labor Bureau (Doc 9) began ending child labor by enforcing federal laws. These laws allowed teens to work a minimal number of hours, so long as it was a safe industry and by choice. These laws, unlike Prohibition, had deep, important, positive, and lasting effects. After many years, the exploitation of children in the workplace was ended.

We used our constitutional rights to focus on the problems of alcohol and child labor. Though the fight against alcohol continues in the "No Drinking and Driving" campaigns, the crucial victory against the exploitation of innocent children in the workplace has mostly ended. It does not appear that alcohol will go the way of child labor, but for now, all Americans can do is to fight the good fight and hope for the best.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the temperance movement and the movement to end child labor
- Is more analytical than descriptive (*temperance*: the government, aware of the flagrant lawlessness, was powerless to stop drinking due to the political influence of “King Alcohol”; police agencies did not have enough time or money to catch all the lawbreakers; *child labor*: since industrialization in the 1800s, children had been exploited as a form of cheap labor in home industries and in dangerous jobs in factories and mines; children, unaware of their rights, worked unjust hours in unsafe conditions for low wages to help support their families; Congress had their hands tied down due to their belief that child labor was under state jurisdiction; after almost two hundred years, the exploitation of children in the workplace in America was mostly ended)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*temperance*: 18th amendment of Prohibition placed a legal ban on alcohol and was passed with support of a vocal minority who used sermons, books, and political party activities to achieve their goals; although the intentions of organizations such as “sisters of temperance” and the Women’s Christian Temperance Union were noble, they were also impractical; churches, factory owners, as well as women, who wanted their husband’s home with their families and not in bars, led the cry against drinking; alcohol had been used in colonial America and many Americans had no intention of stopping; speakeasies, which were opened to illegally combat Prohibition, could be found in cities across the country; cities became centers of crime as mobsters started to control the sale of liquor; alcohol continued to run rampant, destroying lives, draining paychecks, causing domestic abuse, increasing crime, and causing people to lose faith in the government; the fight against alcohol continues in the “No Drinking and Driving” campaigns; *child labor*: child labor reformers had a clear cut goal, which was publicized by muckrakers and the Progressive Party; photographs of small children working with families in crowded city apartments also made people more aware of the problem; reformers thought it was important to give children a chance to go to school and enjoy being children; Progressive states had begun protecting the welfare of children by establishing minimum ages for employment and mandatory school attendance)
- Richly supports the theme with relevant facts, examples, and details (*temperance*: Congress repealed the highly unsuccessful Prohibition amendment; *child labor*: it was not until 1938 that the Fair Labor Standards Bureau began ending child labor through the enforcement of federal laws)
- Demonstrates a logical and clear plan of organization; includes an introduction that states these movements used the rights in the Bill of Rights in their efforts to convince people change was necessary and a conclusion that continues the theme

Conclusion: Overall, the response fits the criteria for Level 5. The “Roaring Twenties” is successfully used as background to present the idea that the goals of Prohibition reformers were impractical. Linking the use of constitutional rights to reform activities is a theme carried throughout the discussion and is effectively integrated and supported with outside information.

In the end of the nineteenth century and the first half of the twentieth, great storms of reform flurried across the United States of America. Marches, protests, boycotts and picket lines betrayed the unhappiness of the citizens. Two of the greatest issues in debate were child labor and temperance. Action was taken for both causes, and legislation reflected the ideas of the people. While both child labor and temperance came under strict regulation, only the reforms for child labor had the intended positive effect on society.

For centuries, children had labored with their families to produce income. However, in the Industrial Revolution, the number of children slaving away in sweatshops, mills and factories skyrocketed. The ages of the workers and their wages dropped continuously as the hours extended. Conditions worsened: "At five-thirty in the morning, long lines of little grey children came out of the early dawn into the factory, into the maddening noise." (Doc 7). The work was dangerous—the machines had no safety features. Yet they were constantly manned by children! As ages continued to fall and conditions continuously worsened, especially for immigrant children and women, and as education continued to be neglected, it was clear that reform was the only option. Without some sort of restrictions on child labor, these laboring children had no future.

After ~~po~~ protests and boycotts, it was clear that direct action must be taken. Children were too young to form

successful labor unions and could ~~not~~ not vote, so it was up to the responsible adult citizens to improve their lives. During the Progressive Era, activists such as Florence Kelley in Illinois and muckraker John Spargo in his "Bitter Cry of the Children" publicized the conditions children were working in. However, progressive legislation was difficult to pass. One bill was defeated in Congress in 1906; another law was thrown out by a conservative Supreme Court in the 1920's. Many believed it was the right of the state, not the federal government, to regulate child labor (Doc 8). Finally, in 1938, the Fair Labor Standards Act was passed. This instituted age restrictions and safety requirements for businesses wishing to employ minors. If they were not followed, the business could not operate (Doc 9). This law, while ineffective at first, grew stronger as more rules and regulations passed and enforcement increased. Ages and wages rose, hours fell and more jobs were opened to adult workers as children went to school instead. Child labor was a significant problem that was the subject of a successful reform effort in the nineteenth and twentieth centuries.

Unemployment was a problem in the twentieth century, as well as drunk and disorderliness, spousal abuse, bankruptcy, and a decrease in church attendance. Alcohol was blamed for all these problems and more. Women, especially, saw saloons, liquor

and bars as a hazard to their families. An obviously biased reference, *The Temperance Almanac*, published in 1876 that alcohol caused seventy-five percent of poverty and illegal conduct, as well as half the insanity (Doc 4b). Many rapidly believed these figures and that it also was responsible for declining morals, productivity, prosperity, and simple hope (Doc 4a). By this perspective, it was very clear that reform in the form of temperance was a dire necessity for the survival of our nation.

With women only beginning to vote at the state level, it was difficult to pass any effective national legislation. Many women joined the Women's Christian Temperance Union and the Anti-Saloon League spreading volatile propaganda about the dangers of alcohol. Through these organizations women lobbied politicians to act in order to solve, "the greatest crisis in our country's history" (Doc 5). While it would seem that perhaps the Civil War had derailed the earlier nineteenth century temperance movement, by the turn of the century, the Progressive agenda once again included ending the consumption and distribution of alcohol.

Prohibition, the Eighteenth Amendment, passed with great celebration, except by those who had previously taken pleasure in a nip of brandy or a bit of scotch now and then. These people and those determined to profit from the "noble experiment" sealed the fate of this amendment

as a failure. In the rowdy free culture of the twenties, speakeasys popped up where bars used to be. Prohibition "... neither eliminated drinking nor produced a sense that such a goal was within reach" (Doc 6a). Gangsters, such as Al Capone in Chicago, began profiting heavily from illegally making, importing, and selling alcohol. The police could not arrest all those in violation of the law because so many were ignoring it. The authorities appeared either ineffective or overly harsh (Doc 6b). Even the police began to lose faith in the law. The twenty-first amendment repealed the legal ban on liquor. Prohibition was finished, the temperance trial a failure.

More good than harm should come from a successful reform movement. Child labor reform was a smashing success, once it finally passed. Prohibition drove drinking underground and contributed to a rising crime rate in the twenties. However, in both cases, a cause was seen and acted upon in the late nineteenth and early twentieth centuries. Though they were not both a success, they both represented the recognition of an American need to improve.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the movement to end child labor and the temperance movement
- Is more analytical than descriptive (*child labor*: work was dangerous because the machines had no safety features and they were constantly manned by children; without some sort of restrictions on child labor, laboring children had no future; Progressive legislation was difficult to pass; a child labor law was thrown out by a conservative Supreme Court in the 1920s; *temperance*: many believed that alcohol was responsible for declining morals, productivity, prosperity, and simple hope; women used organizations to lobby politicians to act to solve the problem; police could not arrest all those in violation of the law because so many were ignoring it; authorities appeared either ineffective or overly harsh; Prohibition drove drinking underground and contributed to a rising crime rate in the twenties)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*child labor*: in the Industrial Revolution, the number of children slaving away in sweatshops, mills, and factories skyrocketed; during the Progressive Era, activists such as Florence Kelley and muckraker John Spargo in his *Bitter Cry of the Children* publicized the conditions children were working in; ages and wages rose, hours fell, and more jobs were opened to adult workers as children went to school; *temperance*: alcohol was blamed for unemployment, disorderliness, spousal abuse, bankruptcy, and a decrease in church attendance; many women joined the Women's Christian Temperance Union and the Anti-Saloon League, spreading volatile propaganda about the dangers of alcohol; while it would seem that perhaps the Civil War had derailed the earlier 19th century temperance movement, by the turn of the century, the Progressive agenda once again included ending the consumption and distribution of alcohol; Prohibition, the 18th amendment, passed with great celebration; people determined to profit from the "Noble Experiment" sealed the fate of this amendment as a failure; in the rowdy, free culture of the twenties, speakeasies popped up where bars used to be; gangsters such as Al Capone began profiting heavily from illegally making, importing, and selling alcohol; 21st amendment repealed the legal ban on liquor)
- Richly supports the theme with many relevant facts, examples, and details (*child labor*: bill was defeated in Congress in 1906; many believed that it was the right of the state, not the federal government, to regulate child labor; in 1938, the Fair Labor Standards Act was passed instituting age restrictions and safety requirements for business wishing to employ minors; *temperance*: Prohibition did not eliminate drinking)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state only the reforms for child labor had the intended positive effect on society although both movements came under strict regulation

Conclusion: Overall, the response fits the criteria for Level 5. An occasional direct quotation from the documents in the development of both movements is presented with good critical appraisals of that information. The need for societal reform is thoroughly addressed utilizing good historical references. The evaluation of each movement reflects good analysis and a thorough understanding of the topic.

As America industrialized and progressed in the late 19th and early 20th centuries, the need for reform in several areas was needed. Two of the issues were Prohibition and child labor.

Although Prohibition's goals were good, it failed miserably to end the consumption of alcohol in the U.S. However, through the years, the use of child labor has been restricted, and the abuses of factory life regarding children have been lessened.

For years, alcohol had been used as a leisure time activity or as a tonic for those who were sick or in pain. However, over time businesses and bars had grown to make a considerable profit from alcohol sales as a beverage. The addictive nature of the drink caused many homes in America to be broken apart (Doc 4). Wages would be spent in a bar, rather than on the family, and the poverty rate for the country rose. The government tried to remedy this problem by passing the 18th Amendment. This law outlawed the sale, purchase, and consumption of any alcoholic beverage. However, because the government could not enforce the law effectively, ~~it~~ it proceeded to crumble down into a failure. Bootleggers started making a business for themselves by making and selling illegal alcohol and speakeasies opened. (Doc 6). Although the government did catch a few lawbreakers, many more ~~escaped~~ escaped justice. This, in turn, led to the problem of increased organized crime, especially between rivalry bootleggers.

Instead of solving one problem, Prohibition caused the start of several others and promoted disrespect for the law.

Late in the 19th century, as America began to industrialize, the need for factories and factory workers rose drastically. The owners looked to immigrants, women, and children to take advantage of their cheap labor. Child labor became a common practice as families needed more income to survive. Long hours, tedious and dangerous working conditions, very low pay and health issues were all problems that faced children in the workplace (doc 7). The movement to end child labor attempted to solve these problems by sending investigators to find out more about the harsh conditions and by making the employment of children illegal. At first, the movement did not make much progress as politicians viewed child labor as an issue of the state, not the federal government (doc 8). However, some states did ban child labor or establish maximum hours for children. In 1938, congress finally passed the Fair Labor Standards Act. This provided a minimal age in order to be employed in a factory or in a mine if either interfered with a child's schooling or well-being. Supporters also hoped this law would also encourage employers to make conditions in factories safer (doc 9). Since the New Deal more labor and education laws have been passed to further protect children.

Because America industrialized so rapidly at the 20th century, laws were needed as problems arose that had never needed to be addressed. Prohibition against alcohol and the movement to end child labor were two. The 18th Amendment, which outlawed alcohol was made in good faith to attempt to solve the addiction and poverty it caused. Unfortunately, it ultimately failed due to the inability of the federal government to control people's morals. Contrastly, the movement to end child labor succeeded ~~to~~ in helping to end the horrific working conditions faced by children and established precedents for more reform to help laborers throughout the 20th century.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the temperance movement and the movement to end child labor
- Is both descriptive and analytical (*temperance*: addictive nature of the drink caused many homes in America to be broken apart; instead of solving one problem, Prohibition caused the start of several others and promoted disrespect for the law; *child labor*: long hours, tedious and dangerous working conditions, very low pay, and health issues were all problems that faced children in the workplace; at first, the movement did not make much progress as politicians viewed child labor as an issue of the state not the federal government; supporters hoped the Fair Labor Standards Act would encourage employers to make conditions in factories safer; movement to end child labor established precedents for more reform to help laborers throughout the 20th century)
- Incorporates relevant information from documents 4, 6, 7, 8, and 9
- Incorporates relevant outside information (*temperance*: alcohol had been used as a leisure time activity or as a tonic for those who were sick or in pain; businesses and bars had grown to make a considerable profit from alcohol sales as a beverage; wages would be spent in a bar rather than on the family and the poverty rate of the country rose; government tried to remedy the problem of alcohol by passing the 18th amendment that outlawed the sale and purchase of alcoholic beverages; the amendment proceeded to crumble down into a failure; bootleggers started making a business for themselves by making and selling illegal alcohol; it led to the problem of increased organized crime between rivalry bootleggers; speakeasies opened; *child labor*: late in the 19th century as America began to industrialize, the need for factories and workers drastically rose; factory owners looked to immigrants, women, and children to take advantage of their cheap labor; child labor became a common practice as families needed more income to survive; the movement attempted to solve problems by sending investigators to find out more about the harsh conditions and by making the employment of children illegal; since the New Deal, more labor and education laws have been passed to further protect children)
- Supports the theme with relevant facts, examples, and details (*temperance*: although the government did catch a few lawbreakers, many more escaped justice; the law could not be effectively enforced; *child labor*: some states did ban child labor or establish maximum hours for children; in 1938, Congress finally passed the Fair Labor Standards Act that provided a minimal age to be employed in a factory or in a mine if either interfered with a child's schooling or well-being); includes a minor inaccuracy (*temperance*: the 18th amendment outlawed the consumption of alcoholic beverages)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that compare the results of Prohibition and child labor

Conclusion: Overall, the response fits the criteria for Level 4. Perceptive historical insights and analysis of documents leads to brief explanations of the ideas presented in the discussion of the temperance and end of child labor movements. The statement about the federal government's inability to control morality and the inference that the movement to end child labor set precedents for later 20th-century workplace reforms show a good use of evaluation.

During the 19th and early 20th centuries, a wind of change began to blow across the nation. Throughout the history of the United States, there have been many inconsistencies in the country's "democratic" policies. In an attempt to right such wrongs and social ills, the middle class took a stand in an effort to reform their government for the better. This can be seen through both the plight of women in their constant struggle for equality and the movement against the consumption of alcohol.

Since the beginning of the nation's history women have ^{often} been subjugated to men. Ironically, even in a nation where freedom and justice is practically a "guarantee," women still had to fight for their equality. The first major women's rights movement can be seen with the Seneca Falls Convention. At this meeting, women's rights leaders proposed the Declaration of Sentiments that stressed more equality for ^{women} women. Unfortunately, their initial efforts were shot down time and time again. However, women remained determined and continued attempts to secure their rights. An example of the hypocrisy and unfair laws of the government can be seen in the marriage protest of Lucy Stone and Henry Blackwell in 1855. During the 19th century, women lost many of their rights upon their marriage. They lost their right to have control over their children, property, the right to have legal residency, or even inherit property. Such an injustice sparked anger in Lucy Stone and Henry Blackwell. They believed that such restrictions were unfair and that marriage should be mutual and equal in all senses of the word (Doc. 1).

As the western territories of the United States developed, women were given rights. Through the rugged lifestyle on the frontier, women were seen as a significant force in the west. Because of the effects of these women, suffrage was finally granted to them in the states of Wyoming and Colorado. With their new-found power to vote, women took action. They worked towards the passage of new child labor laws at the state level which would

influence the Hearings—Owens Act later on. Also, they worked for countless reforms dealing with sanitation and the public school system (Doc. 2). Another earlier reform that can be seen is with the reformer Dorothea Dix. This woman worked towards the betterment of both prison and mental institution conditions. In these ways and many more, the female suffrage movement proved to be successful but not revolutionary. The right to vote, granted to women finally with the 19th amendment, did not mean instant gender equality. Women still faced discrimination, especially in the fields of law and politics (Doc. 3). Even though opportunities have improved, women still have a job ahead of them, when it comes to achieving complete equality.

Another major reform movement that took place during this time period was the temperance movement. This led to prohibition, or the idea of making alcohol illegal. One major reason why this idea came to light was because of the effects of alcohol on the American society. Many reformers strongly believed that alcohol consumption accounted for a majority of the social ills of society, ranging from poverty and health issues, to even crime and the destruction of lives (Doc 4b). Reformers also strongly believed that alcohol made people lose their virtue and destroyed their hopes and dreams (Doc 4a). Even though alcohol was seen as a major problem afflicting the American society, many politicians ignored it. They did not want to take action against the problem for fear of losing the support of liquor traffic agents (Doc 5). Eventually, Prohibition was passed with the 18th amendment in an attempt to end this social plight. Unfortunately, the amendment did not halt alcohol usage (Doc. 6a). In fact, there was a major increase in both smuggling and organized crime due to this. In many ways, this reform movement was unsuccessful. The citizens did not fully comply to its terms and even Hollywood took its turn in promoting alcohol use (Doc. 6b). Also the 18th amendment was revoked by the 21st amendment some years later. Despite these failures, the Prohibition movement

did prove successful in that it did manage to pass an amendment even though it was eventually repealed.

In conclusion, the reform movements of the 19th and early 20th centuries ended with mixed results. The female suffrage movement had been building slowly over the years and finally reached a pinnacle after World War I. In the face of adversity, both women and men enjoyed more gender equality. Success first came with the passage of suffrage in western areas such as Wyoming and Colorado. Even more success comes with passage of universal female suffrage. Since women are still not entirely equal, the movement keeps pushing forward. Also, the temperance movement proved to be both effective and ineffective. It was effective in that it allowed for the passage of ^{an} amendment. However, a lack of compliance with this amendment led to its extinction with the 21st amendment. Though these reform movements were both positive and negative in these and other ways. They both helped make this nation better by allowing the ~~people~~^{people} to question and change their government as they see best fit.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the women's rights movement and the temperance movement
- Is both descriptive and analytical (*women's rights*: ironically, even in a nation where freedom and justice is practically a guarantee, women still had to fight for equality; Stone and Blackwell believed that such restrictions were unfair, and marriage should be mutual and equal in all senses of the word; women still faced discrimination, especially in fields of law and politics; even though opportunities have improved, women still have a job ahead of them when it comes to achieving complete equality; *temperance*: many reformers strongly believed alcohol consumption accounted for a majority of social ills of society ranging from poverty and health issues to even crime and the destruction of lives; politicians did not want to take action against the problem for fear of losing support of liquor traffic agents; the 18th amendment did not halt alcohol usage; citizens did not fully comply to the amendment's terms and even Hollywood took its turn in promoting alcohol use)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*women's rights*: at the Seneca Falls Convention, women's rights leaders proposed the Declaration of Sentiments that stressed more equality for women; as western territories of the United States developed, women were given rights; through the rugged lifestyle on the frontier, women were seen as a significant force in the West; because of the efforts of frontier women, suffrage was finally granted to women in Wyoming and Colorado; women worked towards the passage of new child laws at the state level, which would influence the passage of the Keatings-Owen Act; right to vote granted to women with the 19th amendment did not mean instant gender equality; female suffrage movement had been moving slowly over the years and finally reached a pinnacle after World War I; *temperance*: Prohibition was passed with the 18th amendment; there was a major increase in both smuggling and organized crime; the 18th amendment was revoked by the 21st amendment)
- Supports the theme with relevant facts, examples, and details (*women's rights*: during the 19th century, they lost many of their rights upon marriage; lost control over their children, property, right to have a legal residency, or even inherit property; worked for countless reforms dealing with sanitation and the public school system; *temperance*: movement led to Prohibition or the idea of making alcohol illegal)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the middle class took a stand in an effort to right wrongs and social ills and a conclusion that summarizes the positive and negative aspects of the two reform movements

Conclusion: Overall, the response fits the criteria for Level 4. The adverse reaction to the Seneca Falls Convention and the limitation of the 19th amendment's promotion of gender equality effectively support the concept that the results of the women's rights movement were not revolutionary. Document interpretation and some analysis shape the discussion about the problems associated with temperance reform; however, the relevant outside information used to evaluate its effects is limited.

During the late 19th and early 20th centuries, progressive reform movements were extremely popular in the United States. Many yearned to see changes in society to make it a safer, more fair atmosphere. The women's rights movement and the temperance movement, both led largely by women, were two of the most well-known reform movements. Both were successful to some extent, although prohibition, the ban on the sale and ~~use~~ use of alcohol, lost momentum during the twenties, while the women's rights movement has continued, in varying intensities throughout the years, to today.

Since the colonial period, there have been groups of individuals who sought more gender equality. The movement for women's rights gained support and popularity in the 19th century. Prominent figures like Elizabeth Cady Stanton spoke out for equality, and even gathered at the Seneca Falls Convention in New York to organize and to challenge the traditional ^{legal} ~~legal~~ and political role of women. In their Declaration of Sentiments, the attendees at the convention voiced their grievances and opinions about how women should be regarded in society. Before this, women were controlled by their husbands once they were married. They were not legally guardians of their children, and they had much more limited rights than men when it came to owning property (Doc. 1). The most important issue became the right to vote. Although this fight lost considerable momentum in the decade before the Civil War, a woman's right to vote came to the forefront of the various

reforms in the 1890s and throughout the Progressive Era. After much debate and controversy, states such as Colorado began passing suffrage laws for women. The right to vote for women itself did not "revolutionize" society, but there was somewhat of a ripple effect, sparked by the success of women. The victory helped trigger other reforms, often led by women, relating to improved care for the insane, improved conditions in prisons and penitentiaries, better care for children, and improved sanitary conditions (Doc. 2). As pivotal as congressional passage of the 19th Amendment in 1920 was, many of the problems and discriminations faced by women did not disappear overnight. Women still faced discrimination in the workplace, and in running for office (Doc. 3). While these problems have slowly gotten better over the course of the 20th and early 21st centuries, we still see some societal discriminations against women today.

Also chiefly engineered by women, the temperance movement was one of the most important, if not the most important movement during the first two decades of the 20th century. Women, mostly middle class, sought to extricate "demon rum" from society. The use of alcohol was linked to various negative aspects of society including crime, poverty, and insanity (Doc. 4). The use of alcohol was also thought to cause health risks and problems (Doc. 5), which weakened society as a whole, because so many people were affected by alcohol. Women were the most

prominent leaders of this fight because alcohol had a direct effect on them. Men who used alcohol often abused their wives and children, or even ~~lost~~^{put} their jobs in jeopardy, endangering their wives economically.

The prohibitionists were granted their wish in 1919, when a constitutional amendment was passed to ban the sale and use of alcohol. Although the women who fought for this were satisfied, the 18th amendment led to a drastic increase in bootlegging, illegally importing alcohol largely from Canada, and the illegal production of alcohol in the United States (Doc. 6). The government tried and failed to control this illegal activity. The overall perception of prohibition by the American people became very negative, and ultimately led to yet another constitutional amendment.

The various progressive reforms, specifically the women's rights movement and the temperance movement, were driving forces in society during the early 20th century. Women gained the right to vote, which led to further progressive reform, but did not end the discrimination against women in society. Alcohol was banned with hopes of decreasing poverty, crime, health problems, and domestic abuse, but the ban was repealed after a surge in the illegal activity needed to obtain the alcohol that many Americans still wanted to drink.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the women's rights movement and the temperance movement
- Is both descriptive and analytical (*women's rights*: their rights were more limited than men when it came to owning property; after much debate and controversy, states such as Colorado began passing suffrage laws; right to vote itself did not "revolutionize" society, but there was somewhat of a ripple effect sparked by the movement's success; while these problems have slowly gotten better, we still see some societal discrimination against women today; *temperance*: one of the most important movements during the first two decades of the 20th century; use of alcohol was also thought to cause health risks and problems, which weakened society as a whole; women were the most prominent leaders of the fight because alcohol had a direct effect on them; overall perception of Prohibition by the American people became very negative and ultimately led to repealing the Prohibition amendment)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*women's rights*: since the colonial period, there have been groups who sought more gender equality; movement for women's rights gained support and popularity in the 19th century; prominent figures such as Stanton spoke out for equality; women gathered at the Seneca Falls Convention to organize and to challenge traditional, legal, and political role of women; in their Declaration of Sentiments, attendees at Convention voiced their grievances and opinions; although it lost considerable momentum in the decade before the Civil War, a woman's right to vote came to the forefront in the 1890s; *temperance*: women, mostly middle class, sought to extricate "demon rum" from society; men who used alcohol often abused their wives and children or even put their jobs in jeopardy, endangering their wives economically; Prohibitionists were granted their wish in 1919 when a constitutional amendment was passed to ban the sale of alcohol; although the women who fought for the 18th amendment were satisfied, it led to a drastic increase in bootlegging, illegal importing of alcohol, largely from Canada, and illegal production of alcohol)
- Supports the theme with relevant facts, examples, and details (*women's rights*: controlled by their husbands once they were married; not legally guardians of their children; women still face discrimination in the workplace and in running for office; *temperance*: use of alcohol was linked to various negative aspects of society including crime, poverty, and insanity; government tried and failed to control the illegal activity); includes a minor inaccuracy (*temperance*: constitutional amendment was passed to ban the use of alcohol)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that states Prohibition lost momentum during the twenties and the women's rights movement has continued in varying intensities throughout the years

Conclusion: Overall, the response fits the criteria for Level 4. The loss of momentum in the temperance movement and the continuation of the women's rights movement into the 21st century is substantiated by a good combination of document and outside information. Although the discussion of temperance is more general, the inclusion of some analytical statements and the emphasis on the role played by women in the reform movement strengthen the response.

During the 19th and early 20th centuries, reform movements were spearheaded by women seeking to solve America's social problems. Two such movements include the fight for woman's suffrage in the woman's rights movement and the battle against alcoholism in the temperance movement.

In the late 1800's, women gradually fought to earn equal rights. As shown in Document 1, couples began protesting existing marriage laws. Before their marriage in 1855, Lucy Stone and Henry Blackwell signed a document² refusing to recognize the laws limiting the rights of married women. Over time, women became more vocal. Through marches and protests, women earned the right to vote. ~~A~~ Women such as Elizabeth Cady Stanton, Parthena Dix, and Sojourner Truth called for reform. Meeting at the Seneca Falls Convention in New York, they attained what they hoped to achieve. Likewise, through suffrage, women took a greater role in the public sphere. As shown through Document 2, women fought to pass a number of laws for the good of the public health and the school system. Reforms included improving hospitals and prisons as well as the protection of children. However, women ~~still~~ still faced prejudice and discrimination. Document 3 explains how women remained limited in the political field. Without much support, women were often unable to be elected. This fight for equality in occupations would continue well into the second half of the 20th century. ~~But~~ Despite their

limitations, women were able to achieve a number of reforms, including temperance.

Throughout the 19th Century, an increase in the consumption of alcohol, especially through saloons worried many families. Women, after gaining increased rights began to speak out against the destruction alcohol caused. As shown through Documents 4a and 4b, alcohol was blamed for ~~the~~ ruining the lives and reputations of many Americans. Many believed alcohol was the cause of increased crime, poverty, and insanity. Document 5 shows how people began to protest the use of alcohol, calling on political leaders to abolish it. The 18th Amendment established prohibition, forbidding the transport, sale, and consumption of alcohol. However, prohibition was difficult to enforce. Bootleggers illegally transported alcohol across the country. Meanwhile, in the backwoods, moonshiners made their own whiskey in bathtubs. Among the cities, speakeasies allowed people to secretly enjoy alcohol as well as entertainment. In all, prohibition contributed to increased organized crime, especially in cities such as Chicago. Documents 6a and 6b show the burden placed on law enforcement. The result was the disenchantment of many Americans who began to seek the Amendment's repeal. Soon after, the 18th Amendment was ~~As shown through the given documents,~~ repealed by the 21st Amendment. Although successful at first, the temperance movement failed in the long run.

As shown through the given documents, reform movements developed in the 19th and early 20th century to address specific social concerns. Women as well as other social reformers sought to improve American society. While some ^{reform} movements such as the woman's rights movement were successful, others, such as the temperance movement, were not. However, both had lasting effects on the American public ~~as well as~~ and United States history.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing the women's rights movement and the temperance movement
- Is more descriptive than analytical (*women's rights*: in the 1800s, women gradually fought to earn equal rights; couples began protesting existing marriage laws; through suffrage, they took a greater role in the public sphere; they still faced prejudice and discrimination in the political field; *temperance*: after gaining increased rights, women began to speak out against the destruction alcohol caused; an increase in consumption of alcohol throughout the 19th century, especially in saloons, worried many families; disenchantment of many Americans about Prohibition led to calls for the amendment's repeal; although successful at first, the temperance movement failed in the long run)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*women's rights*: through marches and protests, they earned the right to vote; women such as Elizabeth Cady Stanton, Dorothea Dix, and Sojourner Truth called for reform; meeting at the Seneca Falls Convention in New York, women outlined what they hoped to achieve; *temperance*: people began to protest, calling on political leaders to abolish the use of alcohol; 18th amendment established Prohibition, forbidding the transport, sale of alcohol; bootleggers illegally transported alcohol across the country; in the backwoods, moonshiners made their own whiskey in bathtubs; speakeasies allowed people to secretly enjoy alcohol as well as entertainment; Prohibition contributed to increased organized crime, especially in cities such as Chicago; the 18th amendment was repealed by the 21st)
- Includes some relevant facts, examples, and details (*women's rights*: before their marriage in 1855, Lucy Stone and Henry Blackwell signed a document refusing to recognize the laws limiting the rights of married women; women fought to pass a number of laws for the good of public health and the school system; reforms included improving hospitals and prisons as well as the protection of children; the fight for equality in occupations would continue well into the second half of the 20th century; *temperance*: many believed alcohol was the cause of increased crime, poverty, and insanity; alcohol was blamed for ruining the lives and reputations of many Americans; Prohibition was difficult to enforce); includes a minor inaccuracy (*temperance*: 18th amendment forbid the consumption of alcohol)
- Demonstrates a satisfactory plan of organization; includes an introduction that states reform movements were spearheaded by women seeking to solve America's social problems and a conclusion that notes both movements had lasting effects on the American public and United States history

Conclusion: Overall, the response fits the criteria for Level 3. The development of the women's rights movement incorporates some document information and some outside information to make the case for the gradual evolution of the fight for equal rights. Although some outside information is also integrated in the development of the temperance movement, additional facts and details could have resulted in a more effective discussion.

During the late 19th and early 20th centuries, reform movements ^{created} were brought about in order to improve the well-being of American society. Reforms were brought about by hardworking reformers and muckrakers, who exposed the ill-wills of some people. Two major reforms were the Temperance movement and the child labor movement. As alcohol consumption continued to harm American society causing crime and poverty, many reformers, mainly women, pushed for Prohibition. The Temperance movement was created in order to stop the consumption of alcohol by Americans. Although the Temperance movement did lead to prohibition, which outlawed the sale and consumption of all forms of alcohol, it was met with ~~the~~ bootleggers who illegally sold alcohol and increased ~~the~~ organized crime. Reformers pushed for child labor laws because ~~there~~ a large population of children were working long, grueling hours in factories and mines in extremely dangerous conditions with little pay. Reformers wanted to pass laws that prevented children from working until a certain age, and improving the working conditions for these children. Each of these movements reached their own degree of success.

After the civil war through the late 1800s and early 1900s, America went through a peaceful time with growth and prosperity. ~~There~~ ~~was~~ New technologies were introduced as Americans gained wealth. As wealth increased, another

problem was created. This was the consumption of alcohol by citizens. The influence of alcohol ruined many lives as it led to poverty, crime, and insanity. It ruined character and created a low standard of virtues and morals (Doc 4a + 4b). Alcohol created a booming business for bars and saloons, and therefore many leaders did not take action because their own destiny would be chosen by Americans consuming alcohol (Doc 5). ~~The~~ During the Temperance movement, reformers pushed for prohibition in order to improve American society. Prohibition was finally included in the constitution with the passage of the 18th amendment. ~~Prohibition made it~~ Prohibition made it illegal to purchase, sell, or transport alcohol throughout the United States. Although prohibition decreased the amount of alcohol consumed, it created far more problems than ever thought of before. Prohibition led to bootleggers who trafficked alcohol throughout the United States. (Doc 6) Instead of improving society, it harmed it. Prohibition increased ~~organized~~ organized crime. Bootleggers illegally sold alcohol throughout the country in secret locations while crime rates increased. Money was flowing to criminals instead of to the government. The Temperance movement was not met with success because it caused more harm than it did good.

Another major movement of the 20th century was the child labor movement. Reformers pushed to improve working conditions for children and restrict child labor to older children. Children worked long, dangerous shifts in factories and mines for barely any pay. Children as young as four years old were brought into factories to "help out." (Doc 7). In 1903, the march of the mill children did not reach President Theodore Roosevelt. Although he supported the child labor movement, successful child labor laws were not passed until 1938. Both Roosevelt and Congress believed that it was up to the states to pass child labor laws (Doc 8). The first successful law was not enacted until 1938. This law prohibited the transportation and sale of any goods manufactured by a factory in which children ~~are~~^{were} present. It stated that children could not work until the age of 16, unless this work did not harm either health or schoolwork. These points were all part of the Fair Labor Standards Act, which prohibited oppressive child labor. (Doc 9). The child labor movement was met with success because the goals of reformers were achieved. Oppressive child labor was prohibited throughout the US, and the laws were enforced by the government. Reformers worked ~~endlessly~~^{endlessly} during the 19th and 20th centuries in order to bring about reforms to improve

the nation's well-being. Although the Temperance movement brought an end to the transportation and sale of alcohol, it was unsuccessful because it did not last and caused more harm than good. It was the increased organized crime and bootlegging. The child labor movement was met with more success than the temperance movement. Not only did it end child labor, but it increased the schooling of children. It improved working conditions and ~~pay~~ wages throughout the nation's factories. Each of these reform movements has had lasting impacts up to the present day.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the temperance movement and the movement to end child labor
- Is more descriptive than analytical (*temperance*: as alcohol consumption continued to harm American society causing crime and poverty, many reformers, mainly women, pushed for Prohibition; alcohol created a booming business for bars and saloons; many leaders did not take action because their own destiny could be affected by Americans consuming alcohol; although Prohibition decreased the amount of alcohol consumed, it created far more problems than before; money was flowing to criminals instead of to the government; *child labor*: a large population of children were working long, grueling hours in factories and mines in extremely dangerous conditions with little pay; oppressive child labor was prohibited throughout the United States and the laws were enforced by the government)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited outside information (*temperance*: Prohibition was finally included in the Constitution with the passage of the 18th amendment; Prohibition made it illegal to purchase, sell, or transport alcohol throughout the United States; Prohibition increased organized crime; *child labor*: President Theodore Roosevelt supported the movement to end child labor)
- Includes some relevant facts, examples, and details (*temperance*: influence of alcohol ruined many lives as it led to poverty, crime, and insanity; temperance movement did lead to Prohibition; Prohibition led to bootleggers who trafficked alcohol; *child labor*: reformers wanted to pass laws that prevented children from working until a certain age and improving working conditions for children; children as young as four years were brought into factories to help out; in 1903 the march of the mill children did not reach President Theodore Roosevelt; Congress believed it was up to the states to pass child labor laws; the first successful federal law was not enacted until 1938; Fair Labor Standards Act prohibited the transportation and sale of any goods manufactured by a factory in which children were working; the Act stated that children could not work until the age of 16, unless the work did not harm either health or schoolwork); includes a minor inaccuracy (*temperance*: Prohibition outlawed the consumption of all forms of alcohol)
- Demonstrates a satisfactory plan of organization; includes an introduction that uses examples to indicate how each movement reached its own degree of success and a conclusion that notes the movement to end child labor met with more success than the temperance movement

Conclusion: Overall, the response fits the criteria for Level 3. Relevant outside information regarding the temperance movement is mentioned in a rather lengthy introduction and then is expanded on throughout the discussion. Although the overview of child labor is document driven, some good statements are included about the problems leading to that reform and the movement's effectiveness.

The late nineteenth and early twentieth centuries were a time of great change in American society. Traditional American values were being challenged by varying parts of society. Both the Temperance and Women's Rights movements exemplify this trend. Each movement was sparked by societal problems, but had varying degrees of success in American culture.

The Temperance movement of the early nineteenth hundreds began with widespread support, but lost popularity after the dry law was passed. The overall effects of alcohol on the United States were disastrous, prompting some to see it as the "greatest crisis in our country's history" (doc. 5). Even after laws in favor of temperance were passed, the crisis did little to amend itself.

Bootlegging and the dramatic increase in organized crime led to the

construction of speakeasies. Al Capone and other mobsters gained fame for their illegal actions and the influence they gained during this time. The government was unable to enforce the laws they had passed (doc. 6). This caused the temperance movement to lose its steam and the sale of alcohol was reestablished.

The women's rights movement lasted for nearly three quarters of a century and was highly successful in achieving its goal. Women were treated as second class citizens and not given equal rights to men. This atrocity was noticeable in many areas, ~~and~~ especially in the workplace. (doc. 1). Women like Susan B. Anthony demanded female rights, and was ~~not~~ believed to have won that battle with the passing of the nineteenth amendment. Unfortunately, a glass ceiling still existed for American women (doc. 3). Though their treatment

had been improved, they still weren't considered equal to men. This sentiment still exists today in our society.

Obvious problems in American Society led to both the Temperance and Womens rights movement, though ~~each~~ each was only successful to a certain extent. The Temperance movement was defeated quite handily by organized crime and the fight for women's rights still exists today.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing the temperance movement and the women's rights movement
- Is more descriptive than analytical (*temperance*: movement began with widespread support but lost popularity after the dry law was passed; overall effects of alcohol on the United States were disastrous, prompting some to see it as the greatest crisis in our country's history; *women's rights*: movement lasted for nearly three quarters of a century; women still were not considered equal to men and this sentiment still exists today in our society)
- Incorporates some relevant information from documents 1, 3, 5, and 6
- Incorporates limited relevant outside information (*temperance*: bootlegging and the dramatic increase in organize crime led to speakeasies; Al Capone and other mobsters gained fame for their illegal actions and their influence during this time; movement lost its steam and the sale of alcohol was reestablished; *women's rights*: Susan B. Anthony demanded female rights and was believed to have won that battle with the passing of the 19th amendment; a glass ceiling still existed for American women)
- Includes some relevant facts, examples, and details (*temperance*: government was unable to enforce the law they had passed; *women's rights*: they were treated as second-class citizens and not given equal rights to men)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states both movements were only successful to a certain extent

Conclusion: Overall, the response fits the criteria for Level 3. Although few facts and details are used in the development of these movements, analytical introductory and concluding statements in each section demonstrate an understanding of the topic. The concept that traditional values were being challenged and a reference to the glass ceiling are good points but are included without explanation.

During the 19th and early 20th Century, America faced many political, social, and economical problems. Although there were many reform movements with attempts to alter these problems, not all of them succeeded. However, there were a select few that did. Two such examples are the women's rights movement and the child labor movement.

In 1855, when women became married, they ~~was~~ became the man's property and lost all independence. As stated in Document 1, Lucy Stone and Henry Blackwell were among many who protested. They ~~stated that~~ protested against specific laws granted to the husband which, among many, included women's prohibition to inherit property, possess a choice of residency, make a will, and exclusive control and guardianship of their children went to the husband. Another adversity faced was the subject of women's voting rights. ~~As stated~~ ^{It's shown} in Document 3, ^{that} after women gained the right to vote, it became clear that they would still face public discrimination. They still lacked equal access with men to professions; when women ran for office, they often lacked major party backing. However, document 2 shows that even though women faced discrimination, they still brought about reform movements. They

motioned for laws of protection to the children of the state, improving the hospital systems, sanitary laws and the school system. These were all very important movements which came about because of the women's suffrage movement.

In the late 1800s, children in the labor force were treated with harsh conditions. Document 7 shows the conditions of long hours with minimum pay, dangerous working conditions and most of the children fell asleep during their lunch hour. Still, child labor laws weren't passed until 1938. In Document 8, there were many attempts to pass child labor laws but they all failed. In 1916, a bill was passed but the Supreme Court ruled it unconstitutional. Another law passed that greatly helped child labor was the Fair Labor Standards Act ~~passed~~ as shown in Document 9. It states that children under 16, cannot serve in the manufacturing and mining employment. Also ~~that~~ this Act helped to prevent the practice of oppressive child labor. Elmer F. Andrews is the Administrator of this act.

These movements are ~~of~~ just two of the many that have attempted to change the face of history. While many are not succeeding, just as

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

many are, if not more. The more protesters America gets, the more good it will do for the unfair practices and discrimination occurring.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for the women’s rights movement and the movement to end child labor
- Is primarily descriptive (*women’s rights*: after women gained the right to vote, it became clear that they would still face public discrimination; even though women faced discrimination, they still brought about reform movements; *child labor*: Fair Labor Standards Act helped to prevent the practice of oppressive child labor)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents no relevant outside information
- Includes some relevant facts, examples, and details (*women’s rights*: in 1855 when women married, they became the man’s property and lost independence; Lucy Stone and Henry Blackwell were among many who protested against specific laws granted to the husband; protested laws included women’s prohibition to inherit property, possess a choice of residency, make a will, and that exclusive control and guardianship of their children went to the husband; they lacked equal access with men to professions; they motioned for laws of protection for the children of the state, improving hospital systems, sanitary laws, and the school system; *child labor*: they were treated with harsh conditions such as long hours with minimum pay and dangerous working conditions; a bill was passed in 1916 but the Supreme Court ruled it unconstitutional; Fair Labor Standards Act states that children under 16 cannot serve in manufacturing and mining employment)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is somewhat beyond a restatement

Conclusion: Overall, the response fits the criteria for Level 2. Problems faced by both women and children are primarily listed with minimal explanation. The response demonstrates an understanding of the task, but the documents provide all the information used to address each aspect of the task.

There were many reforms during the 19th and 20th century. This was, in part, due to the development of the nation. It was changing due to recent industrialization and technological advancements. Women and children were the focus of many reforms. Child labor and women's ~~in~~ rights were the topic of many protesters and reformers.

Children were put to work in factories and mines due to their small size. They could access machinery or mines that adults couldn't. But ~~because~~ because the government wasn't involved in regulating businesses, children had to endure many hardships. They had to work long hours for little pay. Some of them were as young as four years old. Child labor laws were eventually passed to help protect the youth. ~~does~~ But the laws were not developed or passed ~~immediatly~~ immediately, ~~so~~ some believed that the laws were the responsibility of the ~~state~~ state. Eventually laws

were passed limiting work hours, and raising the age that children were allowed to work. Safer working environments and conditions were also put in place. (doc 7,8,9)

Women's rights were under question during the 19th and 20th century. Women's suffrage, allowing women to vote was passed. Women in areas like Colorado helped reform the community and state. They helped pass laws reforming education for children, and improve hospital services. Although women helped bring about reforms, they still received prejudice. Women still had trouble running for any political office. They also had trouble in equal access of professions like law. ~~and~~ They had to deal with prejudice like that, and in some degrees, still do. (doc 23)

Women's rights and child labor laws have come a long way. The need for reforms came with the changing times.

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

Things like the industrial revolution called for the need of change. That has held true for many reforms, that they come along with the changing times.

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

- Minimally develops all aspects of the task for the movement to end child labor and the women's rights movement
- Is primarily descriptive (*child labor*: they were put to work in factories and mines due to their small size; because the government was not involved in regulating businesses, children had to endure many hardships; some believed that the laws were the responsibility of the state; *women's rights*: in areas such as Colorado, they helped reform the community and the state; although they helped bring about reforms, women still received prejudice)
- Incorporates limited relevant information from documents 2, 3, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*child labor*: they had to work long hours for little pay; some children were as young as 4 years; eventually laws were passed limiting work hours and raising the age that children were allowed to work; safer working environments and conditions were put in place; *women's rights*: their rights were under question during the 19th and 20th century; women's suffrage, allowing women to vote, was passed; they helped pass laws reforming education for children and improving hospital services; they still had trouble running for political office; they also had trouble in equal access in professions such as law)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state that reforms come with changing times such as industrialization and technological advancements

Conclusion: Overall, the response fits the criteria for Level 2. Although the development of the material for child labor reform is straight forward, this response uses the women's suffrage movement as background information to discuss discrimination faced by women. In both examples, the extent to which the movements were successful is addressed in a cursory way.

Throughout the years people have been fighting for what they believe is right. This pertains to child labor laws and the prohibition of alcohol. Both of these reforms were attempts to better the U.S.

Causes of Prohibition vary. As seen in Doc 4a, alcohol "wrecked lives," "dishonored names," "lost reputations" and "ruined character." Many people under the influence would make stupid decisions they wouldn't have made sober. This pushed Congress to pass Prohibition Laws. However this did not stop drinking from occurring in speakeasies across the nation. Document 6b shows that the government had a hard time enforcing these laws so many people continued to drink. Soon after this law was passed it was repealed.

Child Labor Laws on the other hand still have a great effect on the U.S. These laws were fought for by the children and many of their mothers. On the job, a lot of these small children working would injure themselves, and unfortunately some died. By fighting for these laws the wellbeing of these children was trying to be protected. The hardships of children working in factories is seen in Document 7. It took a long

time to pass these laws as shown in Document 8, but the laws passed 60 years ago are still in effect today protecting the rights of many children.

Without the strength of the many people who tried to make this world better we would have nothing this day and because of them people are happier and the U.S. is a great place to live.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for the temperance movement and the movement to end child labor
- Is primarily descriptive (*temperance*: many people under the influence of alcohol would make decisions that they would not have made sober; people pushed Congress to pass Prohibition laws; *child labor*: laws passed 60 years ago are still in effect today, protecting the rights of many children)
- Incorporates limited relevant information from documents 4, 6, 7, and 8
- Presents little relevant outside information (*temperance*: laws did not stop drinking from occurring in speakeasies across the nation; soon after the law was passed, it was revoked; *child labor*: on the job, many small children working would injure themselves and unfortunately some of them died)
- Includes few relevant facts, examples, and details (*temperance*: alcohol wrecked lives, dishonored names, lost reputations, and ruined character; government had a hard time enforcing Prohibition laws so many people continued to drink; *child labor*: hardships of children working in factories; it took a long time to pass laws); includes an inaccuracy (*child labor*: laws were fought for by the children and many of their mothers)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state reforms have made the United States a better place to live

Conclusion: Overall, the response fits the criteria for Level 2. A few pieces of relevant outside information and abbreviated document information form the basis of the limited discussion of both movements. The concluding statement about each movement is made without explanation.

During the late 19th century and early 20th century there were reform movements made to address certain problems. Two of those movements are the woman's rights movement and the child labor movement. They both had different success outcomes.

There were a few different things that led to woman's rights movement. In Document one it talks about how women were denied rights. They didn't have guardianship of their children men were in control of things. They didn't even have the right to vote. In Document 2 it states that they did get something out of it. They got the right to vote.

The woman's rights movement had a pretty good outcome. Today a lot of women have rights that they never did. The only thing is there aren't a lot of women in high making money professions.

Another problem was the way they treated children. In Document 7 it explains they had to work in bad conditions. Back in the late 1800's ^{years} children had to work in bad conditions for hours with

bad pay.

In Document 9 it shows the impact it had on children. They no longer had to work in conditions that made them sick. They didn't have to work long hours and got a certain amount of pay. It worked out good.

It seems that the movements from the late 19th century and early 20th century were for the better. They had pretty good outcomes and got people more rights. It helped women and children out more.

Anchor Level 1-A

The response:

- Minimally mentions all aspects of the task for the women's rights movement and the movement to end child labor
- Is descriptive (*women's rights*: men were in control of things; they did get the right to vote from the movement; today women have many rights that they never did; *child labor*: in the late 1800s, they had to work in bad conditions for hours with bad pay)
- Includes minimal information from documents 1, 2, 3, 7, and 9
- Presents little relevant outside information (*women's rights*: not a lot of women in high making money professions; *child labor*: the Fair Labor Standards Act stated that children would get a certain amount of pay)
- Includes few relevant facts, examples, and details (*women's rights*: they were denied rights; they did not have guardianship of their children; they did not even have the right to vote; *child labor*: no longer had to work in conditions that made them sick)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that mentions the movements were somewhat successful

Conclusion: Overall, the response fits the criteria for Level 1. Brief statements from documents are used to mention the problems that led to each reform movement. Attempts to address each movement's success are limited and lack details.

Reforms have been made through history because of the dissatisfaction of how something in the country is going that a group of people or a person doesn't like. To make known these problems citizens came together and stated the problems they saw, hoping to get a good enough attention from the government to solve it.

Some of these reforms are the women's right movement, Temperance Movement and the Child Labor Movement.

In the Women's right movement, women wanted to get equal treatment at home, on the street, ~~and~~ ^{and} in the work place **Doc. 1**. Women fought for their rights and they got it.

In the Temperance Movement, the government believed that ~~to~~ the consumption of alcohol by many Americans cause "extreme poverty" **Doc. 4b**, and it destroys the health of the public **Doc. 5**.

The child labor movements were to protect children from harsh treatment at

their young age. The little children had to get up at 5:30 in the morning to get to work in the factory. [Doc. 7]

Mother Jones, a woman who fought for a national child labor law introduced the child labor movement. [Doc. 8]

In 1938 about thirty five year later the national law was passed. [Doc. 8]

All of these reforms were based on the way someone felt. They strived for what they believed in. Some of them ~~succeeded~~ succeeded, others kept trying and others failed.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for the women's rights movement and the temperance movement
- Is descriptive (*women's rights*: they wanted to get equal treatment at home and in the workplace; *temperance*: the government believed consumption of alcohol by many Americans caused extreme poverty)
- Includes minimal information from documents 1, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*women's rights*: they fought for their rights and got them; *temperance*: the government believed that alcohol destroys the health of the public)
- Demonstrates a general plan of organization; includes an introduction that states dissatisfaction brings citizens together and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Both reform efforts are briefly presented, using very limited document information. The movement to end child labor cannot be rated because it is the third reform movement mentioned.

How is a reform movement classified as being successful? To what extent must gains be made for the movement to seem worthwhile? There is no definitive answer because all reform movements ~~are~~ are attempted with different goals in mind. One reform movement could make little gains and be considered a success, while another could make large gains and be considered a failure. Of course, a reform movement does not need to be classified as a failure or a success, but merely a work in progress. Throughout United States History, the period between the 19th and early 20th centuries is one bloated with various reform movements. Two of the most notable movements were the women's rights movement and the ~~temperance~~ temperance movement. The women's rights movement ~~is~~ is noted for its organization, as was displayed at the Seneca Falls Convention, and its methods of ~~peaceful~~ peaceful protest such as picketing in front of the White House. One may

believe that the women's rights movement was successful, but that is hardly the case. This is exemplified by the fact that women are still viewed as inferior today. The temperance movement was also highly unsuccessful because of both its short duration and the fact that it was eventually repealed. Both the women's rights movement and the temperance movement ~~were~~ were unsuccessful to a great extent.

The need for a women's rights movement arose due to the fact that women were viewed as inferior to men in society, dating back as far as the colonial period. Women were given basically no rights, and the rights that they did have were taken away at marriage (Doc. 1). As a result of the women's rights movement, women gained the right to vote and earned more equal rights in the workplace (Doc. 2). Despite the supposed successes of this movement, women are still not equal to what men are in society. Women may have gained rights in

The workplace, but they are still widely discriminated against. It is considered a great accomplishment for women to gain suffrage, but after approximately 100 years of ~~the~~ women voters, no woman has ever come close to winning the presidency. The closest a woman has ever come to winning the vice presidency was when Geraldine Ferraro ran alongside Walter Mondale only to be slaughtered by Ronald Reagan 49 states to 1, winning only Mondale's native Minnesota. This serves as evidence that America does not want and is not prepared for women to emerge with an influential role in society. The effort is present, but one can not argue results and the results of the women's rights movement, ~~or~~ lack thereof, prove that the movement is not the success that it is so often made out to be.

The reasons for the temperance movement are quite obvious. Alcohol had infiltrated the country ~~like~~ like a cancer and had corrupted government and all aspects

of society (Doc. 5). Alcohol had destroyed lives, characters, and reputations (Doc. 8). The motive was there, but the efforts were mislaid. By banning alcohol, criminals such as Al Capone emerged, as did the influence of bootleggers (Doc. 6). The prohibition experiment was short and, due to its repeal, was highly ineffective. Alcohol still poses problems in society today and the total failure of the temperance movement hardly even warrants the label of a reform movement.

Both the women's rights movement and the temperance movement were unsuccessful to a great extent. Prohibition was a complete failure which caused more problems than it set out to fix. The women's rights movement has not produced enough influential results to allow it to be classified as successful. Both the women's rights movement and the temperance movement did not accomplish the goals which they set out to achieve.

Throughout our history, there have been countless reformers fighting against social norms in order to better society. These reformers have had many diverse causes; however the one thing they have in common is a drive to improve the conditions in the society we live in. Reform movements have taken many forms throughout history including abolition, settlement houses, educational reforms and child labor. Two of these reform movements were the woman's suffrage movement and the Temperance movement. Both reforms emerged out of the second Great Awakening, with individuals who were fervent and inspired to make change. The woman's suffrage movement sought to ensure rights for women, while the Temperance movement sought to eliminate the evils of alcohol from America. Both movements gained considerable support and achievements; however, they also faced setbacks and conflict. As with any goal these movements had both successes and downfalls yet they left their imprint upon American culture and helped mold the ideals of this country.

When America was founded, the ideals of ~~humanity~~ equality for all, including life, liberty, and the pursuit of happiness were incorporated in the Declaration of Independence. Abigail Adams, wife of John Adams, a founding father, asked him that when creating this government, to please not forget the ladies. Sadly, even though

he did listen, the time was not right for equality. Instead women stayed in the same subservient position as ever even though they made contributions to the nation. When entering marriage, women became second-class citizens. They lost property rights, the guardianship of the children they had birthed, and custody of themselves (doc. 1). Women remained in their domestic sphere and eventually played martyr for the cause of the American dream. They demonstrated the principles of "Republican motherhood" and sought advances in education so they could mold their sons into proper patriots. It was not until after the second Great Awakening in the early 1800s that the call for more rights for women began making an appearance.

After the second Great Awakening, a religious revival, many reform movements developed. As women became progressively involved in the abolition movement and other reform movements a new movement was born — The Women's Rights movement. Women began making demands about their goal of suffrage as exemplified at the Seneca Falls convention of 1848. With the help of feminist leaders like Lucy Stone, Elizabeth Cady Stanton and Alice Paul, the movement gained headway. As women entered the labor force, mainly working in textile mills etc (The Lowell System) they became more aware of the consequences of not having the right to vote. It was not until the Progressives adopted women's rights into their agenda that suffrage became more of a reality with the passage of the 19th amendment. The new right to vote did have positive effects and was often used

by women to help further other reform causes such as laws protecting children, and the disabled (Doc 2). Women were now actively able to vote; however, many women did not choose to exercise their rights. Woman's suffrage did not necessarily ensure equal rights. Women, although eligible, had trouble gaining a presence in American politics because law professions discriminated against them, they could not gain endorsement and if they did gain endorsement, their failure impeded their ability to run again (Doc. 3). However, through continued efforts opportunities for women in politics and other areas of American life have expanded. In the 21st century it is common to see women in high ranking political positions at all levels, and many more women are now doctors, lawyers and CEO's of major companies. Although the women's rights movement did have many successes it is an issue that continues to be discussed to day.

Another reform movement born out of the Second Great Awakening was the Temperance movement, fighting the evils of alcohol and the plagues it inflicted upon society. Alcohol, once considered a food and a big part of American culture, became associated with social evils such as poverty, crimes, and insanity (Doc. 4b). Alcohol was said to lead to things like the loss of virtues, a poor reputation and ruined futures (Doc. 4a). Health officials seldom confronted the issue of alcohol degeneracy and many in the country felt it was time to do so, otherwise America's future could be in question (Doc 5).

As a result of this, The Temperance movement took shape and organizations

such as the Christian Temperance Union and extreme reformers such as Carrie Nation protested alcohol with passion. Like the women's rights movement, any change on the federal level was not seen until the progressives took on this issue. With the passage of the 18th amendment, alcohol's sale and consumption was made illegal. Soon after this success, prohibition's effectiveness came into doubt. The instance of bootlegging and organized crime rose dramatically. Violations occurred on a regular basis and the possibility of eliminating drinking seemed non-existent (Doc. 6b). Policing agencies had new problems and were forced to use new powers to enforce these laws. The bootleggers seemed impossible to catch (Doc. 6a) and prohibition seemed like a dream. After the Wickersham Commission investigated ways to better enforce prohibition, they found the 18th amendment ineffective and eventually it was repealed by another constitutional amendment.

Both the women's rights movement and the Temperance movement took many steps forward during the late 19th/early 20th century. They left their mark on history and passed many influential laws, yet they also faced their own downfalls and failures. Although not fully successful, these reform movements met their goal of changing social norms, whether through awareness or legislation. They brought attention to issues which would continue to be fought for for decades and truly altered history.

During the 1800's and early 1900's several movements for reform existed in American society. Two of the largest social campaigns were for women's rights and temperance. The reforms were needed because of problems in society and organizations worked diligently to resolve the social issues, while each movement had its own problems to deal with, most of them were at least temporarily solved.

The women's movement was one of the earliest ones in the country's history. It is arguable that it began with Abigail Adams, who asked the then-constitutional convention delegate John Adams, her husband, to remember women when creating a new government. The movement gained momentum in the 1840's with the Seneca Falls convention, run by famous reformers like Elizabeth Cady Stanton. The push for absolute full and equal women's rights has continued all the way into the present, but some of the largest strides came in the early 20th century. Throughout most of the 1800's, women had few rights of their own. Their husbands controlled their property, and their lives. Often, work a wife did was instantly under her husband's control. As a widow, she would have little influence over her husband's property. Women could not sue, women could not make a will and above all, women could not vote. (Doc. 1)

Gradually, women gained various legal rights that made

them more equal citizens. Women's rights organizations held protests and conventions and won an occasional victory. The one right they were still denied, though, was the vote. Eventually, by the late 19th century, western states had granted it to them. With the power of the vote, the women's movement accomplished even more, like more ^{equal} treatment in the work place and more equal pay. Women soon after took up other social reforms, like education and treatment for those with disabilities. They met with success (Doc. 2) However, even with the 19th amendment discrimination continued. It was a slow change, and it took awhile before it was considered acceptable for a woman to hold a political office. (Doc 3) Overall, the women's movement was largely a success. It laid the groundwork for more equal rights for women. Women also played a prominent role in the temperance movement.

Alcohol in society was seen as an enormous burden to many "dry" minded people. The movement was against the sale of and consumption of alcohol in any drinkable form. Alcohol was blamed for poverty, as poor laborers would sometime waste their day's earnings getting drunk at the local saloon. Drinking became a vice to reformers and it was viewed as immoral by some (Docs. 4a, 4b) Organizations like the Women's Christian Temperance Union sought to eliminate alcohol to help end the increasingly deteriorating state of family life.

Drinking was viewed as a crisis, and a deadly epidemic of the United States. (Docs) In the early 1900s, the 18th amendment was passed, prohibiting the sale and transportation of alcohol. Prohibition was largely unsuccessful, as alcohol smugglers, or "bootleggers" worked with the booming business of organized crime to keep the alcohol flowing into illegal saloons, called "speakeasies." Federal law was not able to control the alcohol violations that fueled the country (Docs 1a, 1b). The Noble Experiment created many problems, but it was shown to be effective in decreasing consumption.

In conclusion, the women's movement and temperance had different degrees of success. Women gained their rights and moved toward greater equality through successful reforms, but while the consumption of alcohol was temporarily slowed, prohibition did not provide the kind of permanent results that reformers were hoping for.

~~Women's rights~~

Throughout history men have been suppressing and dominating women, forcing them to give up their rights.

They suppressed children and women by making ~~them~~ work in factories. In Document 9 the Protection of Children the wanted to stop the oppression of children under the age of 16 because in Document 1 it states that the children were sleeping on breaks instead of eating because they were so tired.

The Women's Rights and Child labor movements, were two extremely important issues of the 19th and 20th century. Both of these movements were lead to by cruel and unfair treatment of women and children. Both movements took a long time to achieve their goals.

The women's rights movement had very important goals that affected many of the women in the United States. Women faced many problems that they needed to correct. Some of these problems were that when a woman was married they became property of their husband, also the ownership of all of her personal property was now owned by her husband (Doc.1). Another thing is that women wanted to have joint custody of her children. But in 1855 the exclusive ownership of the children was granted to the husband (Doc.1).

When women gained the right to vote in Colorado, it resulted in women gaining more rights. (Doc.2) For example, it gave

women better wages. The right to vote also led to a number of laws that women wanted. (Doc. 2) One of these laws were the better care of defective children. (Doc. 2)

The child labor movement also had many goals. Child labor was a major issue in the late 1800's and early 1900s. Children faced unsafe working conditions and long hours. (Doc. 7) Many children were injured and even killed from the fast moving machines that they worked with. These machines were built low for the hands of the children. (Doc. 7)

The child labor movement was no easy task. In 1902, a federal child labor bill was defeated in Congress. In 1916 the bill was passed, but the Supreme Court ruled it to be unconstitutional. The law was not put until 1938. (Doc. 8)

Both the child labor movement and the women's rights movement were very important to our country's future. They both achieved their goals through hard work and dedication. Both of these movements have changed history for the better.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the women’s rights movement and the temperance movement
- Is more descriptive than analytical (*women’s rights*: one may believe that the movement was successful, but that is not the case as exemplified by the fact that women are still viewed by some as inferior; despite the supposed success of the movement, women in some instances are still not equal to men in society; women may have gained rights in the workplace, but they are still discriminated against in some areas; evidence proves that the movement is not the success it is often made out to be; *temperance*: alcohol had infiltrated the country like a cancer and had corrupted government and many aspects of society; the overall failure of the temperance movement hardly even warrants the label of a reform movement; it caused more problems than it set out to fix)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*women’s rights*: the movement is noted for its organization as displayed at the Seneca Falls Convention and its methods of peaceful protest such as picketing in front of the White House; it is considered a great accomplishment for women to gain suffrage but after approximately one hundred years of women voters, no women have ever come close to winning the presidency; the closest a woman has ever come to winning the vice presidency was when Ferraro ran alongside Mondale only to be slaughtered by Reagan; Ferraro’s loss serves as evidence that some Americans do not want and are not prepared for women to emerge with such an influential role in society; *temperance*: by banning alcohol, criminals such as Al Capone emerged as did the influence of bootleggers; the Prohibition experiment was short and due to its repeal was mostly ineffective)
- Includes some relevant facts, examples, and details (*women’s rights*: they were given basically no rights and the rights that they did have were taken away at marriage; as a result of the movement, they gained the right to vote and earned better wages in the workplace; *temperance*: alcohol had destroyed lives, characters, and reputations)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state why the two movements were not successful

Conclusion: Overall, the response fits the criteria for Level 3. A rather unorthodox view of the effectiveness of the women’s rights movement, highly dependent on their political influence, caps a satisfactory discussion that uses some appropriate document information as a springboard to outside information. Although harsh criticism of the temperance movement underutilizes document information, a few analytical statements and details support the position.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the women’s rights movement and the temperance movement
- Is more analytical than descriptive (*women’s rights*: they essentially remained in their domestic sphere; new right to vote was often used by women to help further other reform causes; woman’s suffrage did not necessarily ensure equal rights; although the movement did have many successes, it is an issue that continues to be discussed today; *temperance*: alcohol became associated with social evils such as poverty, crime, and insanity; health officials seldom confronted the issue of alcohol degeneracy; soon after the passage of the 18th amendment, Prohibition’s effectiveness came into doubt; possibility of eliminating drinking seemed nonexistent)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*women’s rights*: Abigail Adams asked her husband to please not forget the ladies, but the time was not right for equality; women began making demands about suffrage as exemplified at the Seneca Falls Convention; with the help of feminist leaders such as Stone, Stanton, and Paul, the movement gained headway; as women entered the labor force, they became more aware of the consequences of not having the right to vote; it was not until Progressives adopted women’s rights into their agenda, that suffrage became more of a reality; suffrage was gained with the passage of the 19th amendment; many did not choose to exercise their right to vote; through continued efforts, opportunities in politics and other areas have expanded; *temperance*: the movement was born out of the Second Great Awakening; organizations such as the Christian Temperance Union and extreme reformers such as Carrie Nation protested alcohol with passion; change in the federal level was not seen until the Progressives took on this issue; instances of bootlegging and organized crime rose dramatically; after the Wickersham Commission investigated ways to better enforce Prohibition, they found the 18th amendment ineffective and eventually it was repealed by another constitutional amendment)
- Richly supports the theme with many relevant facts, examples, and details (*women’s rights*: when entering marriage, they became second class citizens; they lost property rights, the guardianship of their children, and custody of themselves; law professions discriminated against them; *temperance*: violations occurred on a regular basis; policing agencies had new problems and were forced to use new powers to enforce the law; bootleggers seemed impossible to catch); includes a minor inaccuracy (*temperance*: with the passage of the 18th amendment, alcohol’s consumption was made illegal)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state both reform movements gained considerable support and achievements, but they also faced setbacks and conflicts

Conclusion: Overall, the response fits the criteria for Level 5. The historical context for both movements is established by linking the Second Great Awakening to progressivism. The response demonstrates a thorough understanding of both reform movements. The recognition that a long-term awareness of reform issues continued after the goal of changing social norms was achieved demonstrates a sophisticated and thoughtful appraisal of both movements.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task for the women’s rights movement and the temperance movement
- Is both descriptive and analytical (*women’s rights*: throughout most of the 1800s, they had few rights of their own; with the power of the vote, the women’s movement accomplished even more such as equal treatment in the workplace and more equal pay; they soon took up other social reforms such as education and treatment for those with disabilities and met with success; it took a long while before it was considered acceptable for women to hold political office; *temperance*: alcohol was seen as an enormous burden to many “dry-minded” people; drinking became a vice to reformers and it was viewed as immoral by some to partake in it; drinking was viewed as a crisis and a deadly epidemic; Prohibition was largely unsuccessful; while the consumption of alcohol was temporarily slowed, Prohibition did not provide the kind of permanent results that reformers were hoping for)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*women’s rights*: Abigail Adams asked her husband to remember women when creating a new government; movement gained momentum in the 1840s with the Seneca Falls Convention, run by famous reformers such as Elizabeth Cady Stanton; push for absolute full and equal rights has continued into the present; women’s rights organizations held protests and conventions and won an occasional victory; even with the 19th amendment, discrimination continued; *temperance*: movement was against the sale and consumption of alcohol in any drinkable form; organizations such as the Women’s Christian Temperance Union sought to eliminate alcohol to help end the increasingly deteriorating state of family life; in the early 1900s, the 18th amendment was passed prohibiting the sale and transportation of alcohol; alcohol smugglers or bootleggers worked with the booming business of organized crime to keep alcohol flowing into illegal saloons called speakeasies; Noble Experiment created many problems)
- Supports the theme with relevant facts, examples, and details (*women’s rights*: their husbands controlled their property and their lives; as a widow, she would have little influence over her husband’s property; they could not sue, could not make a will, and could not vote; *temperance*: federal law was not able to control the alcohol violators); includes a minor inaccuracy (John Adams was a constitutional convention delegate)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses how both movements had different degrees of success

Conclusion: Overall, the response fits the criteria for Level 4. Historical observations such as the women’s rights movement laying the groundwork for future equality offset a somewhat disjointed approach to the discussion of the movement. A good understanding of temperance reform is demonstrated through an analytical approach to document interpretation and the inclusion of different points of view regarding its levels of success.

Practice Paper D—Score Level 0

The response:

Fails to develop the task; refers to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 0. An unsuccessful attempt is made to link information from documents 7 and 9. However, the information is not explained and demonstrates no understanding of the task.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for the women’s rights movement and the movement to end child labor
- Is primarily descriptive (*women’s rights*: when they married, they became property of their husband; they wanted joint custody of children; gaining the right to vote in Colorado resulted in women gaining more rights; suffrage gave women better wages; *child labor*: children faced unsafe working conditions and long hours)
- Incorporates limited relevant information from documents 1, 2, 7, and 8
- Presents little relevant outside information (*child labor*: many children were injured and killed from fast moving machines)
- Includes few relevant facts, examples, and details (*women’s rights*: personal property was owned by the husband; the exclusive control of the children was granted to the husband; right to vote also led to a number of laws women wanted, such as the better care of defective children; *child labor*: it was a major issue in the late 1800s and early 1900s; in 1902, a federal child labor bill was defeated in Congress; in 1916, a bill was passed but the Supreme Court ruled it unconstitutional; a federal law was not passed until 1938)
- Demonstrates a general plan of organization; includes an introduction that states both movements resulted from cruel and unfair treatment and a conclusion that states both movements achieved their goals through hard work and dedication

Conclusion: Overall, the response fits the criteria for Level 2. Document 1 is used to address the legal problems faced by women in the 1850s; however, the connection is weakened as it segues into the results of women voting in Colorado. An understanding of the problems children faced in the workplace is demonstrated, but the success of the reform is only addressed by general references to the passage of child labor legislation.

United States History and Government Specifications June 2010

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

| | Theme | STANDARDS |
|----------------------|--|---|
| Thematic Essay | Science and Technology; Factors of Production; Physical Systems; Places and Regions | Standards 1, 3, and 4: United States and New York History; Geography; Economics |
| Document-based Essay | Reform Movements; Civic Values; Change; Factors of Production; Individuals, Groups, Institutions | Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government |

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2010 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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



Regents Examination in United States History and Government – June 2010

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 5 and a total Part I and Part IIIA score of 45 would receive a final examination score of 76.

Total Essay Score

| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|
| Total Part I and Part IIIA Score | 0 | 0 | 2 | 5 | 8 | 11 | 14 | 17 | 21 | 25 | 29 | 33 |
| | 1 | 1 | 3 | 6 | 9 | 12 | 15 | 19 | 22 | 26 | 30 | 34 |
| | 2 | 2 | 4 | 7 | 10 | 13 | 16 | 20 | 23 | 27 | 31 | 35 |
| | 3 | 2 | 5 | 8 | 11 | 14 | 17 | 21 | 25 | 29 | 33 | 37 |
| | 4 | 3 | 6 | 9 | 12 | 15 | 19 | 22 | 26 | 30 | 34 | 38 |
| | 5 | 4 | 7 | 10 | 13 | 16 | 20 | 23 | 27 | 31 | 35 | 40 |
| | 6 | 5 | 8 | 11 | 14 | 17 | 21 | 25 | 29 | 33 | 37 | 41 |
| | 7 | 6 | 9 | 12 | 15 | 19 | 22 | 26 | 30 | 34 | 38 | 43 |
| | 8 | 7 | 10 | 13 | 16 | 20 | 23 | 27 | 31 | 35 | 40 | 44 |
| | 9 | 8 | 11 | 14 | 17 | 21 | 25 | 29 | 33 | 37 | 41 | 45 |
| | 10 | 9 | 12 | 15 | 19 | 22 | 26 | 30 | 34 | 38 | 43 | 47 |
| | 11 | 10 | 13 | 16 | 20 | 23 | 27 | 31 | 35 | 40 | 44 | 48 |
| | 12 | 11 | 14 | 17 | 21 | 25 | 29 | 33 | 37 | 41 | 45 | 50 |
| | 13 | 12 | 15 | 19 | 22 | 26 | 30 | 34 | 38 | 43 | 47 | 51 |
| | 14 | 13 | 16 | 20 | 23 | 27 | 31 | 35 | 40 | 44 | 48 | 53 |
| | 15 | 14 | 17 | 21 | 25 | 29 | 33 | 37 | 41 | 45 | 50 | 54 |
| | 16 | 15 | 19 | 22 | 26 | 30 | 34 | 38 | 43 | 47 | 51 | 56 |
| | 17 | 16 | 20 | 23 | 27 | 31 | 35 | 40 | 44 | 48 | 53 | 57 |
| | 18 | 17 | 21 | 25 | 29 | 33 | 37 | 41 | 45 | 50 | 54 | 59 |
| | 19 | 19 | 22 | 26 | 30 | 34 | 38 | 43 | 47 | 51 | 56 | 60 |
| | 20 | 20 | 23 | 27 | 31 | 35 | 40 | 44 | 48 | 53 | 57 | 62 |
| | 21 | 21 | 25 | 29 | 33 | 37 | 41 | 45 | 50 | 54 | 59 | 63 |
| | 22 | 22 | 26 | 30 | 34 | 38 | 43 | 47 | 51 | 56 | 60 | 65 |
| | 23 | 23 | 27 | 31 | 35 | 40 | 44 | 48 | 53 | 57 | 62 | 66 |
| | 24 | 25 | 29 | 33 | 37 | 41 | 45 | 50 | 54 | 59 | 63 | 67 |
| | 25 | 26 | 30 | 34 | 38 | 43 | 47 | 51 | 56 | 60 | 65 | 69 |
| | 26 | 27 | 31 | 35 | 40 | 44 | 48 | 53 | 57 | 62 | 66 | 70 |
| | 27 | 29 | 33 | 37 | 41 | 45 | 50 | 54 | 59 | 63 | 67 | 72 |
| | 28 | 30 | 34 | 38 | 43 | 47 | 51 | 56 | 60 | 65 | 69 | 73 |
| | 29 | 31 | 35 | 40 | 44 | 48 | 53 | 57 | 62 | 66 | 70 | 74 |
| | 30 | 33 | 37 | 41 | 45 | 50 | 54 | 59 | 63 | 67 | 72 | 76 |
| | 31 | 34 | 38 | 43 | 47 | 51 | 56 | 60 | 65 | 69 | 73 | 77 |
| | 32 | 35 | 40 | 44 | 48 | 53 | 57 | 62 | 66 | 70 | 74 | 78 |

Total Essay Score

| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------------------------------|----|----|----|----|----|----|----|----|----|----|----|-----|
| Total Part I and Part IIIA Score | 33 | 37 | 41 | 45 | 50 | 54 | 59 | 63 | 67 | 72 | 76 | 79 |
| | 34 | 38 | 43 | 47 | 51 | 56 | 60 | 65 | 69 | 73 | 77 | 81 |
| | 35 | 40 | 44 | 48 | 53 | 57 | 62 | 66 | 70 | 74 | 78 | 82 |
| | 36 | 41 | 45 | 50 | 54 | 59 | 63 | 67 | 72 | 76 | 79 | 83 |
| | 37 | 43 | 47 | 51 | 56 | 60 | 65 | 69 | 73 | 77 | 81 | 84 |
| | 38 | 44 | 48 | 53 | 57 | 62 | 66 | 70 | 74 | 78 | 82 | 85 |
| | 39 | 45 | 50 | 54 | 59 | 63 | 67 | 72 | 76 | 79 | 83 | 86 |
| | 40 | 47 | 51 | 56 | 60 | 65 | 69 | 73 | 77 | 81 | 84 | 87 |
| | 41 | 48 | 53 | 57 | 62 | 66 | 70 | 74 | 78 | 82 | 85 | 89 |
| | 42 | 50 | 54 | 59 | 63 | 67 | 72 | 76 | 79 | 83 | 86 | 90 |
| | 43 | 51 | 56 | 60 | 65 | 69 | 73 | 77 | 81 | 84 | 87 | 91 |
| | 44 | 53 | 57 | 62 | 66 | 70 | 74 | 78 | 82 | 85 | 89 | 92 |
| | 45 | 54 | 59 | 63 | 67 | 72 | 76 | 79 | 83 | 86 | 90 | 93 |
| | 46 | 56 | 60 | 65 | 69 | 73 | 77 | 81 | 84 | 87 | 91 | 94 |
| | 47 | 57 | 62 | 66 | 70 | 74 | 78 | 82 | 85 | 89 | 92 | 95 |
| | 48 | 59 | 63 | 67 | 72 | 76 | 79 | 83 | 86 | 90 | 93 | 96 |
| | 49 | 60 | 65 | 69 | 73 | 77 | 81 | 84 | 87 | 91 | 94 | 97 |
| | 50 | 62 | 66 | 70 | 74 | 78 | 82 | 85 | 89 | 92 | 95 | 97 |
| | 51 | 63 | 67 | 72 | 76 | 79 | 83 | 86 | 90 | 93 | 96 | 97 |
| | 52 | 65 | 69 | 73 | 77 | 81 | 84 | 87 | 91 | 94 | 97 | 97 |
| | 53 | 66 | 70 | 74 | 78 | 82 | 85 | 89 | 92 | 95 | 97 | 98 |
| | 54 | 67 | 72 | 76 | 79 | 83 | 86 | 90 | 93 | 96 | 97 | 98 |
| | 55 | 69 | 73 | 77 | 81 | 84 | 87 | 91 | 94 | 97 | 97 | 98 |
| | 56 | 70 | 74 | 78 | 82 | 85 | 89 | 92 | 95 | 97 | 98 | 98 |
| | 57 | 72 | 76 | 79 | 83 | 86 | 90 | 93 | 96 | 97 | 98 | 99 |
| | 58 | 73 | 77 | 81 | 84 | 87 | 91 | 94 | 97 | 97 | 98 | 99 |
| | 59 | 74 | 78 | 82 | 85 | 89 | 92 | 95 | 97 | 98 | 98 | 99 |
| | 60 | 76 | 79 | 83 | 86 | 90 | 93 | 96 | 97 | 98 | 99 | 99 |
| | 61 | 77 | 81 | 84 | 87 | 91 | 94 | 97 | 97 | 98 | 99 | 99 |
| | 62 | 78 | 82 | 85 | 89 | 92 | 95 | 97 | 98 | 98 | 99 | 99 |
| | 63 | 79 | 83 | 86 | 90 | 93 | 96 | 97 | 98 | 99 | 99 | 99 |
| | 64 | 81 | 84 | 87 | 91 | 94 | 97 | 97 | 98 | 99 | 99 | 100 |