

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 18, 2011 — 8:30 to 11:30 a.m., only

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Part I

Answer all questions in this part.

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

- 1 During the colonial period, goods were most commonly transported on
 - (1) rivers
 - (2) canals
 - (3) railroads
 - (4) turnpikes
- 2 Which protection in the Bill of Rights is most directly related to the 1735 trial of John Peter Zenger?
 - (1) freedom of the press
 - (2) right to bear arms
 - (3) ban on unreasonable searches
 - (4) freedom from double jeopardy
- 3 In the publication *Common Sense*, Thomas Paine argued that
 - (1) foreign nations would reject an independent American government
 - (2) the British government would be impossible to overthrow
 - (3) America was dependent on British trade and protection
 - (4) the American colonies should break away from England
- 4 Shays' Rebellion (1786) became a concern for many national leaders because it
 - (1) indicated there would be future conflicts over the spread of slavery
 - (2) exposed fundamental weaknesses in government under the Articles of Confederation
 - (3) pointed to the need for federal government regulation of interstate commerce
 - (4) showed that frontier settlements were vulnerable to raids by Native American Indians
- 5 The establishment of the president's cabinet as part of the United States government was the result of a
 - (1) law passed by Congress
 - (2) constitutional amendment
 - (3) precedent started by George Washington
 - (4) ruling of the United States Supreme Court
- 6 Which action is an example of judicial review?
 - (1) Congress increased the number of justices on the Supreme Court.
 - (2) The Supreme Court declared part of the Judiciary Act of 1789 unconstitutional.
 - (3) The Supreme Court heard a case involving a United States ambassador.
 - (4) The Chief Justice presided over the impeachment trial of President Andrew Johnson.
- 7 The right of habeas corpus establishes the principle that
 - (1) people accused of a crime have a right to a lawyer
 - (2) all punishments for crimes should be reasonable
 - (3) a person should not be forced to be a witness against himself
 - (4) no person should be held in custody unless charged with a crime
- 8 Alexander Hamilton's proposal to create a national bank and Thomas Jefferson's proposal to purchase the Louisiana Territory were criticized because both actions would
 - (1) place too much power in the hands of Congress
 - (2) violate protections in the Bill of Rights
 - (3) increase foreign influence in the United States
 - (4) require a loose interpretation of the Constitution
- 9 The main purpose of the Monroe Doctrine (1823) was to
 - (1) stake a claim to Mexican territory
 - (2) limit European influence in the Americas
 - (3) force the British out of the Oregon Territory
 - (4) establish full control over Canada

10 Which Supreme Court decision is most closely associated with the Trail of Tears?

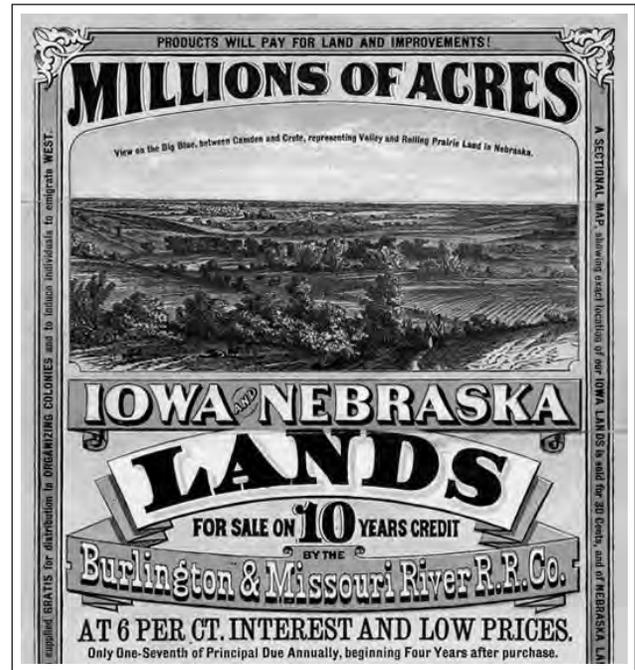
- (1) *McCulloch v. Maryland* (1819)
- (2) *Gibbons v. Ogden* (1824)
- (3) *Worcester v. Georgia* (1832)
- (4) *Dred Scott v. Sanford* (1857)

11 **“Missouri Compromise Allows Two New States Into the Union”**
“Congress Agrees to Compromise of 1850”
“Popular Sovereignty Adopted Under Kansas-Nebraska Act”

Which issue is reflected in these headlines?

- (1) status of slavery in the territories and states
 - (2) growth of agriculture on the Great Plains
 - (3) clash of federal and state powers
 - (4) conflicts with foreign nations over the West
- 12 What was a major result of the Civil War?
- (1) The judiciary became the dominant branch of the federal government.
 - (2) Congress passed an amendment to provide for the direct election of senators.
 - (3) The power of the central government was strengthened.
 - (4) States were given the right to secede from the Union.
- 13 What was a result of the disputed presidential election of 1876?
- (1) Reconstruction ended as federal troops were removed from the South.
 - (2) Slavery was reestablished in the South by state legislatures.
 - (3) New state laws were passed in the South to guarantee equal rights for African Americans.
 - (4) A constitutional amendment was adopted to correct problems with the electoral college system.
- 14 During the late 1800s, the idea of Social Darwinism was used to explain the
- (1) development of the Granger movement
 - (2) need for settlement homes
 - (3) creation of a national parks system
 - (4) success or failure of businesses

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



Source: Library of Congress (adapted)

- 15 How was this land offer different from the land offer in the Homestead Act (1862)?
- (1) Purchasers had to be citizens.
 - (2) People had to pay for this land.
 - (3) Buyers needed farming experience.
 - (4) This land was on the Atlantic Coast.
- 16 The federal government supported the land offer made in this advertisement by
- (1) encouraging exploration for gold and silver
 - (2) creating a sharecropping system after the Civil War
 - (3) protecting the hunting grounds of Native American Indians
 - (4) giving public land to railroad companies to help finance railroad construction

- 17 The Supreme Court decision in the case of *Plessy v. Ferguson* (1896) affected civil rights in the United States by
- (1) ruling that segregated public schools were unconstitutional
 - (2) rejecting the legal basis of Jim Crow laws
 - (3) approving racial segregation in public facilities
 - (4) strengthening the protections of the 14th amendment
- 18 One reason the American Federation of Labor (AFL) was successful was that this organization
- (1) focused on the needs of skilled workers
 - (2) rejected the use of strikes and boycotts
 - (3) ended the use of blacklists by employers
 - (4) called for government ownership of industry
- 19 Which statement best expresses a common belief among nativists in the late 1800s and early 1900s?
- (1) "Give me your tired, your poor, your huddled masses."
 - (2) "The streets are paved with gold."
 - (3) "All immigrants strengthen America."
 - (4) "America is for Americans."
- 20 In the 1890s, the main goal of those who supported United States imperialism was to
- (1) bring self-government to areas under United States control
 - (2) obtain overseas markets and naval bases
 - (3) defend against attacks by enemy nations
 - (4) spread democracy to Africa and Latin America
- 21 Which argument was used by Progressive Era reformers to support the use of a graduated income tax?
- (1) Imports should be taxed to make foreign goods more expensive than domestic goods.
 - (2) Taxes on corporations should be reduced so jobs can be created.
 - (3) People who earn more money should pay taxes at higher rates.
 - (4) All citizens should be taxed at the same rate to treat all people equally.

- 22 The formation of the National Association for the Advancement of Colored People (NAACP) and the Anti-Defamation League (ADL) was primarily a response to
- (1) racism and prejudice
 - (2) nationalism and patriotism
 - (3) abolition and temperance
 - (4) militarism and colonialism

Base your answers to questions 23 and 24 on the passage below and on your knowledge of social studies.

We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal of alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona. The settlement in detail is left to you. . . .

— Telegram of January 19, 1917

- 23 This telegram was part of an effort to
- (1) form an alliance between Germany and the United States
 - (2) convince several western states to secede from the United States
 - (3) bring Mexico into World War I on the side of Great Britain and France
 - (4) enlist Mexican support for Germany if the United States declared war
- 24 Publication of this telegram in United States newspapers helped to
- (1) reelect Woodrow Wilson as president
 - (2) convince the American public to support entrance into World War I
 - (3) encourage Congress to pass neutrality legislation
 - (4) grant statehood to Arizona and New Mexico

- 25 Henry Cabot Lodge and other senators opposed ratification of the Treaty of Versailles (1919) because they believed the treaty
- (1) failed to punish Germany for its involvement in World War I
 - (2) excluded reparations for European allies
 - (3) could draw the United States into future conflicts
 - (4) placed blame for World War I on all the warring countries
- 26 What was the primary reason many African Americans migrated to the North both during and after World War I?
- (1) More economic opportunities existed in the North.
 - (2) Few chances to gain political office were available in the South.
 - (3) Racism and discrimination had been eliminated in the North.
 - (4) Southern cities were overcrowded.
- 27 The Harlem Renaissance of the 1920s most enhanced American culture by
- (1) pressuring southern states to extend voting rights
 - (2) expanding African American access to education
 - (3) popularizing African American contributions to the arts
 - (4) convincing the Supreme Court to allow affirmative action
- 28 The repeal of national Prohibition in 1933 showed that
- (1) alcohol consumption was not socially acceptable
 - (2) the government should lower the drinking age
 - (3) crime rates had fallen to record low levels
 - (4) unpopular laws are difficult to enforce

Base your answers to questions 29 and 30 on the photograph below and on your knowledge of social studies.



Source: *Dust Storm*, Franklin D. Roosevelt Presidential Library and Museum

- 29 During the 1930s, the conditions shown in this photograph occurred mainly
- (1) on the Atlantic Coast
 - (2) on the Great Plains
 - (3) in the Rocky Mountains
 - (4) in the Pacific Northwest
- 30 Many farmers in the region affected by the conditions shown in this photograph reacted by
- (1) migrating to California
 - (2) accepting aid from the Tennessee Valley Authority
 - (3) investing in better farm equipment
 - (4) marching on Washington, D.C.
-
- 31 The Fair Labor Standards Act, passed in 1938, helped American workers by
- (1) banning the closed shop
 - (2) creating universal health insurance
 - (3) establishing a federal minimum wage
 - (4) ending the outsourcing of American jobs

Base your answers to questions 32 and 33 on the cartoon below and on your knowledge of social studies.

The Only Way We Can Save Her



Source: Carey Orr, *Chicago Tribune*, 1939 (adapted)

- 32 What is the main idea of this 1939 political cartoon?
- (1) Great Britain and France do not want the United States to enter World War II.
 - (2) The United States should remain isolated from the war in Europe to preserve democracy.
 - (3) The survival of democracy requires that the United States enter the war.
 - (4) The United States believes there is no real threat to democracy.
- 33 Which action is most consistent with the viewpoint expressed by this cartoonist?
- (1) passing the Neutrality Acts
 - (2) negotiating the Destroyers for Naval Bases deal
 - (3) joining the League of Nations
 - (4) signing the Atlantic Charter

- 34 Consumer rationing was used during World War II as a way to
- (1) increase exploration for natural resources
 - (2) limit supplies of weapons to American allies
 - (3) draft men into the armed forces
 - (4) ensure that the military had essential materials
- 35 The principal goal of the United Nations has been to
- (1) develop military alliances around the world
 - (2) encourage expansion of international trade
 - (3) promote peaceful solutions to world problems
 - (4) regulate the use of atomic energy

Base your answer to question 36 on the passage below and on your knowledge of social studies.

... I do not believe that the American people and the Congress wish to turn a deaf ear to the appeal of the Greek Government...

As a result of these tragic conditions, a militant minority, exploiting human want and misery, was able to create political chaos which, until now, has made economic recovery impossible....

Meanwhile, the Greek Government is unable to cope with the situation. The Greek Army is small and poorly equipped. It needs supplies and equipment if it is to restore the authority of the Government throughout Greek territory.

Greece must have assistance if it is to become a self-supporting and self-respecting democracy...

— President Harry Truman, Address to Congress, March 12, 1947

- 36 Congress responded to the situation described in this passage by
- (1) sending combat troops to the Mediterranean region
 - (2) calling for creation of the North Atlantic Treaty Organization
 - (3) sending military and economic aid to Greece and Turkey
 - (4) supplying troops to a peacekeeping operation

37 "... And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country..."

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

Which action by President John F. Kennedy was most consistent with the challenge included in this statement?

- (1) forming the Peace Corps
- (2) negotiating the Nuclear Test Ban Treaty
- (3) supporting the Bay of Pigs invasion
- (4) visiting the Berlin Wall

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

... You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may want to ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all." ...

— Dr. Martin Luther King Jr.,
"Letter from Birmingham Jail," April 16, 1963

38 Which type of action against unjust laws is Dr. Martin Luther King Jr. supporting in this passage?

- (1) militant resistance
- (2) civil disobedience
- (3) judicial activism
- (4) affirmative action

39 Which statement most accurately summarizes the main idea of the passage?

- (1) People must obey Supreme Court decisions.
- (2) You can never break some laws while obeying others.
- (3) Violence brings faster results than peaceful protest.
- (4) Following moral principles is sometimes more important than following the law.

Base your answer to question 40 on the cartoon below and on your knowledge of social studies.

BUT HOW TO LET GO — GRACEFULLY



Source: Vaughn Shoemaker, *Chicago American*, 1965 (adapted)

40 What is the principal message of this cartoon?

- (1) The United States is afraid of a united Vietnam.
- (2) Other nations in Southeast Asia might fall to communism.
- (3) President Lyndon B. Johnson is finding it difficult to exit Vietnam.
- (4) President Lyndon B. Johnson is worried about a communist attack on the United States.

41 A main goal of President Richard Nixon's policy of détente was to

- (1) sponsor free elections in North and South Korea
- (2) reduce tensions between the United States and the Soviet Union
- (3) negotiate an end to the Arab-Israeli conflict
- (4) build support for recognition of the Nationalist government of Taiwan

- 42 President Ronald Reagan asked Congress to lower tax rates on businesses and wealthy individuals in order to
- (1) encourage new economic investment
 - (2) increase exports to Asia
 - (3) impose limits on the money supply
 - (4) preserve funds for social welfare programs

Base your answers to questions 43 and 44 on the passage below and on your knowledge of social studies.

... Keeping America competitive requires affordable energy. And here we have a serious problem: America is addicted to oil, which is often imported from unstable parts of the world. The best way to break this addiction is through technology. Since 2001, we have spent nearly \$10 billion to develop cleaner, cheaper, and more reliable alternative energy sources. And we are on the threshold of incredible advances....

— President George W. Bush,
State of the Union Address, January 31, 2006

- 43 In this passage, President George W. Bush suggests Americans can overcome oil “addiction” by focusing on
- (1) conservation
 - (2) education
 - (3) scientific research
 - (4) discovery of new oil fields
- 44 Which goal related to United States energy needs is addressed in this speech?
- (1) reduce dependence on the Middle East
 - (2) supply all energy needs from domestic sources
 - (3) decrease offshore drilling
 - (4) eliminate the use of all petroleum products
-

- 45 One reason some people support raising the eligibility age for receiving Social Security benefits is that
- (1) most Americans now have access to free health care
 - (2) people are living longer today
 - (3) the federal government has had record budget surpluses in recent years
 - (4) baby boomers will begin to retire after the year 2030

46 **“House Chooses Jefferson”**
“Corrupt Bargain? Clay Sides with Adams”
“Bush Wins Florida—Wins Election”

Which is the most accurate conclusion that can be drawn from these headlines?

- (1) Candidates who make promises they cannot keep are seldom elected.
 - (2) Congress has had no role in deciding close elections in United States history.
 - (3) Democratic candidates have won most disputed elections in the last 100 years.
 - (4) Several controversial elections have occurred in United States history.
- 47 Leaders of the Progressive movement, the New Deal, and the Great Society shared the common belief that the United States government should
- (1) increase its involvement in the economy to improve people’s lives
 - (2) strengthen the reserved powers of the states
 - (3) provide for racial equality for all people
 - (4) support laissez-faire business practices
- 48 The practice of yellow journalism most directly influenced the
- (1) purchase of Alaska
 - (2) acquisition of the Mexican Cession
 - (3) start of the Spanish-American War
 - (4) end of the Russo-Japanese War

- 49 **“President Lincoln Declares Martial Law”**
“President Roosevelt Issues Executive Order to Detain Japanese Americans”
“President Bush Orders Terrorist Suspects Held at Guantanamo”

These headlines best demonstrate that

- (1) the system of checks and balances equalizes the powers of governmental branches
- (2) presidential power often increases during times of crisis
- (3) presidents act forcefully during periods of economic depression
- (4) presidential decisions made to resolve national crises are rarely controversial

50 Which of these events related to space exploration occurred first?

- (1) Neil Armstrong walking on the Moon
- (2) development of the space shuttle
- (3) John Glenn orbiting Earth
- (4) launching of *Sputnik*

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: Geography — Development of the United States

Many important events in United States history have been influenced by geography. Geographic factors or conditions include location, size, climate, natural resources, and physical features. These events in turn have had political, social, and economic impacts on the development of the United States.

Task:

Identify **two** important events in United States history and for **each**

- Describe how a geographic factor or condition influenced the event
- Discuss the political, social, **and/or** economic impacts of this event on the development of the United States

You may use any important event that was influenced by geographic factors or conditions. Some suggestions you might wish to consider include the Louisiana Purchase, the construction of the Erie Canal, migration to California in the late 1840s, the Civil War, the purchase of Alaska, the building of the transcontinental railroad, the acquisition of the Philippines, the building of the Panama Canal, the creation of the Tennessee Valley Authority (TVA), and the construction of the interstate highway system.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to

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

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

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

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

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

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

The United States was established as a democratic republic. However, democracy was limited by various factors and was not equally available to all groups. For more than 200 years, attempts have been made to expand democracy and to increase citizen participation in government.

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

- Discuss the expansion of democracy in United States history

Part A

Short-Answer Questions

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

Document 1a

Chronology of Property Requirements for Suffrage: 1790–1855

Year	Number of States in Union	Number of States with Property Requirements
1790	13	10
1800	16	10
1810	17	9
1820	23	9
1830	24	8
1840	26	7
1850	31	4
1855	31	3*

*In 1855, the three states with property requirements were Rhode Island, New York, and South Carolina; however, Rhode Island exempted native-born citizens, New York's requirement only applied to African Americans, and South Carolina offered a residency alternative.

Source: Alexander Keyssar, *The Right to Vote: The Contested History of Democracy in the United States*, Basic Books, 2000 (adapted)

Document 1b

...The possibility of labor’s emergence as a political force, a possibility that appeared to be a probability in the early Jacksonian period, was due in large part to the nation’s steady advance toward universal manhood suffrage. Whether universal suffrage came as a result of the political idealism bred by the Revolution, or the conviction of Jefferson and the Jeffersonian Republicans that government should be based on wide popular support, or the relative decline of freeholders [property owners], or the influence of the frontier, or the more practical consideration that a politician’s advocacy of wider suffrage was bound to ensure him the support of those enfranchised as the result of his efforts, the fact was that suffrage qualifications had been steadily lowering since the founding of the Republic...

The lowering of suffrage qualifications did not mean that pure democracy had triumphed. The ballot was still an open one, and any watcher at the polls could tell how votes were being cast. Negroes [African Americans] and women were still considered unfit for the franchise. But by Jackson’s time most adult white males in the United States had the right to vote on election day. So shrewd an observer as Alexis de Tocqueville, writing in the eighteen-thirties, declared that “the principle of the sovereignty of the people has acquired in the United States all the practical development that the imagination can conceive.”...

Source: Glyndon G. Van Deusen, *The Jacksonian Era: 1828–1848*, Harper & Row, Publishers, 1959 (adapted)

1a Based on these documents, what are **two** factors that contributed to the expansion of democracy prior to the Civil War? [2]

(1) _____

Score

(2) _____

Score

b Based on these documents, what is **one** way in which democracy was still restricted? [1]

Score

Document 2

...Until the Jacksonian movement the common people seemed to have been content to have the upper classes rule. But by 1828 the psychology of the plain people toward their government had changed, and they wished for direct participation in the government and for the elevation of a man of their choice into the presidency. In that year the common men came to the polls, demagogic [emotional] oratory flourished, party slogans, party workers and organizers who had an eye on the plums of office got out the vote. The campaign was personalized. This new type of democracy, composed of the farmers of the West, the yeomen [landowning farmers] and small planters of the South, and the labor vote of the North, was violently partisan and had little interest in the protection of intellectual liberty or the rights of minorities, which had ennobled [elevated] the brand of democracy that Jefferson had advocated. It was a rough and tumble movement that resulted in the elevation of pushing, mediocre men to office. Their leader Andrew Jackson, had a personality that was autocratic instead of being truly democratic, and he lacked an interest in fundamental *social* reforms....

Source: Clement Eaton, *A History of the Old South*, The Macmillan Company, 1966

2a According to Clement Eaton, who became involved in the democratic process during the Jacksonian Era? [1]

Score

b According to Clement Eaton, what is **one** way campaigns changed starting in 1828? [1]

Score

Document 3

... Blacks [African Americans] bent on remaining in America would naturally seek the right to vote and, equally as a matter of course, would base their claim in part on the Declaration. In a rally in support of the Liberty Party in 1840, Albany [New York] blacks contended that denying them equal franchise with whites contravened [contradicted] the principles of the Declaration of Independence. Later that year, also in Albany, a state convention of black spokesmen issued a formal statement which in three instances referred to the Declaration, including its assertion that governments derive their just powers from the consent of the governed. Twenty years later, in a tract issued for state-wide distribution, "The New York City and County Suffrage Committee of Colored Citizens," invoked the Declaration in its plea to the electorate to eliminate the property requirement for voting imposed only on blacks....

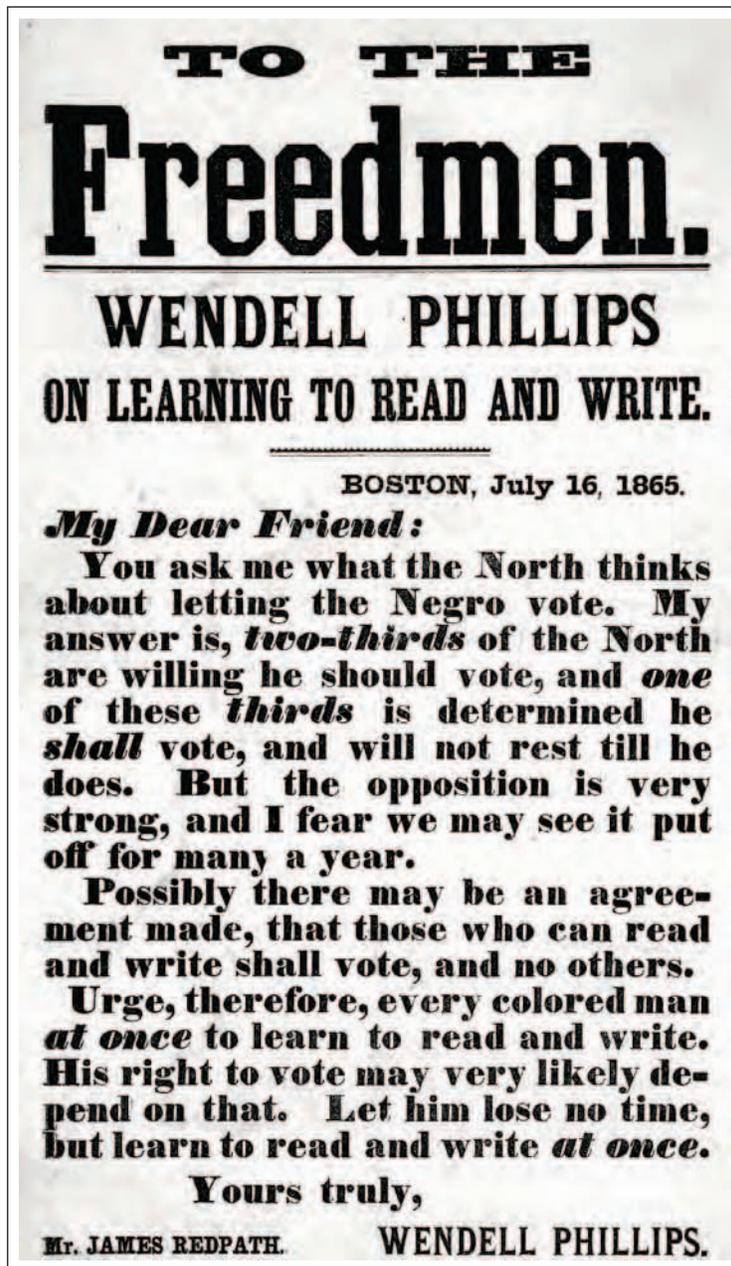
Source: Benjamin Quarles, "Antebellum Free Blacks and the 'Spirit of '76'," *The Journal of Negro History*, July 1976 (adapted)

- 3 According to Benjamin Quarles, what argument did free African Americans in New York use in justifying their right to vote? [1]

Score

Document 4

This letter by abolitionist Wendell Phillips to James Redpath was published in Boston in 1865.



Source: Library of Congress

4 Why did Wendell Phillips think every African American should learn to read and write? [1]

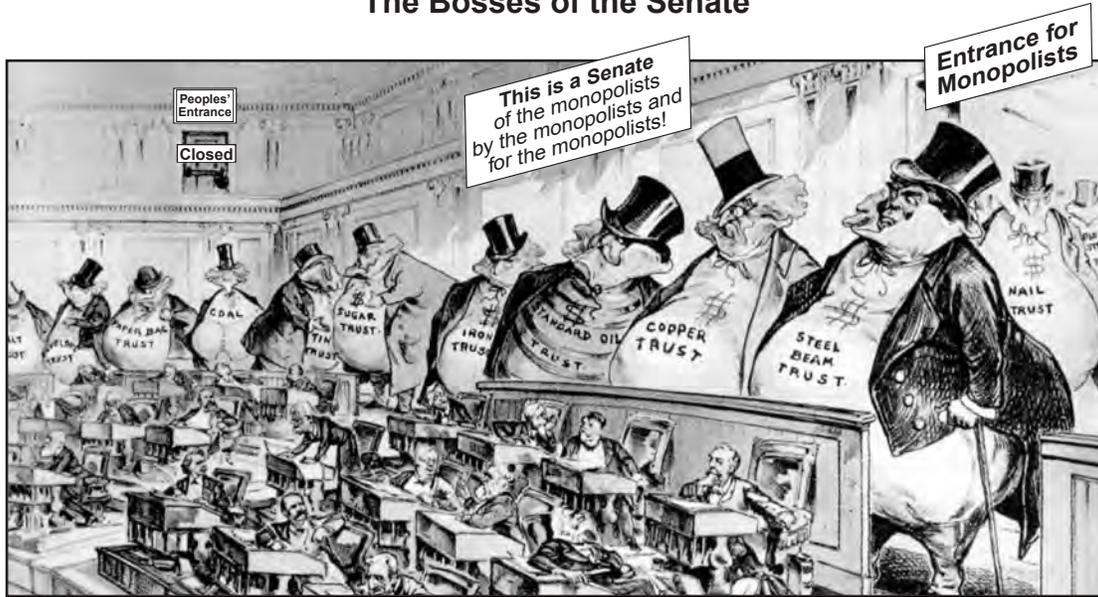
Score

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Document 5a

The Bosses of the Senate



Source: Joseph J. Keppler, *Puck*, 1889 (adapted)

5a According to this cartoonist, what was **one** way the people's control of government in the United States was limited? [1]

Score

Document 5b

... Popular [democratic] government in America has been thwarted and progressive legislation strangled by the special interests, which control caucuses, delegates, conventions, and party organizations; and, through this control of the machinery of government, dictate nominations and platforms, elect administrations, legislatures, representatives in Congress, United States Senators, and control cabinet officers. . . .

The Progressive Republican League believes that popular government is fundamental to all other questions. To this end it advocates:

- (1) The election of United State Senators by direct vote of the people.
- (2) Direct primaries for the nomination of elective officials.
- (3) The direct election of delegates to national conventions with opportunity for the voter to express his choice for President and Vice-President.
- (4) Amendment to state constitutions providing for the Initiative, Referendum and Recall. . . .

Source: Declaration of Principles of the National Progressive Republican League, January 21, 1911, in Henry Steele Commager, ed., *Documents of American History*, Appleton-Century-Crofts

5b What were **two** proposals made by the Progressive Republican League that would expand the people's control of government? [2]

(1) _____

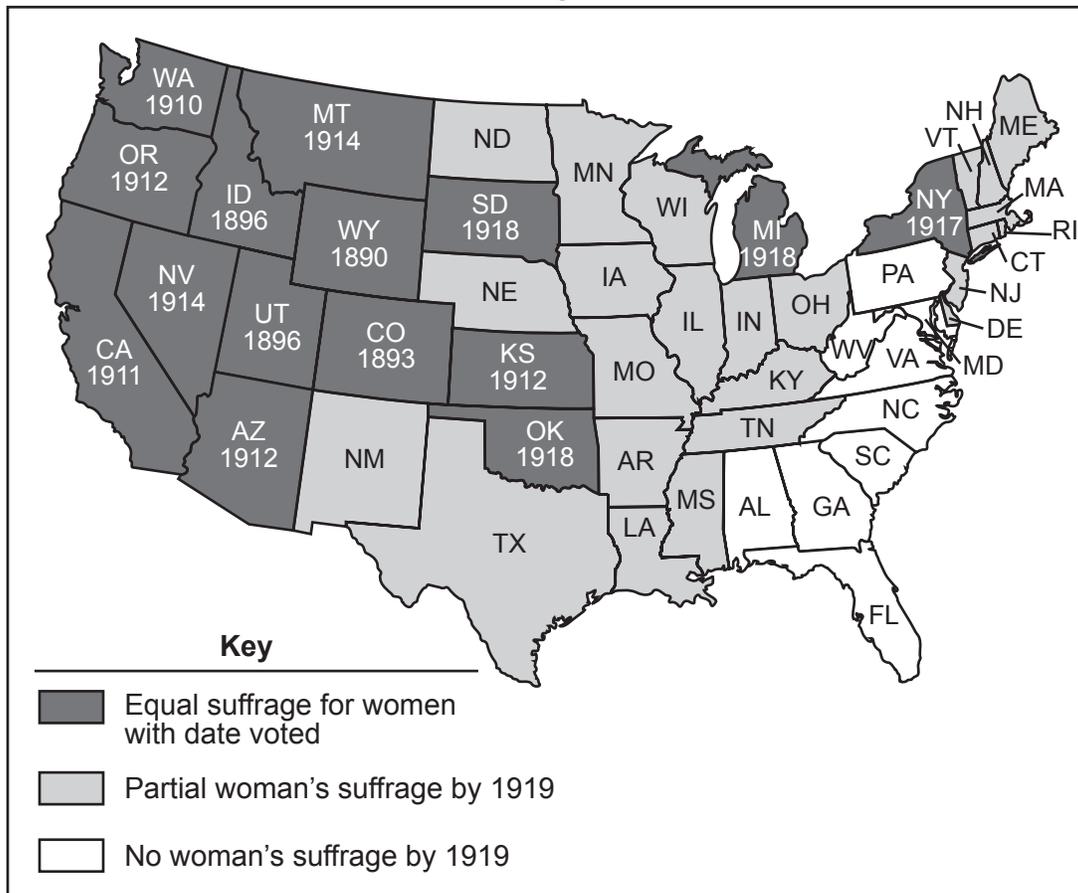
Score

(2) _____

Score

Document 6

Woman's Suffrage Before 1920



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge (adapted)

(Note: Wyoming and Utah became states in 1890 and 1896, respectively. Their territorial legislatures had previously approved equal suffrage for women.)

6 Based on this map, what is **one** trend that can be identified about woman's suffrage prior to 1920? [1]

Score

Document 7

This is an excerpt from an address by President Lyndon B. Johnson to a joint session of Congress shortly before submitting the Voting Rights Act of 1965.

... THE RIGHT TO VOTE

Our fathers believed that if this noble view of the rights of man was to flourish, it must be rooted in democracy. The most basic right of all was the right to choose your own leaders. The history of this country, in large measure, is the history of the expansion of that right to all of our people.

Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument. Every American citizen must have an equal right to vote. There is no reason which can excuse the denial of that right. There is no duty which weighs more heavily on us than the duty we have to ensure that right.

Yet the harsh fact is that in many places in this country men and women are kept from voting simply because they are Negroes [African Americans]....

This bill will strike down restrictions to voting in all elections—Federal, State, and local—which have been used to deny Negroes the right to vote....

To those who seek to avoid action by their National Government in their own communities; who want to and who seek to maintain purely local control over elections, the answer is simple:

Open your polling places to all your people.

Allow men and women to register and vote whatever the color of their skin.

Extend the rights of citizenship to every citizen of this land....

Source: President Lyndon B. Johnson, Special Message to the Congress: The American Promise, March 15, 1965

7 According to President Lyndon B. Johnson, why was the Voting Rights Act necessary in the United States? [1]

Score

Document 8

Tonight Ohio's Legislature ratified the 26th Amendment to the Constitution. This Amendment guarantees the right of 18-year-old persons to vote in State and local, as well as Federal, elections. It appears that 38 States have now ratified the Amendment that will now become a part of the law of the land.

Some 11 million young men and women who have participated in the life of our Nation through their work, their studies, and their sacrifices for its defense, are now to be fully included in the electoral process of our country. For more than 20 years, I have advocated the 18-year-old vote. I heartily congratulate our young citizens on having gained this right.

The ratification of this Amendment has been accomplished in the shortest time of any amendment in American history. This fact affirms our Nation's confidence in its youth and its trust in their responsibility. It also reinforces our young people's dedication to a system of government whose Constitution permits ordered change.

I urge them to honor this right by exercising it—by registering and voting in each election.

Source: President Richard Nixon, Statement About the Ratification of the 26th Amendment to the Constitution, June 30, 1971 (adapted)

- 8 According to President Richard Nixon, what is **one** way that ratification of the 26th amendment expanded democracy in the United States? [1]

Score

Part B

Essay

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

Historical Context:

The United States was established as a democratic republic. However, democracy was limited by various factors and was not equally available to all groups. For more than 200 years, attempts have been made to expand democracy and to increase citizen participation in government.

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

- Discuss the expansion of democracy in United States history

Guidelines:

In your essay, be sure to

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 18, 2011 — 8:30 to 11:30 a.m., only

VOLUME
1 OF **2**
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions.

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

Schools are no longer permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in this rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

United States History and Government
Content-Specific Rubric
Thematic Essay
August 2011

Theme: Geography—Development of the United States

Many important events in United States history have been influenced by geography. Geographic factors or conditions include location, size, climate, natural resources, and physical features. These events in turn have had political, social, and economic impacts on the development of the United States.

Task: Identify *two* important events in United States history and for *each*

- Describe how a geographic factor or condition influenced the event
- Discuss the political, social, *and/or* economic impacts of this event on the development of the United States

You may use any important event that was influenced by geographic factors or conditions. Some suggestions you might wish to consider include the Louisiana Purchase, the construction of the Erie Canal, migration to California in the late 1840s, the Civil War, the purchase of Alaska, the building of the transcontinental railroad, the acquisition of the Philippines, the building of the Panama Canal, the creation of the Tennessee Valley Authority (TVA), and the construction of the interstate highway system.

Scoring Notes:

1. This thematic essay has a minimum of *six* components in the task (how *each* of *two* important historical events was influenced by geographic factors or conditions **and** *at least two* political, social, *and/or* economic impacts of *each* event on the development of the United States).
2. The classification of impacts as political, social, or economic need not be specifically identified as long as the identification is implied in the discussion.
3. The impacts of the event on the development of the United States may be any combination of political, social *and/or* economic impacts as long as two distinct examples are discussed.
4. The impacts of the event on the development of the United States may be immediate or long term.
5. The impacts of the event on the development of the United States may be narrow (the transcontinental railroad's construction caused hardships for workers) or broad (the transcontinental railroad established a national economy).
6. The events may have been influenced by a similar geographic factor or condition (e.g., access to water routes) or they may have similar impacts (e.g., reduced travel time) as long as each is supported by specific historical information.
7. The response may discuss impacts of events on United States development from any perspective as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing how **each** of **two** historical events was influenced by a specific geographic factor or condition and discussing the political, social, *and/or* economic impacts of each event on the development of the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Louisiana Purchase*: connects Tennessee and Kentucky farmers' dependence on the Mississippi River for shipping and the need to protect the right of deposit at the port of New Orleans to President Jefferson's decision to purchase the Louisiana territory from France, adding vast acreage of fertile land to eventually supply food to growing urban centers in the East and increasing white settlement on the Great Plains, leading to the destruction of the culture of the Native American buffalo hunters; *Civil War*: connects the rocky soil and shorter growing season of the industrialized North and the fertile soil and longer growing season of the agricultural South to increased sectional discord over slavery and the onset of the Civil War, leading to President Lincoln's Emancipation Proclamation, the 13th amendment abolishing slavery, and the implementation of sharecropping in the defeated South, keeping African Americans in poverty and debt into the 20th century
- Richly supports the theme with relevant facts, examples, and details, e.g., *Louisiana Purchase*: flatboats on the river; grain storage; Gulf of Mexico; Atlantic shipping; Pinckney Treaty; Napoleon; Jefferson's agrarian vision; \$15 million; 1803; Federalist opposition; issue of Constitution and strict construction; doubled the size of the nation; Lewis and Clark; Sioux and Cheyenne; led to Manifest Destiny; issue of slavery in new land; breadbasket of America by late 19th century; removal policy; reservations; *Civil War*: fast-moving streams; water power; natural harbors; commerce; cash crops; plantations; "King Cotton"; 1860 election; secession; goal of preserving the Union; Radical Republicans; Freedmen's Bureau; Reconstruction; 14th and 15th amendments; working for former masters; crop lien; tenant farmers; Black Codes; Jim Crow laws; white supremacy
- 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 historical event more thoroughly than for the second historical event *or* by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Louisiana Purchase*: discusses how western farmers' need for full use of Mississippi River and the port of New Orleans led to Thomas Jefferson's purchase of the port of New Orleans, how the Louisiana Purchase added millions of acres of farmland that would feed the growing nation, and how the building of the transcontinental railroad and the Homestead Act helped to destroy the buffalo and the lifestyle of the Plains Indians; *Civil War*: discusses how differences in climate and soil created sectional conflicts between the North and the South that resulted in the Civil War, how President Lincoln's Emancipation Proclamation and the 13th amendment ended slavery in the nation, and how southern plantation owners used sharecropping to replace slavery, keeping former slaves in poverty for many years
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Geography has been an important influence countless times in the development of the United States, such as in the Civil War and the acquisition of California and their respective impacts on the United States.

The Civil War can be looked upon as an ideological clash of economic systems, but one of the root causes of these systems in themselves is geography, or more specifically, climate. The Northern climate is colder and more harsh with rocky soil and a short growing season. By contrast, the Southern climate is warmer, with fertile soil and a longer growing season. The Southern climate suited a cash crop economy, in particular "King Cotton" and supported the development of a labor system based on slavery and large plantations. In the North, the climate did not support large plantations but slavery, so especially after the Industrial Revolution of the early 1800's, slavery became obsolete there. The slavery issue arose directly from differences in geographic conditions which in turn caused political and economic aggravation, so much so that after Lincoln's election, Southerners felt that their way of life was under attack. Starting with South Carolina in 1860, Southern states seceded. So the difference between the Northern and Southern social, economic and political systems can be tied to differences in their geographic conditions. The results of the Civil War on the development of the United States are clear. Politically, "radical" changes were made to the Constitution such as the 13th, 14th, and 15th amendment to abolish slavery and give legal rights to former slaves. Also, during Reconstruction there were black officials in government, for the

first time in United States history. The amendments meant that, legally, the black man was equal to the white man but it would take another century and a long struggle for civil rights to achieve true equality. Economically, the Civil War was extremely destructive, so when it ended in 1865, the Reconstruction was implemented in the South to watch over it to ensure there would be no more troubles. The development of the United States was aided in the slow but steady industrialization of the South. However, well into the 20th century, the Southern economy remained largely agricultural, with sharecropping as the livelihood of many African Americans.

The acquisition of California from Mexico was another important event in United States history. And, once again, geography was the primary motivation for its acquisition. Along with the sheer size of California, the point of the matter was its location on the Pacific Coast with great harbors providing opportunities for trade with Japan and China. Americans at the time believed in "manifest destiny", that is, that the United States had the God-given right to extend itself from coast to coast. President Polk, who had already proclaimed his geographical interests in Oregon with his "54'40 or fight!" slogan, also encouraged the acquisition of California because of its location on the coast. The gain of the California territory as a result of the Mexican War did much to aid the development of the United States. Gold was discovered in 1848 in California, spurring a mass migration of people to the new West. Economically, this was

very important because, first of all, the few who did "strike it rich" added to the gold supply. The many who did not poured energy into other aspects of the economy, such as farming, banking and contributing to the rapid growth of towns. Politically, California was in a line of events that irritated the slavery issue, because it wished to enter the Union as a free state. A compromise was reached, and California entered as "free" disrupting the balance of power in Congress. So, the Compromise of 1850 which was meant to ease sectional tensions, was actually just a temporary fix. The North and South would continue to disagree about expanding slavery into new territories. California's favorable climate and vast resources would eventually make it the largest state economy and most populous state in the Union in the 20th century.

Geography has influenced several important historic events, including the Civil War and the acquisition of California. Geography has certainly been a key factor in many occasions, and it is certain that it will continue to be so, presumably forever.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing how the Civil War and the acquisition of California were influenced by geographic factors and discussing the political and economic impacts of each event on the development of the United States
- Is more analytical than descriptive (*Civil War*: the Civil War can be looked upon as an ideological clash of economic systems, but one of the root causes of these systems in themselves is geography, or more specifically, climate; differences between the Northern and Southern social, economic, and political systems can be tied to difference in their geographic conditions; the amendments meant that legally, the black man was equal to the white man, but it would take another century and a long struggle for civil rights to achieve true equality; well into the 20th century, the Southern economy remained largely agricultural with sharecropping as the livelihood of many African Americans; *acquisition of California*: along with the sheer size of California, the point of the matter was its location on the Pacific Coast, with great harbors providing opportunities for trade with Japan and China; the Compromise of 1850 was meant to ease sectional tensions; California's favorable climate and vast resources would eventually make it the largest state economy and most populous state in the nation)
- Richly supports the theme with relevant facts, examples, and details (*Civil War*: colder, rocky soil; short growing season; warmer; fertile soil; longer growing season; cash crop economy; "King Cotton"; labor system based on slavery; large plantations; Industrial Revolution; Lincoln's election; South Carolina in 1860; Southern states seceded; 13th, 14th, and 15th amendments; abolish slavery; legal rights to former slaves; Reconstruction; black officials in government for the first time; ended in 1865; *acquisition of California*: Manifest Destiny; God-given right; coast to coast; President Polk; Oregon; "54' 40° or fight!" slogan; Mexican War; gold was discovered; 1848; mass migration; "strike it rich"; free state; balance of power in Congress)
- Demonstrates a logical and clear plan of organization; includes a brief introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates an understanding of the role of geography as an important factor influencing events. The inclusion of both immediate and long-term impacts of the events indicates knowledge of United States history.

America's vastness, as well as its geographical diversity has, since the first human settlements, profoundly affected not only historical events but its very culture and society as well. The Louisiana purchase of 1803 and the construction of the first transcontinental railroad of the mid nineteenth century both serve to demonstrate the idea that ^{the} geography of the US has affected its development.

In the earliest years of the nineteenth century, Americans at the frontier in Tennessee and Kentucky were desperately seeking to expand their land and gain unrestricted use of the Mississippi River as an outlet for their crops. Farmers suddenly had been denied the right of deposit in New Orleans, blocking their access to markets and threatening their living. When Thomas Jefferson was given the chance to purchase Frenchland in North America, he set aside his constitutional belief in strict construction and supported the treaty that made the Louisiana Purchase and doubled the size of the US. This also guaranteed the US access to trade and the economic advantage of the port of New Orleans.

The addition of the Louisiana territory increased the land available and by doing so provided more farmland and more resources for Americans to use. It relieved some of the tension from the growing frontier population but also led to increased tensions with Native Americans who were pushed off their land by the encroaching European Americans. By the end of the century, white settlers moving into this area would

destroy the culture of the Plains Indians by killing off the huge buffalo herds. More and more Native Americans were forced off their lands and onto reservations. This came about after the passage of the Homestead Act. Furthermore, it decreased European influence in North America making the young republic more secure, enabling it to grow and prosper. It also expanded presidential power and the popularity of Thomas Jefferson. The Louisiana Purchase therefore profoundly affected the United States by removing a strong European power from control of the Mississippi, opening the way to the Pacific.

Half of a century later, another geographical condition would have a huge effect in the United States. In the mid-eighteen hundreds, both the east and west coasts of the North American continent were settled but people generally avoided the middle of the continent – an area widely referred to as the “Great American Desert.” Transporting goods and people the vast distance between coasts required either a long, dangerous cross-country journey, or a long journey by boat all the way around the tip of South America. To combat this problem, two companies, aided by grants of land from the US government, began construction of a transcontinental railroad which would connect the railroad lines in the mid-west to railroad lines in California. When the final golden spike was ceremoniously driven in to connect the two lines, it represented a huge achievement for the United States.

It connected the East and West and would make the transportation of materials, goods, and people across the continent tremendously easier, faster, and cheaper. The result was the start of a truly national economy in which manufactured goods from Eastern factories went west and western agriculture fed Eastern cities. From a social standpoint America's culture became more diverse as thousands of Indian and Chinese immigrants worked on the railroads, and thousands more European immigrants settled in the newly available and accessible land of the mid-west. Immigrant families would establish farms and ranches, supplying food to growing Eastern cities and increasing exports of cheap farm goods to Europe and beyond. Politically it strengthened the power of the US as a whole, but also the power of the North which had a better transportation system, and a population that was steadily on the rise. The Republican party which dominated the North would also dominate US politics for most of the second half of the nineteenth century. The transcontinental railroad greatly affected the US.

The unique geography of the United States has posed new obstacles and challenges, but has also spurred events that have positively effected our development as a nation.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing how the Louisiana Purchase and the building of the transcontinental railroad were influenced by geographic factors and discussing the social, political, and economic impacts of the events on the development of the United States
- Is more analytical than descriptive (*Louisiana Purchase*: farmers suddenly had been denied the right of deposit in New Orleans, blocking their access to markets and threatening their living; he set aside his constitutional belief in strict construction and supported the treaty; by the end of the century, white settlers would destroy the culture of the Plains Indians; Native Americans were forced onto reservations; decreased European influence in North America, making the young republic more secure, enabling it to grow and prosper; *building of the transcontinental railroad*: in the mid-eighteen hundreds, both the east and west coasts of the North American continent were settled, but people generally avoided the middle of the continent—an area widely referred to as “the Great American Desert”; the result was the start of a truly national economy in which manufactured goods from eastern factories went west and western agriculture fed eastern cities; from a social standpoint, America’s culture became more diverse as thousands of Irish and Chinese immigrants worked on the railroad and thousands more European immigrants settled in the newly available and accessible lands of the Midwest)
- Richly supports the theme with relevant facts, examples, and details (*Louisiana Purchase*: 1803; Tennessee and Kentucky; Mississippi River; outlet for their crops; Thomas Jefferson; French land; doubled the size of the United States; more farmland; Native Americans; encroaching European Americans; expanded presidential power; *building of the transcontinental railroad*: mid-19th century; vast distance between coasts; cross-country journey; long journey by boat; tip of South America; two companies; grants of land; golden spike; farms and ranches; exports of cheap farm goods)
- Demonstrates a logical and clear plan of organization; includes an introduction that highlights America’s vast size and geographical diversity, and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Effective description and strong analysis are used to show how geographic factors led to the Louisiana Purchase and the building of the transcontinental railroad, and how these events were important in United States development.

many significant events that have contributed to the history of the United States have been greatly impacted by various geographic factors throughout history many events that have shaped the development of the United States were influenced by geographic factors such as location, size, climate, natural resources and physical features. These events that were influenced by geographic features have impacted the U.S either politically, socially or economically. The building of the transcontinental railroad and the acquisition of the Philippines are two such events that were influenced spurred by geographic factors and these two events would have significant impact on the country's future.

The building of the transcontinental railroad was influenced by geographic factors. The transcontinental railroad would not have been completed as easily if the U.S. did not have a wide open plain separating the populated eastern part of the country from the scattered settlements in the West. While California had been quickly populated after gold was discovered much of the western territory was unsettled. The vast size of the U.S made travel to the far West difficult. Tracts of open land spurred the creation of the continental railroad for two reasons. First, the large amount of

farmland attracted farmers and therefore the railroad was needed to bring people west. Secondly, the relatively flat terrain, until the Rocky mts, provided for an easy course to create a railroad. Therefore in 1869, at Promontory Point the first transcontinental railroad was completed connecting the country from east to west.

The transcontinental railroad, influenced by geographic factors, impacted the U.S. politically and economically. It helped tie the nation together by improving transportation and communication. Politically, the transcontinental railroad impacted the U.S. because it allowed for more and more people to move west. These people eventually formed new states and joined the union. The transcontinental railroad also impacted the U.S. economically because it allowed people from the eastern cities and immigrants to move west and farm more land, therefore creating more profit. Vast quantities of wheat, corn, and cattle could be shipped to population centers like Chicago where the meatpacking industry developed. Eventually the small family farms would be replaced by large commercial farms. Therefore the transcontinental railroad impacted the U.S. politically and economically.

The acquisition of the Philippines was another event that was influenced by geographic features. Many U.S. political

leaders had become interested in building a navy, especially after hearing Admiral Mahan's arguments about the importance of sea power. The U.S. needed a strategic naval base and the Philippines' location in the Pacific provided a good one. Therefore, after the Spanish-American War the U.S. held onto the Philippines instead of giving the people their freedom because of the Philippines' strategic location and natural resources.

The acquisition of the Philippines also had many political and economic impacts on the U.S. The Philippines had a political impact on the U.S. because there were increased tensions among the Americans as to whether or not the U.S. should become an imperial state. Increased political tensions also arose because how should the U.S. govern the Philippines? Some felt it went against U.S. principles of freedom to control another nation, especially in light of the Filipinos' opposition to U.S. control and therefore political tensions increased. The acquisition of the Philippines also impacted the U.S. economically because it provided a country with which the U.S. could trade. The U.S. established a large naval base in the Philippines greatly increasing trade with China and other Asian nations. Continued U.S. control of the Philippines would lead to increased tension with

Japan as it expanded its power before Pearl Harbor the acquisition of the Philippines therefore impacted the U.S. politically and economically.

The transcontinental railroad and the acquisition of the Philippines were both influenced by geographic factors and impacted the future of the U.S.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the building of the transcontinental railroad and the acquisition of the Philippines, but does so somewhat unevenly by discussing the impacts of the acquisition of the Philippines more thoroughly than the impacts of building the transcontinental railroad
- Is both descriptive and analytical (*building of the transcontinental railroad*: the transcontinental railroad would not have been completed as easily if the United States did not have a wide, open plain separating the populated eastern part of the country from the settlements in the West; these people eventually formed new states and joined the Union; eventually the small family farms would be replaced by large commercial farms; vast quantities of cattle shipped to Chicago where meatpacking industry developed; *acquisition of the Philippines*: the United States needed a strategic naval base and the Philippines location in the Pacific provided a good one; some felt it went against United States principles of freedom to control another nation especially in light of the Filipinos' opposition to U.S. control; political tensions increased; greatly increased trade with China and other Asian nations)
- Supports the theme with relevant facts, examples, and details (*building of the transcontinental railroad*: California; gold was discovered; farmland; relatively flat terrain; Rocky Mountains; 1869; Promontory Point; *acquisition of the Philippines*: Admiral Mahan; the importance of sea power; Spanish-American War; imperial state; trade; increased tension with Japan; Pearl Harbor)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: The response demonstrates a good understanding of the task. General statements about the role geographic factors played in shaping the building of the transcontinental railroad and the acquisition of the Philippines are strong. However, fewer details about the impact of the transcontinental railroad than about the impact of the acquisition of the Philippines weakens the response.

Throughout the history of the United States, numerous geographic factors have played a vital role in the country's development. Even in the earliest days of colonization the geographic aspects of different parts of the New World played a crucial role in development. The northern + southern colonies had different geographic features + therefore developed different economic and social systems. Another key event influenced by geography was the Louisiana Purchase of 1803 which nearly doubled the size of the U.S.

As early as the development of the Jamestown colony in Virginia, geography affected the lifestyles of the colonists. Jamestown was able to barely survive its "starvation time" by focusing on agriculture. The warm climate and good soil rewarded hard work, and early success came from growing tobacco to export. As more colonists came to the southern colonies, the lifestyles they formed were affected by the land. In

The north, the climate was cool with a shorter growing season, and the soil was rocky and poor. This prevented northerners from being able to farm as easily as southerners. Though the north did have a mild climate and great natural harbors, which allowed for great trading abilities and a more commercial economy. The South, however, was different. The South had large areas of rich, fertile soil, which allowed for the development of huge and successful farms. Much of the South lacked many natural harbors which made them a more agricultural economy. These differences in sections had a huge impact on the country.

The north became a place where families were an integral part of society and where more cities developed. They relied on shipping and trading and eventually became the center of for America's industrial revolution. The South on the other hand was made up of large plantations with very few cities and because of the large plantations slavery was an extremely

important factor in their economy. These sectional differences, especially the South's reliance on slavery, eventually led to the Civil War which drastically changed the course of American history. The Civil War resulted in the end of slavery, even though that was not President Lincoln's original goal. He wanted to preserve the Union. By 1862 he decided that he needed to free slaves in the South and issued the Emancipation Proclamation, which was followed at the end of the war by the 13th amendment outlawing slavery forever. Another major impact was that supplying the Union army created huge economic changes in the North and sped up the growth of industry. This would help bring on major industrialization that made the United States one of the world's largest economies by the end of the 1800s. The South, meanwhile, suffered most of the war's damage and took decades to overcome its agricultural traditions.

The United States was also affected politically and economically when the country

doubled in size in 1803. The Louisiana Territory had recently been given to the French from Spain. This was a huge problem for President Thomas Jefferson since it put France in control of New Orleans and the west bank of the Mississippi River. Western farmers needed the river to send their products to market and were angry when their right to ship goods through New Orleans was stopped. President Jefferson sent ambassadors to France to try and acquire the right to the port of New Orleans. However, Napoleon, the French leader at the time, needed money and had given up hope for empire in America so offered to sell the entire territory to the U.S. for \$15 million. Though Jefferson was a "strict constructionist" and did not feel the Constitution gave him the right to purchase land, he knew it would benefit the country greatly so he agreed to the purchase. The U.S. nearly doubled in size. Now the country had access to huge areas of fertile farm land and the many natural resources the land offered. They also

gained complete control of the vital New Orleans port and the Mississippi River which was already a vital aspect for America's economy.

The purchase affected society in multiple ways. The movement west introduced the idea of Manifest Destiny, the idea that America should expand from sea to shining sea. The Louisiana Purchase gave us the first territory west of the Mississippi. The land also offered the development of the frontier. The frontier was a crucial aspect of American society and in many people's opinions the development of the frontier/the west also caused the development of the true American character. Settlers in this area needed a character of strength, endurance and courage. The Great Plains were flat, treeless and difficult to survive on. The pioneer spirit that people needed to succeed encouraged democracy and equality. The west had a great impact on America, and it all started with The Louisiana Purchase.

There are many other events in U.S. history that have been influenced by geography, and geography continues to influence numerous countries today. Geography played a major role in American history and will continue to do so.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so unevenly for the Civil War and the Louisiana Purchase
- Is both descriptive and analytical (*Civil War*: the South had large areas of rich fertile soil which allowed for the development of huge and successful farms; slavery was an extremely important factor in their economy; the North relied on shipping and trading and became the center of America's industrial revolution; the Civil War resulted in the end of slavery; supplying the Union army sped up the growth of industry in the North; *Louisiana Purchase*: they also gained complete control of the port of New Orleans and the Mississippi River which was already a vital aspect for America's economy; the movement west introduced the idea of Manifest Destiny, the idea that America should expand from sea to shining sea; the pioneer spirit that people needed to succeed encouraged democracy and equality)
- Includes some relevant facts, examples, and details (*Civil War*: Jamestown colony in Virginia; soil was rocky and poor; natural harbors; commercialized economy; agricultural economy; cities developed; Industrial Revolution; large plantations; sectional differences; reliance on slavery; *Louisiana Purchase*: doubled in size; 1803; given to the French from Spain; President Thomas Jefferson; ambassadors to France; Napoleon needed money; sell entire territory for \$15 million; strict constructionist; Constitution; natural resources; west of Mississippi; frontier; true American character; strength, endurance and courage; flat; treeless)
- Demonstrates a satisfactory plan of organization; includes an introduction that cites the effects of geographic factors from early United States history and a conclusion that states that geography will continue to effect the United States in the future

Conclusion: Overall, the response fits the criteria for Level 4. The response includes a lengthy and well-developed section about the geographic differences between the North and the South and the impact of the Civil War. The discussion of the Louisiana Purchase is well developed but would benefit from additional details.

The development of the United States has been greatly influenced by various geographic features. Some of these geographic features include size, location, climate, and the different physical features. The events that have led to the creation of our nation have been effected by these geographic features. Two of these events are the Civil War and the decision to enter World War I.

The Civil War began over the idea of slavery. Climate was the primary factor for the differences in development between the north and south during the 19th century. The colder north was more industrial and the south, with a warmer climate and longer growing season, relied on farming cash crops. Due to these differences, large plantations with slaves became common in the south. Slaves were used to work in the cotton fields and tobacco farms. In the north, slavery died out in part because trade and industry grew. Because of the southern defense of slavery and the northern opposition to its expansion, the Civil War occurred. This war between the north and south began with the break up of the union as southern states seceded. During this time, president Abraham Lincoln emerged as one of the greatest presidents of all time. He helped abolish slavery by issuing the Emancipation Proclamation and supporting an amendment to permanently end it and also bring the union back together. Also, industrialization during the war boosted the economy of the United States. Northern factories developed to produce guns, clothing, and other war materials.

Another event is the decision to enter World War I. Because of where the continental United States is located, 3,000 miles across the Atlantic from Europe, we had maintained a policy of isolation and avoided European wars. After World War I broke out in Europe, President Woodrow Wilson vowed to remain neutral as long as possible and not get involved in European entanglements. Germany's use of unrestricted submarine warfare brought us closer to war but it wasn't until the Zimmerman telegram threatened that Germany would help Mexico take over the southwestern part of the United States that America decided to declare war. We had the advantage in this war because none of our buildings were being destroyed, no civilians were losing their lives, and we never had to rebuild. During the war, the United States supplied Britain and France with munitions, food, and many other goods. United States banks loaned them money to buy American products, all of this helped the economy during the war and made us stronger. After this war the United States economy sky rocketed. This led to the economic optimism of the "Roaring 20s" and the jazz age ^{after the war,} President Wilson proposed the creation of the League of Nations in the Treaty of Versailles to prevent future wars. The Senate would not ratify the treaty because senators were afraid it would not preserve our neutrality in future European wars despite our location.

Throughout history, the United States has been effected

by many geographic features, Many geographic features also impacted how the United States is today, there was slavery because of the different climates that separate the north and the south. We went through an economic boom in the 20s because of WWI, without our specific geographic features, the United States wouldn't be what it is today.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the decision to enter World War I more thoroughly than the Civil War
- Is both descriptive and analytical (*Civil War*: the colder North was more industrial and the South, with a warmer climate and longer growing season, relied on farming cash crops; President Abraham Lincoln helped abolish slavery by issuing the Emancipation Proclamation and supporting an amendment to permanently end it; Northern factories developed to produce guns, clothing, and other war materials; *decision to enter World War I*: because of where the continental United States is located, 3,000 miles across the Atlantic from Europe, we had maintained a policy of isolation and avoided European wars; the United States supplied Britain and France with munitions, food, and many other goods; after this war, the United States economy skyrocketed; the United States never joined the League of Nations because senators were afraid it would not preserve our neutrality)
- Supports the theme with relevant facts, examples, and details (*Civil War*: cotton fields; tobacco farms; trade; Southern defense of slavery; Northern opposition to its expansion; breakup of the Union; Southern states seceded; *decision to enter World War I*: Germany's use of unrestricted submarine warfare; Zimmermann telegram; southwestern part of the United States; Versailles Treaty; President Wilson; Senate would not ratify)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that briefly reviews the two examples

Conclusion: Overall, the response fits the criteria for Level 4. The response clearly connects United States location to neutrality before World War I and conveys the war's impact on economic growth and a return to isolationism. However, the discussion of the Civil War is less analytical and detailed.

Throughout United States history, the geography and environment of a region has affected an event. Two events affected by the geography of the region include the building of the first transcontinental rail road and the building of the Panama Canal. The transcontinental rail road was the first rail road to cross the country allowing for quick transportation across the country, while the Panama Canal allowed for quick shipments of goods from the Gulf of Mexico to the West Coast. Clearly, the geography associated with the first Transcontinental Railroad affected its development because the Rocky Mountains and plains created difficulties for its development, while the geography associated with the Panama Canal affected its creation because the builders constructed it on an isthmus for the shortest distance, and the jungle environment created difficulties for the workers.

The geography associated with the first transcontinental Railroad created many difficulties for the builders but its completion helped the economy and affected the society of the U.S. Firstly, the transcontinental rail road spanned across the great plains and through the Rocky Mountains to California. The plains created problems for the railroad because during the winter temperatures plunged to negative temperatures, while during the summer, temperatures soared into uncomfortable levels. This posed a problem for workers since most camped near the railroad so they could easily work on it the next day. The Rocky Mountains also

posed a problem for workers of the railroad since dynamite had to be used to create the tunnels through the mountains, which resulted in numerous deaths and injuries. The completion of the railroad changed the American economy and society greatly. Economically, goods like beef and vegetables could be shipped quickly from the west coast to the east ~~coast~~ coast and not spoil. Socially, the transcontinental railroad allowed for pioneers to settle in the west because they could be easily transported across the country, and acquire the goods they needed to survive. The transcontinental railroad also brought in a lot of Chinese and Irish labor to work on the railroad during its construction, which led to the development of Chinese and Irish towns in the west. Clearly, the geography associated with the first transcontinental Railroad affected its development by creating dangerous working conditions.

The geography associated with the Panama Canal also created dangerous working conditions, and had a political and economic impact on Americans. Firstly, the designers built the canal in Panama because Panama had an isthmus, which is a narrow strip of land between two bodies of water. This allowed for less money and labor to be used in creating the canal. The dense tropical rainforest created problems for the workers because they had a difficult time removing the foliage from the path, and caught diseases like malaria and yellow

fever from the mosquitoes in the area. These conditions caused the completion of the canal to take more time than expected. Next, the canal created many political impacts. Firstly, Roosevelt had to utilize his "big stick" policy, which was a policy of keeping Europe out of Latin America and a way for the U.S. to intervene to create a coup to overthrow the Venezuelan government in Panama, so the new government would give the land to the U.S. In addition to the "big sticks" policy, the Roosevelt colony strengthened the Monroe doctrine so European nations wouldn't interfere with Latin America or the canal. Economically, the Panama Canal allowed for a quick transfer of goods by ship from the east coast to the west coast of the U.S. The U.S. also gained revenue from the canal since the U.S. placed tariffs on anyone going through the canal. Without a doubt, the geography of the Panama Canal led for a short canal to be created and created hazardous working conditions.

Clearly, the geography associated with the first Transcontinental Railroad and the Panama Canal created many dangerous working conditions and affected their development. The first Transcontinental Railroad was affected by the harsh weather of the plains and the Rocky Mountains. The isthmus of Panama created a more feasible canal to connect the Atlantic and Pacific oceans, and the dense rain forest spread many dangerous diseases. Geography will always have an impact on history because the nation will have to overcome the difficulties created by it.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth for the building of the transcontinental railroad and the Panama Canal
- Is mostly descriptive (*building of the transcontinental railroad*: the transcontinental railroad spanned across the Great Plains and through the Rocky Mountains to California; the Rocky Mountains also posed a problem for workers on the railroad since dynamite had to be used to create the tunnels through the mountains, which resulted in numerous deaths and injuries; socially, the transcontinental railroad allowed for pioneers to settle in the West because they could be easily transported across the country and acquire the goods they needed to survive; *building of the Panama Canal*: the dense tropical rainforest created problems for the workers because they had a difficult time removing the foliage from the path, and caught diseases like malaria and yellow fever from the mosquitoes in the area; economically, the Panama Canal allowed for a quick transfer of goods by ship from the East Coast to the West Coast of the United States; the isthmus of Panama created a canal to connect the Atlantic and Pacific oceans)
- Includes some relevant facts, examples, and details (*building of the transcontinental railroad*: beef and vegetables; Chinese and Irish labor; *building of the Panama Canal*: Roosevelt; keeping Europe out of Latin America; “big stick” policy; coup; Roosevelt Corollary; Monroe Doctrine; tariffs); includes an inaccuracy (*building of the Panama Canal*: overthrow of the Venezuelan government in Panama)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that describe the construction difficulties for each event

Conclusion: Overall, the response fits the criteria for Level 3. The response interprets the building of these infrastructures literally and focuses on working conditions.

Throughout time, infrastructure has changed the United States in many ways. One thing such as the first transcontinental railroad changed the economy forever and another one which ~~was~~ was the creation of the interstate highway system which heightened social barriers between the classes and the races. Both of these new technologies and ideas of their time made a great impact on the United States. Both of these were trying to overcome the problem of the huge size of the United States. The country is so big that it was very hard to travel great distances.

In the 1800s a new railroad was conceived. While the technology of the ~~“railroad”~~ “iron horse” had already existed, it hadn't come to be a magnitude of size until the completion of the transcontinental railroad. Smaller railroads had existed of many different track scales and time systems. ~~At~~ A historical event that the transcontinental railroad effected was the creation of time zones across the U.S. Instead of “God's time” the country was divided into four different sections

so that travel schedules could be standardized and more easily followed. These four time zones still exist today, making all types of communication and business easier. The railroad also created faster ~~mail~~ mail delivery and the construction of more telegraph poles that traveled along with the tracks.

The railroad also had effects on the economy. New goods could be transported faster throughout the country. To some extent, fruits and vegetables could be transported larger distances for greater profits. For the west and the plains, the ~~the~~ cattle trade could increase. Instead of herding cattle up North they could just put the cattle on a railroad. Therefore, the transcontinental railroad contributed to a true ~~the~~ nation of economy. Adding to that, the railroad also employed people which helped the economy. Also, coal production would have had to go up because of locomotives burning coal.

Like ~~the~~ the building of the railroad, the creation of the Interstate Highway System

in the 1950s under president Eisenhower had affects on political and social aspects of the United States. The historical effect of the creation of the system was the suburbanization of the United States which meant that people who could afford it could now move out of cities and into large residential developments known as suburbs. They drove their cars to their suburban homes, shopping plazas and supermarkets rather than shopping downtown. It also created competition of who has the greenest lawn and the nicest car parked in the driveway. The differences were much more visible now that people were living in individual homes rather than apartment complexes. This move by mostly white people created social tension because most blacks couldn't afford to live outside of the city so they stayed in inner city neighborhoods. The inner cities decayed as they lost businesses and their tax bases. Suburbs grew and cities were plagued by poverty and crime.

Both of ~~these~~ these advances in infrastructure contributed to the growing

economy of the United States. The railroad increased the economy while the ~~infrastructure~~ interstate highway system increased suburbanization which are two positive things in the history of the U.S.

Anchor Level 3-B

The response:

- Develops some aspects of the task in some depth by discussing the economic and social impacts of the building of the transcontinental railroad and the interstate highway system and the problem of overcoming the size of the United States in little depth
- Is more descriptive than analytical (*building of the transcontinental railroad*: instead of “God’s time,” the country was divided into four different sections so that travel schedules could be standardized and more easily followed; the transcontinental railroad contributed to a true national economy; *construction of the interstate highway system*: the historical effect of the creation of the system was the suburbanization of the United States which meant that people who could afford it could now move out of cities and into large residential developments known as suburbs; the inner cities decayed as they lost businesses and their tax bases)
- Includes some relevant facts, examples, and details (*building of the transcontinental railroad*: “iron horse”; different track scales; faster mail delivery; telegraph poles; cattle trade; locomotives burning coal; *construction of the interstate highway system*: 1950s; President Eisenhower; cars; shopping plazas; supermarkets; greenest lawn; homes rather than apartment complexes; poverty; crime)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that note the impact of infrastructure on the development of the United States

Conclusion: Overall, the response fits the criteria for Level 3. The response mentions the conditions that the building of the transcontinental railroad was attempting to overcome. The strength of this response is in the discussion of the impacts of these events.

"Location, Location, Location," this is the quote that has been used to describe the three most important aspects of a successful business, and the same applies to countries. Geographic factors have had a major effect on the development of the United States and have helped to raise us to one of the most powerful countries in the world. The diverse geographical landscapes, climates, and conditions of our country influenced the Civil War, and the building of the transcontinental railroad. Two events that would drastically change the future of America.

The diverse climates of the country led to different types of development in different regions. The warm climate and fertile soil of the south supported agricultural development while the cold climate and rocky soil in the north yielded industrialization. These opposing developments led to different lines of thought for the people in each of these areas, despite this they were able to exist in peace and harmony. That is, until the institution of slavery came into question. Slavery was a major part of life in the south, and although it was also legal in parts of the north it was much less prevalent. The Agricultural development of the south was largely dependant on

slaves and the economy of the region was dependant on the farming business. So when the north questioned the legality of slavery a rift was created. The geography in these regions had developed the people differently, creating this difference of opinions which eventually led to the civil war.

The effect of the civil war on the country was drastic and long lasting. For out of the war came the freedom of slaves and the citizenship of black Americans. It was this war that established the United States as one single country that could not divide itself, and it was this war that determined the futures of the peoples of the country; black and white both citizens under the law.

The building of the transcontinental railroad was another event that drastically changed the United States. The size and vastness of the country made it difficult and tedious to travel from one coast of the country to the other. Out of this long tedious journey arose the need to develop and efficient form of transportation; this come about with the steam engine, with this new invention moving from one area to

another could be done quickly and safely and aspirations of a transcontinental transportation system become realistic. The building of this ~~system~~ railroad had a tremendous economic boost on the American Economy. It provide thousands of jobs, a cheap easy way to transport goods that favored business and trade, and the developement of a national economy. With the building of this transportation wonder new areas untouched by man were revealed to the American people. Settlements and towns sprung up along the tracks, people moved west and lived on lands that had once been wild. The creation of this railroad come from the need created by the country's geographic features and size and eventually led to the settling and developement of the country from coast to coast.

The geographic features of the country sparked both the civil war and the building of the transcontinental railroad. These events that shaped the future of the country. This serves as just a small example of how the geography of the North American Continent helped form the government and country of the United States of America.

Anchor Paper—Score Level 3-C

The response:

- Develops all aspects of the task for the Civil War and the building of the transcontinental railroad
- Is more analytical than descriptive (*Civil War*: the warm climate and fertile soil of the South supported agricultural development while the cold climate and rocky soil of the North yielded industrialization; out of the war came the freedom of slaves and the citizenship of black Americans; it was this war that established the United States as one single country that could not divide itself; *building of the transcontinental railroad*: the size and vastness of the country made it difficult and tedious to travel from one coast to the other; it provided thousands of jobs, a cheap, easy way to transport goods that favored business and trade, and the development of a national economy; settlements and towns sprung up along the tracks and people moved west and lived on lands that had once been wild)
- Includes some relevant facts, examples, and details (*Civil War*: different regions; institution of slavery; citizens under the law; *building of the transcontinental railroad*: steam engine)
- Demonstrates a satisfactory plan of organization; includes an introduction that highlights the importance of location and diverse geography to a nation and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the task with many analytical statements; however, the lack of factors and details weakens the response.

Throughout the ~~the~~ History of the United States, we can see how the location and the ~~the~~ size of the country have greatly contributed to, and in some cases enabled, the survival of the nation.

The location of the country, during colonial times, made the Revolutionary War possible. The size of the United States before and after the Louisiana Purchase helped to ensure the longevity of the Nation.

In the beginning of the United States history, there is one event ~~that~~ that ~~truly~~ truly shaped the Nation. The Revolutionary War created the Nation, and the location of the colonies, before they became the states, greatly influenced the outcome of the war. In the 1700's, the war was fought in the colonies, which was a great advantage to the Patriots. The British "Redcoats" were not familiar with the land they were fighting on and they were so far away from home. The colonists, who were familiar with the land, used ~~tactics similar to Guerrilla Warfare tactics~~ the land to their advantage and they were able to win the war ~~despite~~ even though they did not have

an army as large as the British.

One can say that the location of the colonies caused the war; ~~the~~ many colonists were angered by the taxation imposed by a king an ocean away. As they grew more and more rebellious they ~~saw the distance as~~ the distance became an advantage. Socially, the ~~distance~~ war caused a split between ~~the~~ colonists and their families. Some wished to remain loyal to the king and others wanted to break away. The Revolutionary War had political effects on the United States, as well, because without the war the United States would ~~not~~ never have been created and the political systems would ~~not~~ have developed.

Another event that literally shape the United States was the Louisiana Purchase. The Louisiana Purchase more than doubled the size of the United States. ~~The~~ The Purchase can be seen as a ~~big shopping spree~~ Thomas Jefferson's large shopping spree, but it was so much more than that. The Louisiana ~~Purchase~~ ~~was~~ held so much potential, it brought the country closer to ~~its~~ its dream of spreading to the ~~of~~ Pacific Ocean and achieving the goal of Manifest Destiny.

Within the area purchased from Napoleon, The United States received ~~the~~ a vast expanse of rich and fertile land. This land ~~helped~~ held a lot of economic prosperity in the future of the United States. In ~~the~~ the years after the purchase was made we see many times where this land has ~~helped~~ provided economic prosperity. The land helped enable further expansion west and it also helped during the creation of the ~~transcontinental~~ transcontinental railroad. Also, as the cities in the East became more crowded, ~~the~~ people were encouraged to move west into, and ~~is~~ further than, the area of the Louisiana Purchase.

The ~~land~~ size of the United States has grown since the Revolutionary War, and even since the Louisiana Purchase, and we have seen ~~where~~ how this land has allowed the country to grow ~~is~~ strong ~~and~~ ~~prosperous~~. Of course the country has had some hard times such as during the numerous wars that have been fought since the 1700s and during the Great ~~the~~ Depression, when parts of the country became the Dust Bowl, some of these parts ~~could~~ had once been part

of the Louisiana purchase. But, even today
~~it is clear that~~ ~~the~~ ~~the~~ the United States is
a strong independent Nation, and many
farms in the midwest, and western part of
the country provide food for the whole country.
It is clear that Thomas Jefferson made
one of the greatest purchases in the history
of the United States

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Revolutionary War*: the British “Lobster Backs” were not familiar with the land they were fighting on and they were so far away from home; many colonists were angered by the taxation imposed by a king an ocean away; *Louisiana Purchase*: as the cities in the East became more crowded, people were encouraged to move west into, and further than, the area of the Louisiana Purchase)
- Includes some relevant facts, examples, and details (*Revolutionary War*: location of the colonies; patriots; did not have an army as large as the British; taxation; an ocean away; *Louisiana Purchase*: doubled the size of the United States; Thomas Jefferson; purchased from Napoleon; rich and fertile land; transcontinental railroad); includes inaccuracies (*Louisiana Purchase*: it brought the country closer to its dream of spreading to the Pacific Ocean and achieving the goal of Manifest Destiny; *Revolutionary War*: had political effects on the United States as well, because without the war the United States would never have been created and the political systems would not have developed)
- Demonstrates a general plan of organization; includes an introduction that emphasizes the importance of the location and size of the nation and a lengthy conclusion that digresses from the topic

Conclusion: Overall, the response fits the criteria for Level 2. The response adequately describes geographic factors that influenced the American victory in the Revolution and mentions an effect but does not develop it. Conversely, there is no description of how geographic factors influenced the Louisiana Purchase, but economic and social impacts are included.

When a person goes somewhere new they must adapt to the new conditions of that place. ~~The same is~~ This is true, not only for one person, but for a whole ~~country~~ country too. As the US grew either physically, socially, or in industry it needed to find new ways to deal with its geography, and use the ~~and~~ the land to help instead of hinder the US's efforts. Thus, some of the US's most important events happened while adapting to ~~the~~ its geography.

The Louisiana purchase ~~was~~ is one of the US's most important events; and also the event that most altered the geography of the US. Before the Louisiana purchase the US's territory ~~was~~ only went about as far as the Mississippi River; Therefore, as more people immigrated to the US ~~land began to become scarce~~ more and more land was needed. ~~for everyone to be able to~~ When the Louisiana Purchase was made the US's territory approximately doubled in size. Due to the expansion people had

more space on which to live and farm. Many people moved west which encouraged the invention of better ~~longer~~ means for long distance travel, and communication. Such as, ~~the railroad, and the pony express~~ steel wagon wheels, and the pony express, and later rail roads, and telegraphs. The mass expansion of the US's land greatly impacted American life.

Another event in the US that altered geography and had an important effect on American life was the creation of the Panama Canal. In the days before the Panama Canal was built, if someone had to go from the ~~west~~^{east} end of the US the west, they either had to ~~cross~~ go by land, which was a long and ~~to~~ hard route to travel due to tall mountains and wide rivers, or sail all the way around South America, ~~cross~~ coming dangerously close to Antarctica, and causing horribly cold weather conditions. However once the canal was dug through a small land mass

connecting Mexico to South America, the time it took to travel by water was greatly reduced. Travelers no longer had to circumnavigate South America, or endure freezing climates. Thusly, more Americans were able to move west to territories such as California, and people could trade many more goods between the east and west ends of the US,

~~In conclusion~~ In conclusion, the US used its need to adapt to the geography of its land, to also better itself. Leading to some of the US's most important events.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for the Louisiana Purchase and the building of the Panama Canal
- Is primarily descriptive (*Louisiana Purchase*: before the Louisiana Purchase, the United States' territory went about as far as the Mississippi River; due to the expansion, people had more space on which to live and farm; many people moved west which encouraged the invention of better means for long distance travel and communication; *building of the Panama Canal*: in the days before the Panama Canal was built, if someone had to go from the east end of the United States to the west, they either had to go by land, which was a long and hard route to travel due to tall mountains and wide rivers, or sail all the way around South America; more Americans were able to move west to territories such as California; people could trade many more goods between the east and west ends of the United States); includes faulty analysis (*Louisiana Purchase*: as more people immigrated to the United States, more and more land was needed)
- Includes few relevant facts, examples, and details (*Louisiana Purchase*: doubled in size; steel wagon wheels; pony express; railroads; telegraphs; *building of the Panama Canal*: through a small land mass)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that some of the most important events in United States history were caused by the need to adapt to geography

Conclusion: Overall, the response fits the criteria for Level 2. The response shows some understanding of how long distances influenced events but lacks development and details.

Many factors led to and influenced many important and lasting effects. One important factor ^{affecting} ~~to~~ these events are geographic features. Geographic features have greatly influenced important events that shaped U.S. life. The effect of geographic features are apparent in important battles like the Revolutionary War and the Civil War; battles that changed the way the U.S. thought and lived.

Geographic features have the ability to change the tide of a war, no matter how huge a disadvantage one ~~side~~ side might be at. The Revolutionary War was between the 13 original colonies of the U.S. and Britain, one of the largest and most powerful empires ^{at} ~~of~~ then time. The war was heavily in Britain's favor, but the geographic features were on the U.S.'s side. Because England was separated from the U.S. by water, ~~it~~ it was difficult for England to send troops and supplies quickly enough. ~~The~~ The battles were also fought on U.S. lands, and the ~~the~~ American soldiers were more familiar with their lands and were able to plan many sneak attacks which helped to lower British morale. Geographic features greatly aided the U.S. victory, and the war had a great impact on U.S. citizens.

The Revolutionary War left a strong political

impact. The war had originally started based on a lack of representation in England's government. After the war, the U.S. drew up their own constitution, one where the citizens of the U.S. would have a say. After many failed constitutions like the Articles of Confederation, the U.S. came up with the system of government and the constitution we still have today. Our constitution received many amendments and changes, one of which was a result of another war influenced by geographic factors.

The Civil War was a war within the U.S. itself. It was ~~the~~ between the North and the South, who had many disagreements about how the U.S. should be run. Because the North had a larger population, more supplies, and more factories, it seemed as though it would be nothing more than a few small battles. However, the geographical features of the South gave them a few advantages. The land in the South was good for growing cotton, which became known as "King Cotton" and gave the South a great profit. Many battles were fought in the South, giving Southerners a greater advantage ~~because~~ because of their knowledge of their homeland. Despite these geographical advantages, the South still lost, and the war had a lasting

economic and political effects.

As a result of the Civil War, an amendment was added to the Constitution which ~~was~~ prohibited any state of the U.S from ~~separating~~ breaking away from the U.S. This Amendment was passed because the war ~~was~~ was caused ~~by~~ with the tearing of racial states.

The South faced severe economic problems as a result.

They were in debt and not even cotton could repay the debt. They also lost hundreds of people and workforce, forcing them to rejoin the North.

The Revolutionary War and the Civil War were two important battles in U.S. history that were influenced by geographical factors. ~~It~~ ^{had} those factors ~~that~~ ^{not} come into play, the U.S. wouldn't be what it is today. We wouldn't have our own forms of government nor would we be united as one country. Geographical factors greatly influenced what the U.S. is today.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Revolutionary War*: because England was separated from the United States by water, it was difficult for England to send troops and supplies quickly enough; after the war, the United States drew up their own constitution, one where the citizens of the United States would have a say; *Civil War*: because the North had a larger population, more supplies, and more factories, it seemed as though it would be nothing more than a few small battles; the South went into debt and not even cotton could repay the debt)
- Includes some relevant facts, examples, and details (*Revolutionary War*: 13 original colonies; Britain; most powerful empire; fought on United States land; sneak attacks; lack of representation; Articles of Confederation; *Civil War*: between North and South; “King Cotton”; great profits; fought in the South; leaving of several states); includes inaccuracies (*Civil War*: as a result of the Civil War, an amendment was added to the Constitution which prohibited any state of the United States from breaking away from the United States; they also lost hundreds of people and workforce, forcing them to rejoin the North)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that credits the wars with creating our present government

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some understanding of the effect of geography on the outcome of the wars. While the discussion of the Revolutionary War’s impacts is satisfactory, the discussion of the Civil War’s impacts is mostly inaccurate.

The development of the United States has been altered by geographic factors greatly. Westward expansion and moving over seas are two examples of this.

Westward Expansion was one of the first major United States developments that took place. When we first moved to the United States, we only lived east of the Mississippi River. The ~~the~~ belief in Manifest Destiny was willing to change that. Manifest Destiny was the belief that the United States should extend from coastline to coastline. This impacted the United States greatly because now not only we could trade with Europe but we could trade with Asia as well.

Another way that our country developed from geography was expansion over seas. For example, the annexation of Hawaii, ~~and~~ ~~the~~ getting Guam, the Philippines, Puerto Rico, and Cuba helped over sea trade. The ~~the~~ Philippines and Guam helped our trade with Asia. ~~and~~ Cuba and Puerto Rico helped our trade with

European Countries and South America.

In conclusion, the ^{idea} of expansionism geographically helped the United States to develop greatly. It helped our trade with other countries and boosted our economy. ~~The~~ The United States still has over sea power today and it will most likely continue to expand and increase its power as a nation and over seas. The United States is on its way to becoming an even bigger world power.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning the economic impacts of westward and overseas expansion
- Is descriptive (*westward expansion*: this impacted the United States greatly because now not only could we trade with Europe but we could trade with Asia as well; *overseas expansion*: the Philippines and Guam helped our trade with Asia)
- Includes few relevant facts, examples, or details (*westward expansion*: Mississippi River; Manifest Destiny; coastline to coastline; *overseas expansion*: annexation of Hawaii, Puerto Rico); includes an inaccuracy (*overseas expansion*: getting Cuba)
- Demonstrates a general plan of organization; includes an introduction that misstates the task and a conclusion that reviews the main points of the response

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a limited understanding of the task by focusing primarily on the impacts of the events without mentioning the geographic factors.

Many of the important events that have contributed to the development of the United States have been greatly influenced by various geographic factors or conditions. Two important events that contributed to this are Alaska and the first transcontinental railroad.

In Alaska it is very cold, so the climate is contributed to it. We need the oil from Alaska because of the high gas prices because of the lack of oil now.

The first transcontinental railroad ~~connected~~ connected the east and west, so that helped with trade and the transportation ~~and demand~~ of demands for the resources needed or wanted.

In conclusion, The first

Anchor Paper – Thematic Essay—Level 1 – B

transcontinental railroad and Alaska are examples of how geographic locations and conditions contributed to important events.

Anchor Level 1-B

The response:

- Minimally develops few aspects of the task by mentioning the building of the transcontinental railroad
- Is descriptive (*building of the transcontinental railroad*: so that helped with trade and the transportation of demands for the resources needed or wanted)
- Includes few relevant facts, examples, or details (*building of the transcontinental railroad*: connected the east and west)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response shows only a limited understanding of the task in the section on the building of the transcontinental railroad.

Over the course of American history, many events that led to the growth and development of the United States were influenced by the geography of the area. Geography becomes of extreme importance in American history due to the great differences in the land of different regions of the country. Both the Louisiana Purchase and the construction of the Erie Canal were two events that resulted from the geography of the area.

In the late 1700s the United States had far less land than it does today. Western settlers were bound by the Mississippi River and were having problems shipping their crops and goods on the Mississippi River because the Spanish, who owned New Orleans, denied American farmers entrance to the port. With the ratification of Pickney's Treaty which granted Americans trading rights in New Orleans, American farmers could establish highly profitable farms and have an easy and cheap method of trading. When the Spanish gave control of New Orleans to the French, President Thomas Jefferson feared that the French would take away the farmers' right of deposit. Jefferson desperately wanted to control the port of New Orleans. Jefferson believed that farmers were the backbone of the United States and should be given every chance to succeed. When Napoleon Bonaparte of France offered Jefferson the entire Louisiana Territory for only 15 million dollars, Jefferson readily accepted. Most of the land

was good for farming. Jefferson hoped that farmers would take advantage of cheap land out west and establish profitable farms. He sent Lewis and Clark on an expedition to explore the new Louisiana territory and asked them to report back about land, plants, animals and Native Americans. This information would encourage more people to move west and establish farms, making the Louisiana territory a major source of food in the future. As more and more white settlers poured into the new territory, Native Americans were greatly harmed because their hunting grounds were turned into farms. By the end of the century, the buffalo were nearly extinct and the Plains Indians had been pushed onto reservations. The geographic factors that influenced Jefferson's decision were access to the Mississippi River, admittance to the port of New Orleans, and vast new farm lands.

The construction of the Erie Canal in upstate New York was also influenced by geography. While the Mississippi River provided southern and western farmers with an easy method of trade by water, farmers in the midwest struggled. There was no great waterway to transport the produce of farmers from the Great Lakes to the eastern seaboard cities. Farmers in the midwest usually had to ship their produce by land which took more time and was more costly. Therefore,

legislators decided to construct a canal, a man-made waterway to connect the midwestern farmers with the people living in the cities. The construction of the canal was long and expensive but the canal quickly proved to be worth the trouble when it began operating. The decision in this case was based on both the geographic conditions and economic needs, two situations that tend to be linked. New York legislators decided that a canal needed to be built because of the lack of a natural waterway linking the midwest and eastern cities. Along the canal route towns grew because of the possibility for trade. Cities like Rochester and Buffalo went from being small villages to highly populated trading centers overnight. Along with new towns and cities, the canal caused New York City to become the most important city in the country because it was the gateway between world markets and the midwest. New York City is still the most powerful economic center in the United States. The construction of the canal proved to be beneficial to both midwestern farmers and the urban populace alike.

Many events over the course of American history have been influenced by the geographic factors of a particular region. Thomas Jefferson purchased the Louisiana Territory from France giving farmers an abundant source of

Cheap land and easy access to trade in New Orleans, legislators in New York decided to construct the Erie Canal in order to gain access to the trade and produce of the Midwest. The canal provided midwestern farmers an easy waterway through which to transport their goods to the large cities of the east coast. The geography of America has been and ^{will} always be an influential force in the political actions and policies of Americans.

Events in history occur as a result of the culmination of various different causes creating a specific environment. And in almost any case, the setting plays a significant role in how that event unfolds. In the history of the United States, our geography has greatly influenced how our country has developed over the years. This major factor has played a key role in paving the path that our nation follows. Two specific events in which geography had a huge impact were the acquiring of the Louisiana Purchase, and the Civil War.

The Louisiana Purchase was undoubtedly an issue surrounding geography. President Jefferson went ahead with buying the vast French land holding in North America primarily to increase the size of land that we could call our state. It nearly doubled the size of the United States. This event had a great effect on the American people. Many chose to move further west to settle the new territory, creating new social environments. It also opened up new economic opportunities such as farming. However, unfortunately, it also came to bring political conflicts between the U.S. and Native American societies living on the Louisiana territory. The center of this event and its effects was →

land, a geographical factor.

The Civil War was also an event driven by geographical factors. The northern States and the Southern states greatly differed in their geographical features. The north was much more hilly, and had fast-moving rivers. This led to a more industrial economy. In the South, however, the land was flat plantations, perfect for farming. They had slow moving rivers, which steered them away from trade. This economic difference of industrial North vs. agrarian South was a huge part of the conflict leading to the Civil War. The Southern economy called for slaves, which the North generally disapproved of because they had no need for them. The two regions butted heads on most economic policies, such as tariffs. This conflict played an immense role in causing the Civil War.

As seen in the cases of the Louisiana Purchase and Civil War, geographical factors play a great role in causing turning point events.

Geography is a cornerstone. It is the foundation upon which human history has been laid upon, and it has therefore been shaped accordingly. Geography has been one of the single greatest influencing factors in the lives of humans. It determined where they live, how they live, how they travel, etc. This holds true in the history of the United States, and the influence of geography can be seen in two major events; the Louisiana Purchase and the Civil War.

The Louisiana Purchase was completed during the reign of Napoleon over Europe. The president thought it would be prudent to buy the port of New Orleans from the French in order to protect the interests of the U.S. He believed that this purchase of New Orleans would allow trade along the Mississippi to the Atlantic to remain smooth, and would deter any attacks by the French on the U.S. Surprisingly, Napoleon offered the entire Louisiana Territory to the U.S. for about \$15 million. This basically doubled the size of the U.S. and insured the protection of the country. Napoleon was no longer a danger to us. There were, however, many unknowns. Before the Louisiana Purchase, no Americans ventured past the Mississippi River, so the land was extremely unfamiliar. The Lewis and Clark Expedition was sent out to explore the new land, and were overwhelmed by the task. They employed the help of Sacagawea and a

other Native Americans who knew the land better and could help them explore the geography more thoroughly. The size, location, and resources found in the Louisiana Purchase made it highly valuable to the U.S. and it was a very good deal. Many states were later added from the land we purchased.

A second event in U.S. History that was affected by geography was the Civil War. The bloodiest and most horrible of all wars in our history, this one pitted brother against brother and neighbor against neighbor. It changed the economy of the U.S. due to the Emancipation Proclamation and abolition of slavery. It tore the country apart, ruined its morale and its economy, and left grave lasting effects and sentiments.

This war was influenced by geography in the major differences in the two sides, the North and the South. The South had a very hospitable climate and land that favored farming and agriculture, so they promoted slavery to deal with the labor needs. The North was more industrial though, and opposed slavery. They were also able to produce more weapons and clothing for their men due to the large numbers of factories in the North. They also had better forms of transportation where the South was rural and unconnected. All of these

Thematic Essay—Practice Paper – C

Reasons allowed the North to easily overpower the South, forever changing the history of the U.S.

These two events, the Louisiana Purchase and the Civil War, were greatly influenced by geography. The size, location, and resources of the areas shaped how these events occurred, and influenced the decisions made. The Louisiana Territory was deemed important to the U.S., and was therefore purchased by the U.S., and the North's industry and transportation system allowed them to win the war over the South. Both of these events changed the course of U.S. history forever.

Has had passed many of the important events that have been contributing to the development of the United States have been greatly influenced by various geographic factors or conditions including location, size, natural resources, and physical features. Some important events that contain a lot of geographical factors or conditions were the Civil War that was from 1860 to 1865, and the transcontinental railroad that lasted 20 years and it ended right after the Civil War.

The Civil War was fought by the North vs the South side of the country. The president of the North side was Abraham Lincoln and the president of the South side was Jefferson Davis. There were many reasons that led to this war but mainly was because Abraham wanted the South to be united with the North so they can be a all one country, but the ~~South~~ South did not want to, because if they became one all nation that South was going to be forced to end slavery, which was the second reason of the Civil War because the people from the North didn't like the idea of slavery but the South needed the slavery because they had a largest farms and plantations and their economy was based on their agriculture. In the other hand the North

didn't use plantation or agriculture they used a lot of manufacturing and agriculture, they ~~also~~ small farms or plantations.

An other geography factor/condition was the build of the Transcontinental Railroad which was an event that lasted for 20 years and it was a road build from the ~~east~~ side of the country to the west side, right across the country. This railroad was build with the idea of make easy for people to trade their good from one side of the other, ~~and~~ or to export and imports their good, the build of the transcontinental railroad was a big thing also from immigrant from Asia and Europe because they were the ones ~~who~~ worked on the build of such amazing thing.

In conclusion many of the important event have had contributed a lot to our country and not only contributed but also influence from many factors such as geography factor or condition and as we see it was a big influence.

Throughout history, societies have always, and will continue to be, primarily influenced by geography. Where people live, what they eat, and how they survive all depend on geographic factors and conditions. Sometimes nature can help societies by providing fertile land, good growing conditions, or natural resources. However, other times, it turns on humanity and causes great amounts of human distress. The Dust Bowl during the 1930's and The Gold Rush of the late 1840's were both heavily influenced by geography.

When gold was discovered in California, thousands of people rushed to California, spreading out the nation. The migration occurred because gold, an extremely valuable metal, was found in California streams at Sutter's mill in 1848. This news sent the "49ers", Americans and foreigners, racing to find their fortune. Unfortunately, although many went to California, only a few became rich, while most continued to be poor. They had wasted money on maps and mining supplies, and had to find ways to start a new life. Soon, California's other natural attractions became obvious. A warm climate; fertile soil, and natural harbors meant that it would become a farming and

trading center. The positive outcome of this migration was that new towns sprouted on the Pacific coast. Soon the Pacific was populated and California gained statehood. During the California Gold Rush, many had tried to travel by sea, usually all the way around the tip of South America, a long and difficult journey.

By the 1860s railroad companies began to lay railroad tracks to connect the riches of California to the east. Since a canal could not be built, this would give Americans a way to get across the unsettled Plains and the Rocky Mountains. The transcontinental railroad was built and it united the east and the west coasts. The gold rush succeeded in spreading out a growing nation over a vast continent. The gold rich streams of California caused the migration to California in the late 1840's and influenced the development of the US by leading to the transcontinental railroad.

During the great Depression, the geographic conditions of the midwest caused many farm families to endure the Dust Bowl. The 1930's left most of the nation in distress because of the stock market crash, but because of the specific geography of

the mid-west, suffering was greatest there. The vast, flat, treeless lands of the Plains became dry and dead when rain failed to fall. Because the land was overcultivated, the top soil turned to dust and coated everything in sight with inches, and even feet, of dust. The farmers had no money or food because they couldn't produce their crops. The Government, and New Deal programs tried to help Americans, but urban communities received the most government aid. One program used to fix the problems created by the Dust-Bowl was the CCC. Young men were bused to rural areas to plant trees and build and repair irrigation projects. This New Deal program was an important step in environmental conservation. Also, during the New Deal, the government began to give subsidies to farmers to help them keep their farms. The Dust bowl was an extremely trying time for farmers because of falling crop prices and national economic distress, but the factor that essentially produced the Dust Bowl was the geography of the Midwest.

Geographic factors influence, and even produce, historical events. From terrain, to climate, to natural resources, society is affected by geography.

The migration to California, or the Gold Rush, and the DUST BOWL both were influenced by geography and impacted the United States.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Louisiana Purchase more thoroughly than the geographic factor influencing the construction of the Erie Canal
- Is both descriptive and analytical (*Louisiana Purchase*: the geographic factors that influenced Jefferson’s decision were access to the Mississippi River, admittance to the port of New Orleans, and vast new farmlands; this information would encourage more people to move west and establish farms, making the Louisiana Territory a major source of food in the future; by the end of the century, the buffalo were nearly extinct and Plains Indians had been pushed onto reservations; *construction of the Erie Canal*: there was no great waterway to transport the produce of farmers from the Great Lakes to the eastern seaboard cities; along the canal route towns grew because of the possibility for trade; New York City is still the most powerful economic center in the United States)
- Supports the theme with relevant facts, examples, and details (*Louisiana Purchase*: late 1700s; Spanish; Pinckney’s Treaty; right of deposit; farmers were the backbone of the United States; Napoleon Bonaparte offered entire Louisiana territory for only 15 million dollars; cheap land; *construction of the Erie Canal*: man-made waterway; long and expensive; New York legislators; Rochester; Buffalo; highly populated trading centers; gateway between world markets and Midwest)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that reviews how the events were influenced by geographic factors

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the Louisiana Purchase is rich with historical details that convey a solid understanding of both geographic factors and their impacts on events. Less developed is the discussion about the construction of the Erie Canal.

Practice Paper B—Score Level 2

The response:

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Louisiana Purchase*: President Jefferson went ahead by buying the vast French land in North America; it also opened up new economic opportunities such as farming; unfortunately it also came to bring political conflicts between the United States and Native American societies living on the Louisiana territory; *Civil War*: in the South, however, the land was flat plantations, perfect for farming); includes faulty analysis (*Louisiana Purchase*: primarily to increase the size of land that we could call our state)
- Includes few relevant facts, examples, and details (*Louisiana Purchase*: doubled the size; *Civil War*: North was hilly with fast-moving rivers; industrial economy; industrial North vs. agrarian South; slaves; tariffs)
- Demonstrates a general plan of organization; includes an introduction that indicates an understanding of the task and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the Louisiana Purchase is cursory and general, only mentioning important information. For the Civil War, geographical differences between the North and South are described, but the remaining tasks are ignored.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth for the Louisiana Purchase and the Civil War
- Is more descriptive than analytical (*Louisiana Purchase*: the president believed that this purchase of New Orleans would allow trade along the Mississippi to the Atlantic to remain smooth and would deter any attacks by the French on the United States; Napoleon was no longer a danger to us; many states were later added from the land we purchased; *Civil War*: the South had a very hospitable climate and land that favored farming and agriculture, so they promoted slavery to deal with the labor needs; it changed the economy of the United States due to the Emancipation Proclamation and the abolition of slavery)
- Includes some relevant facts, examples, and details (*Louisiana Purchase*: the reign of Napoleon; doubled the size of the United States; Lewis and Clark expedition; Sacajawea; *Civil War*: bloodiest; brother against brother; North more industrial; weapons and clothing; factories; better forms of transportation); includes inaccuracies (*Louisiana Purchase*: \$6 million; *Civil War*: North opposed slavery; all of these reasons allowed the North to easily overpower the South)
- Demonstrates a weakness in organization; includes an introduction that emphasizes the importance of geography on history and a conclusion that reviews key points

Conclusion: The response shows a general understanding of the task. The Louisiana Purchase is much more developed than the Civil War. Overgeneralizations and a lack of supporting details weaken the response.

Practice Paper D—Score Level 1

The response:

- Minimally develops some aspects of the task by stating an economic and social impact of the building of the transcontinental railroad on the development of the United States
- Is descriptive (*building of the transcontinental railroad*: this railroad was built with the idea of making it easy to trade their goods from one side to the other; the building of the transcontinental railroad was a big thing also for immigrants from Asia and Europe because they were the ones who worked on the building of such an amazing thing)
- Includes no additional relevant facts, examples, or details; includes inaccuracies (*building of the transcontinental railroad*: an event that lasted for twenty years; a road built from the east side of the country to the west)
- Demonstrates a general plan of organization; lacks focus, especially regarding the Civil War; includes a weak introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response mentions two impacts of the transcontinental railroad, but omits the geographic factors that influenced its building. The section on the Civil War suggests little understanding of the task.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task for migration to California in the late 1840s and the Dust Bowl, but does so somewhat unevenly by discussing the impacts of the migration to California more thoroughly than the impacts of the Dust Bowl
- Is both analytical and descriptive (*migration to California in the late 1840s*: the migration occurred because gold, an extremely valuable metal, was found in California streams at Sutter’s Mill in 1848; the transcontinental railroad would give Americans a way to get across the unsettled plains and the Rocky Mountains; *Dust Bowl*: because the land was overcultivated, the top soil turned to dust and coated everything in sight with inches, and even feet, of dust; Civilian Conservation Corps, a New Deal program, was an important step in environmental conservation; also during the New Deal, the government began to give subsidies to farmers to help them keep their farms)
- Supports the theme with relevant facts, examples, and details (*migration to California in the late 1840s*: 49ers; maps and mining supplies; warm climate; fertile soil; natural harbors; new towns; Pacific coast; farming and trading center; around the tip of South America; 1860s; railroad companies; united the east and west coasts; *Dust Bowl*: Great Depression; Midwest; stock market crash; vast, flat, treeless lands of the Plains; rain failed to fall; young men; bused to rural areas; plant trees; build and repair irrigation projects; falling crop prices)
- Demonstrates a logical and clear plan of organization; includes an introduction that links geographic factors to economic conditions and a conclusion that notes that society is affected by geography

Conclusion: Overall, the response fits the criteria for Level 4. The response displays an awareness of how government and big business respond to geographic factors. More development of the impacts of the Dust Bowl would have strengthened the response.

United States History and Government Specifications August 2011

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Geography: Development of the United States; Human Systems; Environment	Standards 1, 3, 4, and 5: United States and New York History; Geography, Economics; Civics, Citizenship, and Government
Document-based Essay	Government; Citizenship; Change; Civic Values; Constitutional Principles; Reform Movements; Diversity	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the August 2011 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 18, 2011 — 8:30 to 11:30 a.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

Schools are no longer permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in this rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

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

Document 1a

Chronology of Property Requirements for Suffrage: 1790–1855

Year	Number of States in Union	Number of States with Property Requirements
1790	13	10
1800	16	10
1810	17	9
1820	23	9
1830	24	8
1840	26	7
1850	31	4
1855	31	3*

*In 1855, the three states with property requirements were Rhode Island, New York, and South Carolina; however, Rhode Island exempted native-born citizens, New York's requirement only applied to African Americans, and South Carolina offered a residency alternative.

Source: Alexander Keyssar, *The Right to Vote: The Contested History of Democracy in the United States*, Basic Books, 2000 (adapted)

Document 1b

... The possibility of labor's emergence as a political force, a possibility that appeared to be a probability in the early Jacksonian period, was due in large part to the nation's steady advance toward universal manhood suffrage. Whether universal suffrage came as a result of the political idealism bred by the Revolution, or the conviction of Jefferson and the Jeffersonian Republicans that government should be based on wide popular support, or the relative decline of freeholders [property owners], or the influence of the frontier, or the more practical consideration that a politician's advocacy of wider suffrage was bound to ensure him the support of those enfranchised as the result of his efforts, the fact was that suffrage qualifications had been steadily lowering since the founding of the Republic....

The lowering of suffrage qualifications did not mean that pure democracy had triumphed. The ballot was still an open one, and any watcher at the polls could tell how votes were being cast. Negroes [African Americans] and women were still considered unfit for the franchise. But by Jackson's time most adult white males in the United States had the right to vote on election day. So shrewd an observer as Alexis de Tocqueville, writing in the eighteen-thirties, declared that "the principle of the sovereignty of the people has acquired in the United States all the practical development that the imagination can conceive."...

Source: Glyndon G. Van Deusen, *The Jacksonian Era: 1828–1848*, Harper & Row, Publishers, 1959 (adapted)

1a Based on these documents, what are *two* factors that contributed to the expansion of democracy prior to the Civil War?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* factor that contributed to the expansion of democracy prior to the Civil War based on these documents

Examples: the number of states with property requirements for voting decreased/fewer states required property ownership for suffrage/lowering of suffrage requirements; political idealism bred by the Revolution; Jefferson/Jeffersonian Republicans believed that government should be based on wide popular support; the influence of the frontier; politicians supported wider suffrage to gain support from those enfranchised; relative decline of freeholders

Note: To receive maximum credit, two *different* factors that contributed to the expansion of democracy prior to the Civil War must be stated. For example, *the number of states with property requirements for voting decreased* and *fewer states required property ownership for suffrage* are the same factor expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: African Americans/women were still considered unfit for the franchise; some states had property requirements for suffrage; by Jefferson's time, most adult males had the right to vote
- Vague response
Examples: wide popular support; political force; number of states increased; people voted
- No response

1b Based on these documents, what is *one* way in which democracy was still restricted?

Score of 1:

- States a way democracy was still restricted based on these documents
Examples: the ballot was open and any watcher could tell how votes were being cast; African Americans/women were considered unfit to vote; some white adult males did not have the right to vote; a few states still had property requirements to vote; Rhode Island/New York/South Carolina still had property requirements for voting

Score of 0:

- Incorrect response
Examples: suffrage qualifications were lowered; more states had property requirements; politicians advocated suffrage only for those who supported them
- Vague response
Examples: unfit to vote; qualifications; the principle of sovereignty
- No response

Document 2

...Until the Jacksonian movement the common people seemed to have been content to have the upper classes rule. But by 1828 the psychology of the plain people toward their government had changed, and they wished for direct participation in the government and for the elevation of a man of their choice into the presidency. In that year the common men came to the polls, demagogic [emotional] oratory flourished, party slogans, party workers and organizers who had an eye on the plums of office got out the vote. The campaign was personalized. This new type of democracy, composed of the farmers of the West, the yeomen [landowning farmers] and small planters of the South, and the labor vote of the North, was violently partisan and had little interest in the protection of intellectual liberty or the rights of minorities, which had ennobled [elevated] the brand of democracy that Jefferson had advocated. It was a rough and tumble movement that resulted in the elevation of pushing, mediocre men to office. Their leader Andrew Jackson, had a personality that was autocratic instead of being truly democratic, and he lacked an interest in fundamental *social* reforms....

Source: Clement Eaton, *A History of the Old South*, The Macmillan Company, 1966

2a According to Clement Eaton, who became involved in the democratic process during the Jacksonian Era?

Score of 1:

- Identifies the people who became involved in the democratic process during the Jacksonian Era according to Clement Eaton
Examples: common/plain people; farmers of the West; yeomen/land-owning farmers; small planters of the South; laborers in the North

Score of 0:

- Incorrect response
Examples: everyone; minorities
- Vague response
Examples: Northerners; people
- No response

2b According to Clement Eaton, what is *one* way campaigns changed starting in 1828?

Score of 1:

- States a way campaigns changed starting in 1828 according to Clement Eaton
Examples: demagogic oratory flourished; campaigns became personalized; they used party slogans; party workers/organizers who wanted jobs worked to get out the vote; campaigns were violently partisan; campaigns became rough and tumble

Score of 0:

- Incorrect response
Examples: there was more interest in the protection of intellectual liberty; they included minorities; party workers encouraged the upper classes to get more involved; they supported highly qualified candidates
- Vague response
Examples: party workers; oratory; common men; they were better; they came to the polls
- No response

Document 3

... Blacks [African Americans] bent on remaining in America would naturally seek the right to vote and, equally as a matter of course, would base their claim in part on the Declaration. In a rally in support of the Liberty Party in 1840, Albany [New York] blacks contended that denying them equal franchise with whites contravened [contradicted] the principles of the Declaration of Independence. Later that year, also in Albany, a state convention of black spokesmen issued a formal statement which in three instances referred to the Declaration, including its assertion that governments derive their just powers from the consent of the governed. Twenty years later, in a tract issued for state-wide distribution, "The New York City and County Suffrage Committee of Colored Citizens," invoked the Declaration in its plea to the electorate to eliminate the property requirement for voting imposed only on blacks. ...

Source: Benjamin Quarles, "Antebellum Free Blacks and the 'Spirit of '76'," *The Journal of Negro History*, July 1976 (adapted)

3 According to Benjamin Quarles, what argument did free African Americans in New York use in justifying their right to vote?

Score of 1:

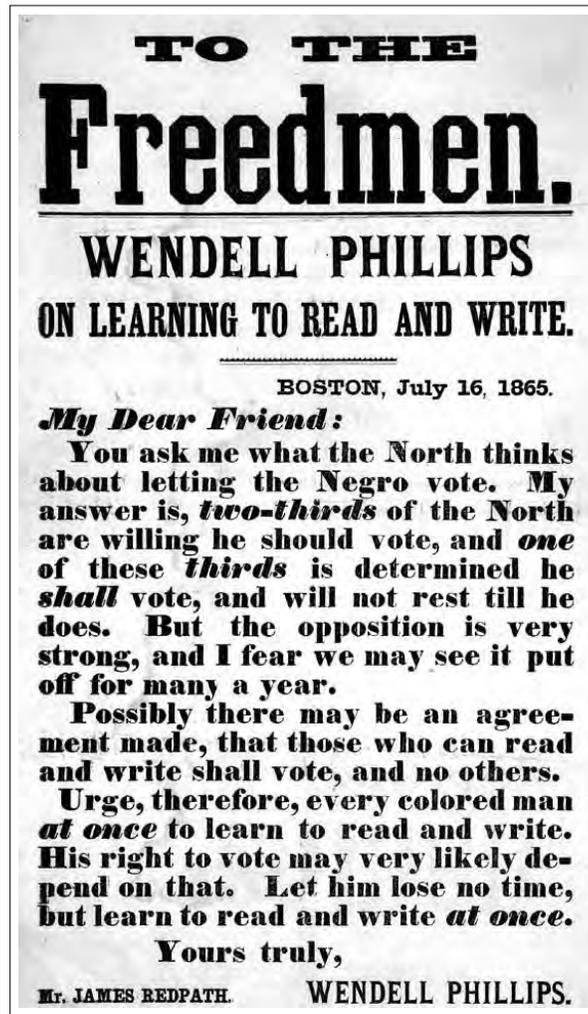
- States an argument free African Americans in New York used in justifying their right to vote according to Benjamin Quarles
Examples: denying African Americans the right to vote contradicted the Declaration of Independence; the Declaration included the assertion that governments derived their just powers from the consent of the governed; the principles of the Declaration of Independence

Score of 0:

- Incorrect response
Examples: blacks bent on remaining in America would naturally seek the right to vote; they should be denied equal franchise; the Constitution had guaranteed their right to vote
- Vague response
Examples: just powers; principles; equal rights; Declaration of Independence
- No response

Document 4

This letter by abolitionist Wendell Phillips to James Redpath was published in Boston in 1865.



Source: Library of Congress

4 Why did Wendell Phillips think every African American should learn to read and write?

Score of 1:

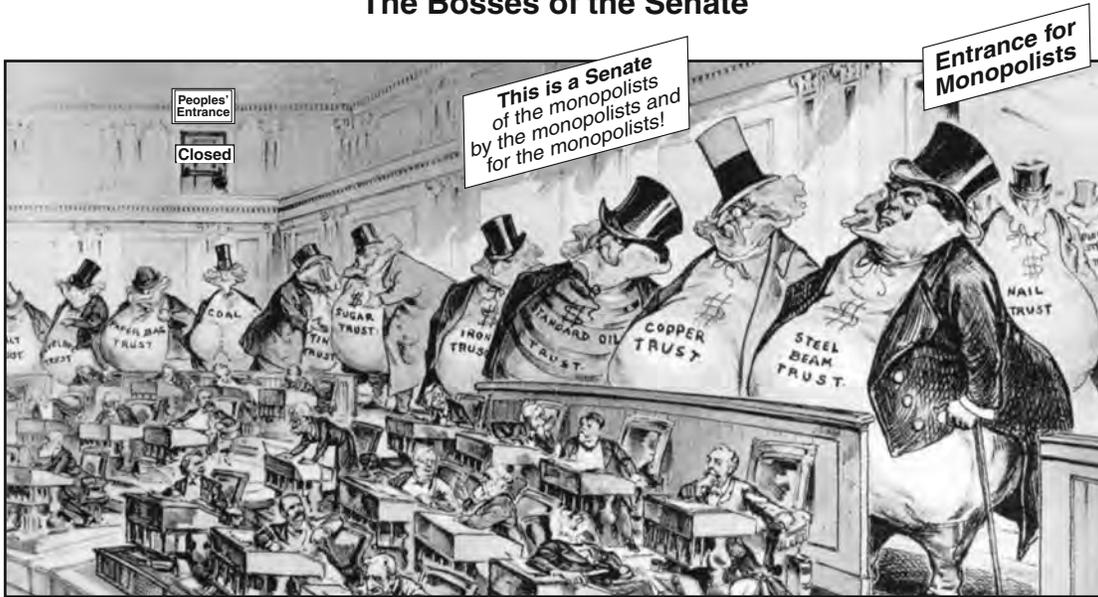
- States a reason Wendell Phillips thought every African American should learn to read and write
Examples: their right to vote might depend on it; the ability to read and write might convince some/more Northerners that African Americans deserved suffrage; literacy could become a requirement for African American suffrage

Score of 0:

- Incorrect response
Examples: two-thirds of Northerners believed that only freedmen who could read and write should be allowed to vote; there was overwhelming support for immediate African American suffrage
- Vague response
Examples: they need to; the North thinks so; the opposition is very strong
- No response

Document 5a

The Bosses of the Senate



Source: Joseph J. Keppler, *Puck*, 1889 (adapted)

5a According to this cartoonist, what was *one* way the people’s control of government in the United States was limited?

Score of 1:

- States a way the people’s control of government in the United States was limited according to this cartoonist
Examples: monopolists controlled the Senate; businessmen told the Senate what to do; Sugar Trust/Standard Oil Trust/Copper Trust carried too much weight in the Senate/were too powerful; the people had no access to the Senate; monopolists had easy access to the Senate; the senators were overwhelmed by the power of the monopolists; monopolists were the true bosses of the Senate; the people’s entrance was closed

Score of 0:

- Incorrect response
Examples: senators were also monopolists; monopolists were all members of the Senate; the senators were the bosses
- Vague response
Examples: Steel Beam Trust; people’s entrance; the people are small; they could not do things
- No response

Document 5b

... Popular [democratic] government in America has been thwarted and progressive legislation strangled by the special interests, which control caucuses, delegates, conventions, and party organizations; and, through this control of the machinery of government, dictate nominations and platforms, elect administrations, legislatures, representatives in Congress, United States Senators, and control cabinet officers....

The Progressive Republican League believes that popular government is fundamental to all other questions. To this end it advocates:

- (1) The election of United State Senators by direct vote of the people.
- (2) Direct primaries for the nomination of elective officials.
- (3) The direct election of delegates to national conventions with opportunity for the voter to express his choice for President and Vice-President.
- (4) Amendment to state constitutions providing for the Initiative, Referendum and Recall....

Source: Declaration of Principles of the National Progressive Republican League, January 21, 1911, in Henry Steele Commager, ed., *Documents of American History*, Appleton-Century-Crofts

5b What were *two* proposals made by the Progressive Republican League that would expand the people's control of government?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* proposal of the Progressive Republican League that would expand the people's control of government
Examples: direct vote for United States senators; direct primaries/people vote directly for who should represent their party in the next general election; direct election of delegates to national conventions; amendments to state constitutions to provide for initiative/referendum/recall; limit the power of special interests in politics/political parties

Note: To receive maximum credit, two *different* proposals to expand the people's control of government must be stated. For example, *direct primaries* and *people vote directly for who should represent their party in the next general election* are the same proposal expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: give United States senators a direct vote; allow political parties to choose delegates to national conventions; allow people to control cabinet officers
- Vague response
Examples: direct popular vote; legislation; state amendments
- No response

Document 7

This is an excerpt from an address by President Lyndon B. Johnson to a joint session of Congress shortly before submitting the Voting Rights Act of 1965.

... THE RIGHT TO VOTE

Our fathers believed that if this noble view of the rights of man was to flourish, it must be rooted in democracy. The most basic right of all was the right to choose your own leaders. The history of this country, in large measure, is the history of the expansion of that right to all of our people. Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument. Every American citizen must have an equal right to vote. There is no reason which can excuse the denial of that right. There is no duty which weighs more heavily on us than the duty we have to ensure that right.

Yet the harsh fact is that in many places in this country men and women are kept from voting simply because they are Negroes [African Americans]....

This bill will strike down restrictions to voting in all elections—Federal, State, and local—which have been used to deny Negroes the right to vote....

To those who seek to avoid action by their National Government in their own communities; who want to and who seek to maintain purely local control over elections, the answer is simple:

Open your polling places to all your people.

Allow men and women to register and vote whatever the color of their skin.

Extend the rights of citizenship to every citizen of this land....

Source: President Lyndon B. Johnson, Special Message to the Congress: The American Promise, March 15, 1965

7 According to President Lyndon B. Johnson, why was the Voting Rights Act necessary in the United States?

Score of 1:

- States a reason the Voting Rights Act was necessary in the United States according to President Lyndon B. Johnson

Examples: many still lacked the basic right to choose their own leaders; every American citizen must have an equal right to vote; there is no reason to excuse the denial of the right to vote; in many places, men and women are kept from voting because they are African Americans; the Act would eliminate restrictions to voting in federal/state/local elections; there must be a federal law so that local regulations are not used to discriminate against African Americans/others; the rights of citizenship should be extended to every citizen of this land; to open polling places to all people regardless of race; to allow men and women to register and vote no matter what their skin color

Score of 0:

- Incorrect response
Examples: local control over elections should be maintained; the issues of civil rights are very complex/difficult; our fathers believed that African Americans should be allowed to vote
- Vague response
Examples: democracy/democratic; discrimination; it is basic; because it was needed
- No response

Document 8

Tonight Ohio's Legislature ratified the 26th Amendment to the Constitution. This Amendment guarantees the right of 18-year-old persons to vote in State and local, as well as Federal, elections. It appears that 38 States have now ratified the Amendment that will now become a part of the law of the land.

Some 11 million young men and women who have participated in the life of our Nation through their work, their studies, and their sacrifices for its defense, are now to be fully included in the electoral process of our country. For more than 20 years, I have advocated the 18-year-old vote. I heartily congratulate our young citizens on having gained this right.

The ratification of this Amendment has been accomplished in the shortest time of any amendment in American history. This fact affirms our Nation's confidence in its youth and its trust in their responsibility. It also reinforces our young people's dedication to a system of government whose Constitution permits ordered change.

I urge them to honor this right by exercising it—by registering and voting in each election.

Source: President Richard Nixon, Statement About the Ratification of the 26th Amendment to the Constitution, June 30, 1971 (adapted)

8 According to President Richard Nixon, what is *one* way that ratification of the 26th amendment expanded democracy in the United States?

Score of 1:

- States a way that ratification of the 26th amendment expanded democracy in the United States according to President Richard Nixon
Examples: it allowed/guaranteed 18-year-old persons the right to vote; some 11 million young men and women were included in the electoral process

Score of 0:

- Incorrect response
Examples: Nixon urged young people to register and vote; 38 states ratified it; people who register can vote; young men and women have worked, studied, and sacrificed for it; Nixon wanted it for 20 years
- Vague response
Examples: young people/kids can vote; young people are dedicated to change; it affirmed the nation's confidence in its youth and its trust in their responsibility
- No response

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

Historical Context: The United States was established as a democratic republic. However, democracy was limited by various factors and was not equally available to all groups. For more than 200 years, attempts have been made to expand democracy and to increase citizen participation in government.

Task: Discuss the expansion of democracy in United States history

Scoring Notes:

1. This document-based question has *one* task: to discuss the expansion of democracy in United States history.
2. To incorporate the minimum number of documents, most responses will discuss several ways democracy was expanded in United States history.
3. Other examples of the expansion of democracy in United States history may be included in the discussion, e.g., Native American suffrage.
4. The expansion of democracy may be discussed from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.
5. For the purposes of meeting the criteria of using at least *five* documents in the response, documents 1a, 1b, 5a, and 5b may be considered as separate documents *if* the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing the expansion of democracy in United States history
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the political status of African Americans prior to the Civil War, the impact of the war, and the impact of the end of Reconstruction on that status to the political reasons behind the civil rights movement of the 1960s, resulting in actions by the federal government that granted African Americans full participation in the political life of the nation; connects the expansion of democracy resulting from westward movement, the Civil War, and the exclusionary politics of the post-Reconstruction period to 20th-century Progressive reform and the civil rights movement that led to the further expansion of voting rights
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the expansion of democracy (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., free blacks; Frederick Douglass; Free Soil Party; Reconstruction; 14th amendment; 15th amendment; literacy tests; poll taxes; grandfather clause; Ku Klux Klan; Great Society; 24th amendment Manifest Destiny; Civil War; monopolists; Progressives; 19th amendment
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops the task by discussing the expansion of democracy in United States history but may do so somewhat unevenly by discussing some examples more thoroughly than other examples
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the impact of the Reconstruction amendments on African American suffrage and the protests over voting restrictions that motivated the federal government to respond to calls for African American political equality in the 1960s; discusses the expansion of democracy resulting from westward movement and the Civil War in the 19th century and the further expansion of democracy in the 20th century as a result of Progressive political reforms and the civil rights movement
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Jacksonian Democracy

Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 1—Decrease in number of states with property requirements for suffrage between 1790 and 1855 Linking labor’s emergence as a political force to advances toward universal manhood suffrage Possibility that universal suffrage resulted from political idealism bred by Revolution, beliefs of Jefferson and Jeffersonian Republicans that government should be based on wide popular support, influence of frontier, or advocacy by politicians Steadily decreasing suffrage qualifications since founding of Republic Right to vote for most white adult males by Jackson’s time Doc 2—Wish of common people for direct participation in government and elevation of a man of their choice into presidency Participation of common men (farmers, yeomen, small planters and laborers) in election process</p>	<p>Property qualifications less important with land availability in West Federalist belief in government by the “best people” (education, wealth, experience) Jeffersonian democratic ideal that people should be governed as little as possible Jacksonian democratic ideal that governing should be directly by people Selection of members of electoral college by popular vote rather than state legislatures in more states Increased voter interest in electoral politics with rise of two-party system Opportunity for more people to participate in political system with spoils system and rotation in office</p>

African Americans

Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 3—Rallying of blacks in support of Liberty Party in 1840</p> <p>Contention by Albany blacks that denying them an equal franchise with whites was a contradiction of Declaration of Independence principles</p> <p>Assertion at New York state convention of blacks that governments derive their just powers from the consent of the governed</p> <p>Use of the Declaration by “New York City and County Suffrage Committee of Colored Citizens” to urge elimination of property requirement for voting imposed only on blacks</p> <p>Doc 4—Possible lessening of Northern opposition to African American suffrage if African Americans could read and write</p> <p>Doc 7—Denial of voting rights to many African Americans in many places in United States</p> <p>Striking down voting restrictions in federal, state, and local elections by Voting Rights Act</p> <p>Opening polling places to all men and women, extending rights of citizenship to every citizen</p>	<p>Use of political process to end slavery advocated by Frederick Douglass and other free African Americans (Free Soil, Republican Party)</p> <p>Suffrage for African Americans in many New England states before the Civil War</p> <p>Effects of 15th amendment: African American men granted right to vote; election to public office (state legislatures, United States Congress)</p> <p>Undermining of African American political rights after Reconstruction (literacy tests, grandfather clause, poll tax)</p> <p>Goal of 1960s civil rights movement—eliminate voting restrictions (24th amendment, voter registration drives, Martin Luther King Jr.)</p> <p>Outlawing of literacy tests and federal supervision of voter registration</p> <p>Increasing numbers of African Americans running for and winning political office</p>

Progressive Reform

Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 5—Control of Senate by monopolists</p> <p>Denial of people’s access to Senate but easy access for monopolists</p> <p>Special interest ability to strangle Progressive legislation and deny popular government</p> <p>Direct election of United States senators</p> <p>Direct primaries for nomination of elected officials</p> <p>Direct election of delegates to national conventions</p> <p>Amendments to state constitutions providing for initiative, referendum, and recall</p>	<p>Selection of United States senators by state legislatures often influenced by party bosses and private interests</p> <p>Interests of people not represented in United States Senate (Millionaire’s Club)</p> <p>Direct election of senators by 17th amendment</p> <p>Selection of candidates for public office by voters in direct primaries instead of by political machines</p> <p>Ability of citizens to create laws with initiatives and to accept or reject those laws in referendums</p> <p>Possibility of voter removal of public officials with recall</p>

Women

Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 6—Granting of suffrage to women in most Western states prior to 1920</p> <p>Granting of partial woman’s suffrage by many Midwestern states by 1919</p> <p>Very limited woman’s suffrage in Southeast prior to 1919</p>	<p>Use of Declaration of Independence as model in Seneca Falls Declaration of Sentiments to proclaim men and women equal</p> <p>Belief by opponents of suffrage that women were too dependent on husbands and fathers to vote freely</p> <p>Belief by some opponents that gender differences made women ill-suited for political life (“cult of domesticity,” “women’s sphere,” traditional roles)</p> <p>Freedom of states to restrict suffrage of women by wording of 15th amendment</p> <p>Experience from 19th-century reform movements and Progressive Era (temperance, child labor, working conditions)</p> <p>Efforts of National American Woman Suffrage Association to grant women right to vote (Carrie Chapman Catt)</p> <p>Rewarding of patriotic efforts of women during World War I with congressional passage of 19th amendment</p> <p>Effect of failure of Equal Rights Amendment of 1964</p> <p>Effect of Title IX</p> <p>Important role in American political life for 21st-century women</p>

18-Year-Old Persons

Key Ideas from Documents	Relevant Outside Information (This list is not all-inclusive.)
<p>Doc 8—Guaranteeing right to vote in state, local, and federal elections to 18-year-old persons in 26th amendment</p>	<p>Influence of young persons’ involvement in social and political activities in 1960s (civil rights movements, Vietnam War, antiwar protests, 1968 Democratic primaries, opposition to military draft)</p> <p>Injustice of submitting 18-year-old persons to the military draft but refusing them the right to vote</p>

The United States was founded on the principles of Democracy, under English philosopher John Locke's banner of the consent of the governed and the fundamental natural rights of individuals. It was by advocacy of these concepts that colonists had broke away from their British oppressors. The United States has been often touted as the first modern democratic 'experiment'. Indeed, despite the assertion that all men were created equal, much of ~~the~~ American society has been kept under restraint in its early and even remotely recent years. The expansion of democracy in the United States was a difficult, but, inevitable endeavour as oppressed groups would rise against what was a hypocrisy of their society with respect to the principles upon which the US was founded.

Perhaps the most notorious restriction of rights and the most fantastic fight for rights came with the African Americans. Though suffrage was extended to the more common folk in the earlier part of the 19th century, African Americans, were deemed 'unfit for franchise' (Document 16) though they did comprise a vast portion of the 'common' group. This is essentially a dismissed dismissal of African Americans as unhuman and not worthy of the application of Declaration of Independence principles. The contradiction with these principles was brazen, as written by Benjamin Quarles, who described how African Americans began to politically underscore this injustice in party rallies at state conventions (Document 3). What begin in the 1800s also continued into the late 1900s, with formation of the belligerent Black Panthers and

the more peaceful church movements of Martin Luther King Jr. and the Southern Christian Leadership Conference. The emergence of protests and sometimes violence on the part of African Americans were incontrovertible evidence of the long time frustration with continued white suppression of voting rights. Because of the difficulty in competing in a predominantly white patriarchal society, Wendell Phillips urged African American literacy in order to realize African American suffrage (Document 4). Unfortunately, literacy standards for voting became discriminatory and fewer African Americans could vote after Reconstruction. Expansion of democracy was also urged by W. E. B. Du Bois and Booker T. Washington, who respectively advocated full equality and voting rights and tolerance via vocational education and economic success. The African American cause for full voting rights was finally recognized by the federal government and the passage of Lyndon B. Johnson's Voting Rights Act (Document 7). In work and education, the integration of whites and blacks was achieved through court rulings involving chaotic Little Rock High School and James Meredith in the University of Mississippi. Full democratic rights for African Americans came through evolution, rather than violent revolution.

The women's movement during the 1840s was also prominent, though obscured by the concurrent abolitionist movement. After the Seneca Falls Convention, the work of reformers such as Elizabeth Cady Stanton was overshadowed by the coming of the Civil War. In the 1890s, the

movement came alive again. The ^{19th} Amendment had granted women suffrage rights in 1920 after various western states had already done so (Document 6). Western states had seen women as a crucial part of society. This was also evident in their participation in the anti-war and prohibition movements. Betty Friedan's *The Feminine Mystique* produced a liberating effect on women from the cult of domesticity, as their society roles and independence expanded in the late 20th century. Though the Equal Rights Amendment (ERA) died in the 1980s, women had made great advances in society, from gaining admission to Ivy League universities and entering more professional occupations to running in major presidential campaigns. Women's gains in equality led to a stronger democracy.

The cause for African Americans and women was initially difficult to garner support for, but their ultimate success signifies the endurance of the American democratic experiment, upholding the Enlightenment principles upon which the founding fathers established this nation. Because of the works of African American, the toil of their crusade has allowed the election of the nation's first African American president. The women's struggle has also given way to a more free and opportunistic society in the United States as more women have been elected governors of states and representatives in Congress. Ultimately the gains of the formerly suppressed African American and females have rightfully hailed the ~~states~~ US as a true land of possibility.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing the expansion of democracy in United States history
- Is more analytical than descriptive (oppressed groups rose against the hypocrisy of their society with respect to the principles on which the United States was founded; African Americans were essentially dismissed as inhuman and not worthy of the application of Declaration of Independence principles; the emergence of protests and sometimes violence on the part of African Americans was incontrovertible evidence of the long-time frustration with continued white suppression of voting rights; because of the difficulty in competing in a predominantly white patriarchal society, Wendell Phillips urged African American literacy in order to realize African American suffrage; full democratic rights for African Americans came through evolution rather than violent revolution; western states had seen women as a crucial part of society; along the way women's gains in equality led to a stronger democracy)
- Incorporates relevant information from documents 1, 3, 4, 6, and 7
- Incorporates substantial relevant outside information (the United States was founded on John Locke's consent of the governed and the fundamental natural rights of individuals; the United States has been touted as the first modern democratic experiment; what began in the 1800s continued with the formation of the belligerent Black Panthers and the more peaceful church movements; literacy standards for voting became discriminatory and fewer African Americans could vote after Reconstruction; expansion of democracy was urged by W. E. B. Du Bois and Booker T. Washington who respectively advocated full equality, voting rights, and tolerance via vocational education and economic success; in work and education, the integration of whites and blacks was achieved through court rulings; the woman's movement during the 1840s was prominent though obscured by the concurrent abolitionist movement; after the Seneca Falls Convention, the work of reformers such as Elizabeth Cady Stanton was overshadowed by the coming of the Civil War; the 19th amendment granted women suffrage rights in 1920; the toil of the African American crusade has allowed the election of the nation's first African American president; more women have been elected governors and representatives in Congress)
- Richly supports the theme with many relevant facts, examples, and details (injustices; party rallies; state conventions; Martin Luther King Jr.; Southern Christian Leadership Conference; Little Rock High School; James Meredith; University of Mississippi; passage of Johnson's Voting Rights Act)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the expansion of democracy as a difficult but inevitable endeavor and a conclusion that highlights specific gains made by African Americans and women

Conclusion: Overall, the response fits the criteria for Level 5. The expansion of democracy is linked to the principles of the Enlightenment as interpreted by our nation's founding fathers. Document information is analytically interpreted and richly supported by historical information, which is indicative of a strong understanding of the struggle for suffrage by African Americans and women.

Throughout American history, the government on all levels has been based off the concept of a democratic nation. Following the tyrannical reign of England over the colonies, the people of the new nation created a democratic state to prevent such tyranny from arising again. As the nation grew and expanded westward, so did the principle of democracy. Although suffrage was gradually spreading to different groups of citizens, restrictions continued to stand in the way of a completely democratic nation.

The debate over suffrage has been present in the United States from the day of independence. As time has gone by, the state governments allowed more voters as the requirements changed from 21-year-old, property owning, white male citizens, to the lesser requirements of the 20th century. As American territory expanded into Louisiana and further west the layout of how land was divided and owned changed. In the West, most people owned their land, considered themselves equal to all others, and expected voting rights. In eastern cities since fewer citizens owned land and more and more leased or rented, states began to drop their requirements of property (Doc. 1a). The Civil War of 1861-1865 had a continuing effect on suffrage requirements. In an attempt to gain support prior to the war some candidates called for universal white male suffrage (Doc. 1b). These changes continued on after the Civil War with the passage of amendments 13-15, all of which increased the rights of African Americans. Before the war free African Americans

would demand equal rights for voting by stating these rights were guaranteed in the Declaration of Independence (Doc. 3). After the war Radical Republicans supported African Americans' voting rights. Following the progress of African Americans and after being left out of the 15th Amendment women continued their fight for suffrage. However, due to their importance in frontier life, western states began to grant woman's suffrage as early as 1890 (Doc. 6). After World War I, with the passage of the 19th Amendment, women across the nation were given the right to vote. Lastly, many young citizens protested the fact that at age 18, citizens can be called into the army through the draft but could not vote for three more years. This became even more of an issue in the 1960s with fighting in Vietnam. Finally the passage of the 26th Amendment lowered the voting age to 18 (Doc. 8). Through the course of history of the US, voting requirements have changed to create a more democratic state.

Despite the large numbers of voters who gained suffrage, there was still opposition to a completely democratic state. When the passage of the 15th amendment granted the right to vote to African Americans, not all new voters could actually vote. Due to poor education and low literacy rates, not all African Americans were actually able to vote. This had been the concern of Wendell Phillips in 1865 (Doc. 4). For the African Americans who were capable of reading and writing, the use of an open ballot was still a problem. They could easily be threatened by employers or groups like the

KKK. The privacy of a secret ballot was needed to make their voting rights real. Although Populist propositions were made for a secret ballot in the 1890s, these changes did not arrive until the Progressive Era (Doc 7). However, the problems did not solely rest with suffrage issues. During the period of industrialization and big business, Congress was not quite as fair and democratic as it should have been. Sometimes representatives ^{the} in the Senate were influenced by the leaders of big businesses and industries such as Standard Oil, and the Steel Trust (Doc. 5). As a result of these obstructions to the existence of a fully democratic society, the nation had to change voting for United States Senators from indirect to direct. Once the 17th Amendment was passed the people had more influence.

As the nation expanded, so did the principle of democracy, despite some opposition. More and more citizens were granted suffrage which promoted more inclusive elections as a larger percentage of the population was now ~~indeed~~ included in the electoral process. Despite outside influences on suffrage and corruption in some government areas, democracy expanded and grew just as the United States did.

Anchor Level 5-B

The response:

- Thoroughly develops the task evenly and in depth by discussing the expansion of democracy in United States history
- Is more analytical than descriptive (although suffrage was gradually spreading to different groups of citizens, restrictions continued to stand in the way of a completely democratic nation; as time has gone by, the state governments allowed more voters as the requirements changed from 21-year-old property-owning white male citizens to the lesser requirements of the 20th century; in eastern cities since fewer citizens owned land and more leased or rented, states began to drop their requirements of property; during the period of industrialization and big business, Congress was not quite as fair and democratic as it should have been)
- Incorporates relevant information from documents 1, 3, 4, 5, 6, 7, and 8
- Incorporates substantial relevant outside information (following the tyrannical reign of England over the colonies, the people of the new nation created a democratic state to prevent such tyranny from rising again; changes continued after the Civil War with the passage of amendments 13 through 15, all of which increased the rights of African Americans; Radical Republicans supported African American voting rights; following the progress of African Americans and after being left out of the 15th amendment, women continued their fight for suffrage; with the 19th amendment, women across the nation were given the right to vote; many young citizens protested the fact that at age 18 citizens could be drafted but could not vote for three more years; lowering the voting age to 18 became an issue in the 1960s with fighting in Vietnam; for the African Americans who were capable of reading and writing, the use of an open ballot was a problem; they could be threatened by employers or the Ku Klux Klan; although there were Populist propositions made for a secret ballot in the 1890s, changes did not arrive until the Progressive Era; voting for senators was changed from indirect to direct with the passage of the 17th amendment)
- Richly supports the theme with many relevant facts, examples, and details (debate from the day of independence; universal white male suffrage; rights guaranteed in the Declaration of Independence; poor education and low literacy rates; secret ballot; Senate influenced by leaders of big business; Standard Oil; steel trust)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that introduce the premise that as the nation grew and expanded westward so did the principles of democracy

Conclusion: Overall, the response fits the criteria for Level 5. An effective historical explanation of the expansion of suffrage is accompanied by an evaluation of the limitations imposed on a democratic state by other social, political, and economic factors. The integration of important democratic concepts reinforces document interpretation.

The United States of America takes pride in being a nation of democracy. Democracy was not at its full potential in 1776 because democracy can be defined as people having influence for change in the government. Since the establishment of the Constitution, amendments have been written to further expand white males, females and blacks' say in the government.

The expansion of democracy can be seen by the increasing amount of eligible white voters since the late 1700's. Men with Property were once the only people allowed to vote, but as time passed on (1855) the requirements needed to vote decreased allowing more common men to have a say in the government (Doc 1a). This can be seen during Jackson's election. It became known as the Revolution of 1828 where Jackson sold himself as a self-made man appealing to the common yeoman farmers, personalizing his election. (Doc 2)

This began a new democracy in which governing the country was done more directly by the people not just the wealthy elite. This changed during the gilded age which was usually associated with a weak federal government and big trusts where big business owners had too much say in the government. (Doc 5a) As this Gilded age passed on the progressive movement tried to make the country more democratic again. TR, Taft and Wilson fought for the peoples rights by enforcing anti-trust laws which limited the power of big business in government. At the same time democracy was expanded by adding the 17th Amendment allowing the direct election of senators providing even more direct say in the government. (Doc 5b). Eventually, democracy expanded to even 18 year olds, allowing barely legal adults to vote expanding democracy and their interest in participation. (Doc 8).

Not only did male suffrage and

political power increased throughout the brief American history, but females' right to vote also has expanded. Beginning around the late first quarter of the nineteenth century, the Seneca Falls convention marked the beginning of the fight for women's suffrage. They were often considered by men as too emotional to vote and with the illusions of the Cult of Domesticity and the Womens Republic, they were denied the right to vote for a long time. It was not until 1920 that the 19th amendment was passed allowing women's suffrage (almost a century!), but nonetheless, it expanded democracy. Before this time women's suffrage was limited to mostly western states, starting with Wyoming, allowing women to vote before 1920 (Doc. 6).

The expansion of women's and males' voting rights definitely expanded but the true expansion of democracy can be seen in the blacks' fight; from

slavery to citizenship, to being treated as an equal and having the right to vote. Even after the Civil War, after the 14th Amendment explicitly saying blacks are citizens, Southern whites used literacy laws (Doc 4) and poll taxes to bar blacks from voting—a right they received in the 15th Amendment. Violent groups such as the Ku Klux Klan and other white supremacists frightened blacks away from voting in elections. Throughout much of the 20th century very few blacks were even registered to vote in many areas of the "Deep South." Voting rights became a major goal of civil rights leaders in the 1960s. Their peaceful protests led to success. During LBJ's presidency Congress passed the Voting Rights Act outlawing literacy tests and making it almost impossible to stop blacks from voting. Although this did not immediately end discrimination, being able to vote gave blacks more representation.

The United States of America continues

to work on improving its own democracy. Congressional legislation and constitutional amendments have provided opportunities for more individuals to have an influence in our government.

Anchor Level 4-A

The response:

- Develops the task by discussing the expansion of democracy in United States history
- Is both descriptive and analytical (men with property were once the only people allowed to vote, but as time passed the requirements needed to vote decreased allowing more common men to have a say in the government; democracy expanded to 18-year-old adults, expanding democracy and their interest in participation; the true expansion of democracy can be seen in the blacks' fight from slavery to citizenship to being treated as an equal and having the right to vote; throughout much of the 20th century, very few blacks were registered to vote in many areas of the Deep South; voting rights became a major goal of civil rights leaders in the 1960s; the Voting Rights Act made it almost impossible to stop blacks from voting; although the Voting Rights Act did not immediately end discrimination, being able to vote gave blacks more representation)
- Incorporates relevant information from documents 1, 2, 4, 5, 6, 7, and 8
- Incorporates relevant outside information (Jackson's election became known as the Revolution of 1828 where he sold himself as a self-made man; the Gilded Age was usually associated with a weak federal government and big trusts; Theodore Roosevelt, Taft, and Wilson fought for the peoples' rights by enforcing antitrust laws; democracy was expanded by adding the 17th amendment, allowing the direct election of senators providing even more direct say in the government; the Seneca Falls Convention marked the beginning of the fight for women's suffrage; women were often considered by men as too emotional to vote and with the illusions of the cult of domesticity and the Women's Republic, they were denied the right to vote for a long time; even after the Civil War and the 14th amendment explicitly saying blacks are citizens, Southern whites used literacy laws and poll taxes to bar blacks from voting—a right they received in the 15th amendment; the Ku Klux Klan and other white supremacists frightened blacks away from voting)
- Supports the theme with relevant facts, examples, and details (19th amendment; women's suffrage in 1920; limited to mostly western states before 1920; Lyndon B. Johnson)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the pride the United States takes in being a nation of democracy and a conclusion that states that the United States continues to work on improving its own democracy

Conclusion: Overall, the response fits the criteria for Level 4. The documents are used as a basic framework that guides the organization of this response. Outside information is integrated to extend document information, but is not always fully developed.

Democracy is the foundation of the United States government and has been at the forefront of many aspects of American history.

Democracy started off as an idea, a fragile idea that was for awhile in danger of not being as great as it could be. Why? Because it was incomplete it needed work. The idea was good but the people executing it needed a few lessons before it could be great.

What exactly is a democratic government? It is a government for the people, By the people. Which basically boils down to people being able to pick, or vote for the people to run their country. Simple. right? Wrong. But why the controversy? Well many of the founding fathers at first believed the right to vote or pick the ~~pt~~ people who run your country should only be men who owned property. They believed that men ^{with} property who had a permanent stake in society would pick the "best men" to run the government. Who are those people? Rich white men. They are the people who owned the most land and because they took part in setting up the government, they thought they should pick who gets to serve in office.

Thankfully people woke up and slowly the rules of the game changed as the United States moved westward. Slowly the restriction on the amount of land that must be owned in order to vote lessened as did the amount of states with any kind of property limitation (see Doc 1a). So then almost all white men could vote but everyone else (Blacks + Women) could not. (see Doc 1b).

Before African American could be given the right to vote

many had to be given their freedom, which took a war that almost destroyed the United States, from the inside. But things went up from there. Slavery was abolished and Blacks were given the right to vote (women still couldn't but it was a start). Although African Americans were allowed to vote restrictions were put in place by some states that required things like a literacy test, which many African Americans ~~went~~ right out of slavery failed simply because they had not had the opportunity to learn. And other restrictions, that only applied to black citizens like grandfather clauses stopped them from voting. (See Doc 3+4). Civil rights remained a prominent issue for decades to come. Finally in the 1960s this changed through civil rights laws which ended many restrictions. More blacks were able to vote without being threatened and many would even run for political office.

Now almost every man in the United States could vote. But what about women? Women were one of the last groups of people granted the right in the early 20th century. Although states were slow to respond to women's rights, protests, and petitions, several states did grant the right to vote earlier than 1920 when the amendment was passed. Wyoming was the first territory to adopt women's suffrage and western states followed, and even a few eastern states. (see Doc 6).

So now many people can vote but who do they actually vote for? It was at first you voted for your state Representatives who picked your Senators and you voted only indirectly for Senators. It wasn't

until the 1900's that Senators were directly picked by the people. (see Doc 5b). This came about because people were sick of the monopolists holding too much power (see Doc 5A) in the Senate. Now the people of the United States directly pick Senators because an amendment was added to the Constitution. All Congressmen would now be elected ~~fr~~ by the people and one branch of the government would be entirely democratically elected.

The right to vote is a basic right in any democratic nation that should be extended to all people not just an "elite" few. Though it took a long time for people to come to terms with that they did and now we have a truly democratic nation in many aspects.

Anchor Level 4-B

The response:

- Develops the task by discussing the expansion of democracy in United States history
- Is both descriptive and analytical (democracy started off as an idea, a fragile idea, that was for awhile in danger of not being as great as it could be; democracy was incomplete and needed work; a democratic government is a government for the people and by the people; democracy basically boils down to people being able to pick or vote for the people to run their country; founding fathers believed that men with property who had a permanent stake in society would pick the “best men” to run the government; the people woke up and slowly the rules of the game changed as the United States moved westward; although African Americans were allowed to vote, restrictions were put in place by some states that required things such as a literacy test; although states were slow to respond to women’s rights protests and petitions, several states did grant the right to vote earlier than 1920; people were sick of the monopolists holding too much power in the Senate)
- Incorporates relevant information from documents 1, 3, 4, 5, 6, and 7
- Incorporates relevant outside information (before African Americans could be given the right to vote, many had to be given their freedom, which took a war that almost destroyed the United States from the inside; slavery was abolished and blacks were given the right to vote; many Africans right out of slavery failed literacy tests simply because they had not had the opportunity to learn; other restrictions that only applied to black citizens like grandfather clauses stopped blacks from voting; in the 1960s, more blacks were able to vote without harassment and many would even run for political office; at first you voted for your state representatives who picked your Senators and you voted only indirectly for Senators; it was not until the 1900s that Senators were directly picked by the people because an amendment was added to the Constitution; after the amendment, all Congressmen would be elected by the people and one branch of the government would be entirely democratically elected)
- Supports the theme with relevant facts, examples, and details (restrictions on the amount of land owned to vote lessened as did the number of states with any kind of property limitations; Wyoming was the first territory to adopt woman’s suffrage; women were one of the last groups of people granted the right to vote in the early 20th century)
- Demonstrates a logical and clear plan of organization; includes an introduction that states democracy is the foundation of the United States government and a conclusion that states the right to vote is a basic right in any democratic nation

Conclusion: Overall, the response fits the criteria for Level 4. The premise that democracy was fragile and required work is supported by some good historical references ranging from the elitism of the founding fathers to the decades long civil rights movement. While the discussion of African Americans uses document information as an opportunity to include some analytical outside information, other aspects of democratic change are based primarily on document interpretation.

America is considered the home of the Free. But Although U.S. citizens have for the most part always been free; this doesn't mean that they've all have had the same freedoms, and equal rights. For more than 200 years our country has developed into a flourishing nation, & has become what we live in today; where everyone has equal rights & freedoms. This is because Democracy has evolved throughout our history and it has adapted to a changing society & a changing world.

Democracy has been a part of America since the very beginning. When the Pilgrims came to America they set up a document that was one of the beginnings of Democracy in the United States. The Mayflower Compact was one of the first U.S. documents to have democratic ideal in it; it allowed for a limited government with the consent of the governed. Other colonies set up legislature and allowed some voting rights. Although America was still under British rule it allowed colonists some participation in government.

The full truth is that Democracy didn't come completely into effect even when the Constitution was drawn out & ratified. The constitution allowed for a formal system of government. The only problem with the Democracy of this era was that people were still untrusting & unsure of how much involvement people should have in the Government.

That wasn't the only problem either; the intellectual people of society at the time such as John Adams and James Madison didn't fully trust the people with the power to directly elect officials. It ~~was~~ ^{was} there belief that uneducated people wouldn't make proper decisions in an election.

Although America's system of Gov. had a bit of a rocky beginning; ^(DIA) once democracy started to spread through the nation as the nation began to grow in size, democracy began to flourish, as property requirements decreased and people began to want to take a more active role in government. When President Andrew Jackson ~~was~~ was in office the political demands of the nation increased. The people wanted an active participation in the government's decision making and that is exactly what began to happen. It was known as Jacksonian Democracy; President Jackson gave white men more power.^{or} But that wasn't all; some people felt that Jackson was autocratic, & not really democratic; this basically meant that they didn't like the way he used his power.

Although the country had come a long way up to that point; America could still never be called "the home of the free." Slavery was still big around the Jacksonian period, and it took a civil war ~~to~~ to completely abolish slavery. Even after slavery was abolished; the African American race

was denied nearly all the ~~common~~ common citizens rights.^{D2} Many believed this ~~is~~ went against the declaration of independence, and many groups were set up that sought African American rights. The constitution had the 13th ~~&~~ 14th & 15th amendments added on eventually, but even with this as well as other things African Americans were still denied their rights. Racists and ignorant people set up many vulgar things to keep them from reaching their goal; such as the Jim Crow laws, & literacy tests.^{D4} Many others had attempted to assist African Americans though; such as Wendell Phillips who urged them to ^{learn to} read. Later Martin Luther King, Jr. tried to assist them by organizing civil rights protests. Finally restrictions for African American voting were ended in 1965 with the Voting Rights Act.

Although it has been a slow process, Democracy has changed & adapted for the better. Thanks to great political leaders & progressive Reformers, a common goal has been reached. All citizens have equal rights, they all can play an active role in the government. In Today's society Democracy has evolved to fit our common need, goals and values.

Anchor Level 4-C

The response:

- Develops the task by discussing the expansion of democracy in United States history during the Jacksonian period and the granting of suffrage to African Americans
- Is both descriptive and analytical (democracy did not come completely into effect even when the Constitution was drawn and ratified; the only problem with the democracy of the new republic was that people were still untrusting and unsure of how much involvement the people should have in government; democracy began to flourish when the nation began to grow in size; people wanted an active participation in the government's decision-making; some people felt that Jackson was autocratic and not really democratic; many believed that the denial of common citizen's rights to African Americans went against the Declaration of Independence)
- Incorporates relevant information from documents 1, 2, 3, 4, and 7
- Incorporates relevant outside information (when the Pilgrims came to America, they set up a document that was one of the beginnings of democracy in the United States; the Mayflower Compact was one of the first United States documents to have democratic ideals in it; the Mayflower Compact allowed for a limited government with the consent of the governed; other colonies set up legislatures and allowed some voting rights; the intellectual people such as John Adams and James Madison did not fully trust the people with the power to directly elect officials because they feared that uneducated people would not make proper decisions in an election; slavery was still big during the Jacksonian period and it took a Civil War to completely abolish it; even after slavery was abolished, the African American race was denied nearly all of the common citizen's rights; the 13th, 14th, and 15th amendments were eventually added to the Constitution, but African Americans were still denied their rights; racists and ignorant people set up many vulgar things to keep African Americans from reaching their goal such as Jim Crow laws and literacy tests; Martin Luther King Jr. tried to assist African Americans by organizing civil rights protests)
- Supports the theme with relevant facts, examples, and details (property requirements decreased; President Andrew Jackson; Jacksonian democracy; Voting Rights Act)
- Demonstrates a logical and clear plan of organization; includes an introduction that states democracy has evolved throughout our history and a conclusion that states democracy has changed through efforts of political leaders and progressive reformers

Conclusion: Overall, the response fits the criteria for Level 4. References to colonial history and the elitism of the new republic establish a good foundation for a discussion of democratic change and adaptation in United States history. Including a discussion about women, the Progressive reforms, and/or extending suffrage to 18-year-old citizens would have enhanced the response.

In 1965 President Lyndon B. Johnson stated that when the United States of America was founded, "the most basic right of all was to choose your own leaders" (Doc A). The history of America, he said, is the history of the expansion of that right to all of our people." Johnson recognized that true democracy means election by the people— all the people. The fight for universal suffrage has been an incredible struggle, however, democracy in America has finally expanded to provide universal suffrage. In American history suffrage has been denied based on gender, race, religion, literacy, property ownership, and other factors. Each of these restrictions has been eliminated over time and democracy has expanded due to the perseverance of persecuted groups and the governments support as a result.

It is the year 2011, and blacks and whites are equal under American law. However, only 48 years ago, many African-Americans were denied the right to vote. Through the activism of the black community and its supporters, suffrage was finally gained. Document 3 shows the activism of New York blacks prior to the Civil War: they rallied and petitioned with the Declaration of Independence as support. After the Civil War African Americans gained freedom from slavery yet reconstruction failed to genuinely help blacks join democracy. Grandfather clauses, literacy tests, and poll taxes prevented many blacks from voting. Document 4 shows the concern to this through the

abolitionist attempts to encourage African Americans to become literate. The black suffrage movement, which began after the Civil War was not completely successful until the Civil Rights movement of the 1960's. In the 1960's activists such as Martin Luther King Jr. fought for black suffrage without the restrictions that began after reconstruction. Rallies, protests, and marches shown by the media pressured the government to do something. In 1965 the Voting Rights Act was passed which struck down "restrictions to voting in all elections" (document 7). Finally, after centuries of slavery, segregation, and denial of full suffrage had been overcome. Democracy was greatly expanded in this momentous decade, and blacks joined in democracy.

Apart from race, other factors contributed to the denial of participation in democracy in American history. Citizens have also been denied participation based on age and gender. Until the 20th century, many women were denied full participation in government. Document 6 shows the expansion of women's suffrage prior to 1919, and then the 19th amendment was passed in 1920 granting women suffrage. The map shows how many states granted NO suffrage or partial suffrage to women. Like African-Americans, women gained this final inclusion through activism. Women like Jane Addams, and Susan B. Anthony advocated for women's rights. Elizabeth Cady Stanton authored

documents like the Declaration of Rights and Sentiments modeled after the Independence Declaration. Citizens were also denied participation in democracy based on age until 1971, with the passage of the 26th amendment. Before then, 18 year-olds weren't allowed to vote or participate in government.

When the nation was first founded, only white Christian, land owning men were allowed to vote. Then, gradually religious and property barriers were removed. With the Age of Jacksonian Democracy, the "common man" joined in, and more property restrictions were lessened. Both women and then African Americans were allowed finally to vote without restrictions in the 20th century. Today, every citizen of the age 18 or higher is permitted to participate in our democracy and vote in all elections. The expansion of democracy in America is reflected majorly in the expansion of suffrage because as Nixon said, the most basic principle that the U.S. was founded on is participation in government.

Anchor Level 3-A

The response:

- Develops the task with some depth by discussing the expansion of democracy in United States history
- Is more descriptive than analytical (Johnson recognized that true democracy meant election by the people—all the people; the fight for universal suffrage has been an incredible struggle; restrictions have been eliminated over time and democracy has expanded due to perseverance of persecuted groups and government support; women gained suffrage through activism; with the Age of Jacksonian Democracy, the common man joined in and property restrictions were lessened)
- Incorporates some relevant information from documents 1, 3, 4, 6, 7, and 8
- Incorporates relevant outside information (Reconstruction failed to genuinely help blacks join democracy; grandfather clauses, literacy tests, and poll taxes prevented many blacks from voting; the black suffrage movement, which began after the Civil War, was not completely successful until the civil rights movement of the 1960s; activists such as Martin Luther King Jr. fought for black suffrage; rallies, protests, and marches shown by the media pressured the government to do something; the 19th amendment was passed granting women suffrage; women such as Jane Addams and Susan B. Anthony advocated for women's rights; Elizabeth Cady Stanton authored the Declaration of Rights and Sentiments, modeled after the Declaration of Independence; when the nation was first founded, only white Christian, land-owning man were allowed to vote)
- Includes relevant facts, examples, and details (denial of suffrage based on gender, race, religion, literacy, property ownership, and other factors; New York blacks; Declaration of Independence; abolitionists; Voting Rights Act; passage of the 26th amendment)
- Demonstrates a satisfactory plan of organization; includes an introduction that summarizes document 7 to demonstrate how voting restrictions have been eliminated over time and a conclusion that establishes a chronology of suffrage for different groups in American history

Conclusion: Overall, the response fits the criteria for Level 3. The theme of activism and government support for democratic reform is developed by stating document information and then supplementing that information with historical examples. However, additional analytical statements would have strengthened the response.

Beginning with the writing of the United States Declaration of Independence, but ultimately stemming from a national gravitation towards universal manhood suffrage, the United States has steadily strived to expand democratic values to the furthest extent. Although the United States has widely been regarded as democratic, it hasn't gone without exceptions. Especially on a political level, women and African Americans in particular have widely been excluded from participation for a majority of American history. However, legislation has been passed and individuals have worked hard to conserve and expand the sought after American value of democracy, and has spread it far beyond its original limitations.

Individuals in American history such as Thomas Jefferson, Andrew Jackson, and Lyndon B. Johnson have most significantly participated in the expansion of American democratic ideals. Starting with the Declaration of Independence, Thomas Jefferson declared America a nation built upon principles such as equality for men and the importance of the government's reliance on the consent of the governed. At the very dawn of our nation, political and idealistic democratic ideas were outlined clearly and other brilliant American minds expanded upon these principles. Beginning with the Jacksonian Era, the people of the country began to feel more confident and wanted increased political and social involvement. During this time period, farmers and small Southern planters alike were experiencing and increase

in representation in all levels of government, and an increase in rights such as voting, following a decrease in the land requirement for voting. This allowed for increased democratic rights to reach into places like the expanding western front of the U.S. Political participation and voting rights especially for minorities like blacks and women gradually gained support as individuals and groups pushed their cause. In the early 1800s these groups held conventions and got the public's attention but achieved little. Blacks did get the right to vote after the Civil War. However, there were restrictions such as literacy tests and many blacks could not pass these. Women had to wait until 1920 to gain voting rights. Supporters of the civil rights movement such as president Lyndon B. Johnson strongly advocated the expansion of civil liberties to these people.

In addition, state wide legislations also played a large role in spreading the reach of democratic liberties within the U.S. as a whole. States did their part to expand democracy such as the Ohio legislature who ratified the 26th Amendment allowing all citizens 18 and over to vote. After the Civil War some blacks had been elected to start legislatures where they advocated educating the freedmen just as Wendell Phillips did. Western states were among the first to support women's suffrage.

These state legislations expanded democratic representation to individuals who perhaps were denied for many years. Increased representation in federal government was expanded to young Americans when the 26th Amendment was ratified and became part of the Constitution.

The United States was built upon values that foster the growth of democratic ideals, and ultimately allow for the expansion of these fundamentals such as voting. For more than 200 years, individuals and legislations have expanded the reach of democracy to involve more Americans in the democratic system that we have sacrificed so much to preserve.

Anchor Level 3-B

The response:

- Develops the task with some depth by discussing the expansion of democracy in United States history
- Is more analytical than descriptive (beginning with the writing of the Declaration of Independence but ultimately stemming from a national gravitation towards universal manhood suffrage, the United States has steadily strived to expand democratic values to its furthest extent; especially on a political level, women and African Americans have widely been excluded from participation for a majority of American history; at the very dawn of our nation, political and idealistic democratic ideas were outlined clearly; beginning with the Jacksonian Era, the people of the country began to feel more confident and wanted increased political and social involvement; increased democratic rights reached into places such as the expanding western front of the United States; political participation and voting rights especially for minorities such as blacks and women gradually gained support as individuals and groups pushed their cause; in the early 1800s, blacks and women held conventions and got the public's attention but achieved little; President Lyndon B. Johnson strongly advocated the expansion of civil liberties to blacks; 26th amendment was ratified and became part of the Constitution)
- Incorporates some relevant information from documents 1, 2, 4, 7, and 8
- Incorporates limited relevant outside information (Thomas Jefferson declared America a nation built upon principles such as equality for men and consent of the governed; blacks got the right to vote after the Civil War; after the Civil War, some blacks had been elected to Southern state legislatures where they advocated educating freedmen)
- Includes some relevant facts, examples, and details (farmers and small Southern planters; decrease in the land requirements for voting; literacy tests; Ohio legislature)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss how legislative actions and the work of individuals expanded democracy

Conclusion: Overall, the response fits the criteria for Level 3. Good conclusions related to document interpretation combine to present an analytical case to support the idea that the United States was built on values that led to an expansion of democracy. However, the lack of descriptive details and the limited outside information weakens the response.

The United States is the pristine example of democracy throughout the globe. Many issues that other countries face today seem to be problem-free in America. However, this country was not born with perfect democratic processes. Throughout its young existence, the United States has expanded and improved its democratic mechanisms for the citizens.

The most difficult of blemishes to solve was the issue of universal suffrage which includes all citizens above the legal age limit. When the United States was still a young nation, many requirements were placed on the right to vote. At that time, property was the main issue; thus, only the land-owners could participate in government. Fortunately, these land requirements were steadily removed by the mid 1800s (Document 1a). Thus, the first major limitation was abolished from the states. In essence, the overall lowering of suffrage qualifications allowed labor to become a political force (Doc 1B). As the suffrage for citizens were expanding, it must be noted that only free white males and some free blacks were eligible for voting at all. Women and slaves could not vote

whatsoever. Regardless by Jackson's presidency, the common man was raised to new levels of government participation (Doc 2). They voted in larger numbers and became interested in political party activities. After the civil war, the 13th amendment finally eradicated slavery, the 14th amendment allowed freedmen to become citizens, and coupled with them is the 15th amendment which allowed for African American male suffrage. However, clearly, the 15th amendment was nominal because many southern states placed grandfather clauses and literacy tests in the way of voting. This explains why Wendell Phillips advocated the learning of the ability to read and to write, so that freedmen would not be prevented from voting (Doc 4). Furthermore, the educated African-American was needed for the 15th amendment to be plausible. ~~Renowned~~ ^{Even} ~~before~~ before the Civil War, free blacks in New York sought the right to vote using the principles of the Declaration of Independence. In New York, only blacks were required to own property to vote (Doc 3).

In another sense, the participation of the people was expanded by other means. Parties

such as the Populists advocated democratic methods to further incorporate the average citizen. Processes such as the direct election of senators was one of their demands in the 1890s and would bring the people closer to the government (Doc 5B). Fortunately, the 17th amendment clearly allows for that today. Unfortunately, business has dominated government profoundly by lobbying and campaign contributions and still does. Thus, total democratic expansion has been difficult to achieve in the United States.

In all, the people of the United States have greatly improved their rights in the U.S. government. Each decade provides new opportunities for democracy to spread and grow. The huge jumps that the United States government has shown provide for great optimism for the future. However, let us not forget the blessed rights today's citizens can freely exercise.

Anchor Level 3-C

The response:

- Develops the task with little depth by discussing the expansion of democracy in United States history
- Is more descriptive than analytical (overall lowering of suffrage qualifications allowed labor to become a political force; only free white males and some free blacks were eligible for voting at all; by Jackson's presidency, the common man voted in larger numbers and became interested in political party activities; learning to read and write was advocated so that freedmen would not be prevented from voting; the educated African American was needed for the 15th amendment to be plausible; processes such as the direct election of senators was one of the demands in the 1890s and would bring the people closer to the government; each decade provides new opportunities for democracy to spread and grow)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 5
- Incorporates limited relevant outside information (after the Civil War, the 13th amendment finally eradicated slavery, the 14th amendment allowed freedmen to become citizens and coupled with them is the 15th amendment that allowed African American male suffrage; the 15th amendment was nominal because many Southern States placed grandfather clauses and literacy tests in the way of voting; Populists advocated democratic methods to incorporate the average citizen; the 17th amendment allows for the direct election of Senators; business has dominated government profoundly by lobbying and campaign contributions)
- Includes some relevant facts, examples, and details (when the United States was still a young nation, only landowners could participate in government; steady removal of land requirements by the mid 1800s; women and slaves could not vote)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The inclusion of important concepts such as labor as a political force and the advocacy role played by the Populist Party are insightful, but these concepts are not developed.

Throughout the history of the United States, democracy has been the long-term goal. Many ~~big~~ events and amendments have tried to limit democracy, however more events have tried to expand democracy. The 26th amendment, universal manhood suffrage, rights for blacks, and expansion of women's suffrage all promote ideas of democracy, while literacy tests, trusts, and unequal rights limit the extension.

As more states entered the union prior to the Civil War, the number of states with property requirements in order to vote, significantly decreased (Document 1a). Later on, through the Jacksonian Era, the common man began voting and campaigns became personal. People from the West, the North, and the South, all began to vote. (Document 2). Blacks stated that if they weren't given the ~~the~~ right to vote, it would be going against the Declaration of Independence. ~~Document 3~~ (Document 3). As democracy expanded, the government made some changes to increase the rights of the people. They called for direct election of U.S. Senators, direct primaries, and the direct election of delegates to national conventions. (Document 5b). The issue of women's suffrage also changed. As western states were added to the union, they all had equal voting rights for women. (Document 6).

Another action taken to promote democracy was the passage of the Voting Rights Act by President Lyndon B. Johnson. He believed "every American citizen must have an equal right to vote." (Document 7). After much thought, America realized that young people could make a difference and lowered the voting age to 18 ~~to~~ with the 26th amendment. (Document 8)

Throughout all these strides to expand democratic ideals, there were some limitations. "The lowering of suffrage qualifications did not mean that pure democracy had triumphed." (Document 1b). African Americans and women at this time still did not have the right to vote. With the African Americans, there was great debate over whether or not they should have the privilege of voting. They put in place ~~literacy tests~~ literacy tests ~~and~~ and poll taxes to keep them away, but eventually democracy prevailed. (Document 4). Another thing that limited democracy was big trusts that controlled big business and limited the actions of the people. (Document 5a). Through these limitations, democracy still found a way to expand and prosper in the United States of America.

Our nation was established as a democratic republic and still stands strong today. With courage,

power, equality, and expansion, we broke down trusts and broke the voting barrier to expand as a prosperous democratic nation.

Anchor Level 2-A

The response:

- Minimally develops the task
- Is primarily descriptive (the 26th amendment, universal manhood suffrage, rights for blacks, and expansion of women’s suffrage all promote ideas of democracy while literacy tests, trusts, and unequal rights limited the extension of democracy; in the Jacksonian Era, the common man began voting and campaigns became personal; blacks felt if they were not given the right to vote it would be going against the Declaration of Independence; America realized that young people could make a difference and lowered the voting age to 18; the lowering of suffrage qualifications did not mean that pure democracy had triumphed because African Americans and women did not have the right to vote; despite limitations, democracy still found a way to expand and prosper)
- Incorporates limited relevant information from all the documents
- Presents little relevant outside information (literacy tests and poll taxes were put in place to keep African Americans away from the polls)
- Includes few relevant facts, examples, and details (property requirements to vote significantly decreased; direct election of United States senators; direct primaries; direct election of delegates to national conventions; Voting Rights Act; President Johnson; big trusts controlled big business); includes inaccuracies (as western states were added to the Union, they all had equal voting rights for women; amendments have tried to limit democracy)
- Demonstrates a general plan of organization; includes an introduction that states the actions that promoted the expansion of democracy and those that limited democracy and a conclusion that summarizes this theme

Conclusion: Overall, the response fits the criteria for Level 2. The recognition that democratic expansion has resulted from overcoming limitations is supported by thoughtful statements. However, reliance on document information and the limited outside information weaken this response.

When the founding fathers drafted the United States Constitution it was on the basis that all men were created equal and that the government should be chosen for the people, by the people. At first, only white landowning males were allowed to vote and there were many restrictions on voting rights. But by the mid 1800s, democracy was expanding across the nation to people who previously had no say in their government.

The Jacksonian Era in the U.S. was a time of triumph for the common man. Between 1828 and 1848 restrictions on voting rights were slowly being lifted. ^(Doc. 15) Now that restrictions such as land ownership in order to vote were being abolished the vote was extended to white males regardless of financial status. However, this right was still not extended to women or African Americans.

By the mid 1800s, not only did the

working class, such as western farmers southern farm owners and northern labor workers (Doc.2), have the desire to vote but African Americans also wanted to exercise what they felt was their constitutional right to vote. Benjamin Guades, in "Antebellum Free Blacks and the Spirit of '76'" argues that denying African Americans the right to vote contradicts the Constitution (Doc.3). The possibility of the vote being extended to literate African Americans (Doc.4) was another step toward total democracy.

Finally women's suffrage ~~allowed~~ ~~allowed~~ allowed for the spread of democracy throughout the country. Before 1900, most states west of the Mississippi River practiced equal suffrage for both men and women. While most states east of the Mississippi allowed partial or even no voting rights for women (Doc.6). In 1965 President Lyndon B. Johnson passed the Voting Rights Act which gave all United States citizens

the right to vote (Doc. 7).

In order for a democratic society to exist, the vote must be extended to every citizen regardless of gender or race. Slowly this became a reality in the United States.

Anchor Level 2-B

The response:

- Minimally develops the task
- Is primarily descriptive (by the mid 1800s, democracy was expanding across the nation to people who previously had no say in their government; now that restrictions such as land ownership were being abolished, the vote was extended to white males regardless of financial status; African Americans also wanted to exercise what they felt was their constitutional right to vote; the possibility of the vote being extended to literate African Americans was another step toward total democracy; before 1920, most states west of the Mississippi River practiced equal suffrage for both men and women)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 6, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (white landowning males; many restrictions on voting rights; western farmers; southern farm owners; Northern labor workers; President Lyndon B. Johnson; Voting Rights Act); includes inaccuracies (the founding fathers drafted the United States Constitution on the basis that all men were created equal; Benjamin Quarles argues that denying African Americans the right to vote contradicts the Constitution)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response relies on document information to develop the idea of expanding democracy over time. Some document information is misinterpreted or overgeneralized.

The United States was established as a democratic republic. However, democracy was limited by various factors and was not equally available to all groups. For more than 200 years, attempts have been made to expand democracy and increase citizen participation in government.

At first, the only people allowed to vote were wealthy ^{male} landowners, because they were believed to be more educated than any other group.

However, by 1828 more common men wished for direct participation in the government. ~~These~~ This new ~~group~~ group of voters consisted of farmers from the West, the yeoman and small planters from the South, and laborers of the North, as seen in Document 2. In addition, by 1855 only three of the thirty one states in the Union had property requirements in order for a person to vote, according to Document 1a.

During the 1860's, African Americans might have had the ability to vote if they could read and write. For this reason, they were strongly encouraged to learn to read and write in order to gain suffrage, as seen in Document 4.

Another group who gained the right to vote were the young American citizens. Document 8 displays how the 26th Amendment allowed 18 year olds to vote.

After ~~the~~ a variety of different groups of people were granted suffrage, steps were taken to give people more control in the government. In Document 5b, the principles of the Progressive Republican League are discussed. The League believes that popular government is fundamental, and therefore proposes ~~that~~ a direct vote by the people and direct primaries for the nomination of elective officials.

In conclusion, the spread of democracy did not take place overnight; it took much longer than that for democracy to spread throughout the United States. One by one, groups of Americans were granted the right to vote until we became this powerful democratic nation that we are today.

Anchor Level 2-C

The response:

- Minimally develops the task
- Is primarily descriptive (by 1855, only three of the thirty one states in the Union had property requirements in order for a person to vote; during the 1860s, African Americans might have had the ability to vote if they could read and write; after different groups of people were granted suffrage, steps were taken to give people more control in the government; the Progressive Republican League believed popular government is fundamental)
- Incorporates limited relevant information from documents 1, 2, 4, 5, and 8
- Presents little relevant outside information (only wealthy male landowners were allowed to vote because they were believed to be more educated than any other group)
- Includes few relevant facts, examples, and details (direct participation in the government; farmers from the West; yeoman; small planters from the South; laborers of the North; 26th amendment; the Progressive Republican League; direct primaries)
- Demonstrates a general plan of organization; includes an introduction that copies the theme and a conclusion that mentions the spread of democracy did not take place overnight

Conclusion: Overall, the response fits the criteria for Level 2. Although the connection between education and voting rights for African Americans is good, it is merely mentioned. The rest of the response is document-driven and limited in scope.

People have been voting in the United States of America since it became a country. The vote was limited though at first, only white men over 21 who owned land could vote, women and minority had to fight for their right to vote.

Before the civil war voting was restricted to white men over 21 (Doc 1A). Many states had property requirements to vote (Doc 1A). But during this time party arose to meet the needs of different groups of people (Doc 2). The minority still pushed for the right to vote. The liberty party argued that the power of government is derived from the consent of the governed, which would mean that African-Americans should vote as well (Doc 3). The pre-civil war era was the beginning of the universal suffrage movement.

After the civil war the right to vote was expanded to African American males. Literacy tests were given at the poles to prevent them from voting (Doc 4). Also during this time big businesses had a large influence on the politics.

Democracy was limited in various ways during the pre-civil war era. Shortly after it became more equal to all.

Anchor Level 1-A

The response:

- Minimally develops the task
- Is descriptive (women and minorities had to fight for their right to vote; many states had property requirements; before the Civil War, parties arose to meet the needs of different groups of people; after the Civil War, big businesses had a large influence on politics); includes weak application (before the Civil War, voting was restricted to white men over 21)
- Includes minimal information from documents 1, 2, 3, 4, 6, and 8
- Presents little relevant outside information (literacy tests were given at the polls to prevent African Americans from voting)
- Includes few relevant facts, examples, and details (only white men owning land could vote; after the Civil War, the right to vote was expanded to African American males)
- Demonstrates a general plan of organization; includes an introduction that specifies who could and could not vote at first and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Limited document information is presented without explanation to support weak conclusions made about democracy before and after the Civil War. Statements about suffrage reflect a narrow understanding of the expansion of democracy.

The United States was established as a democratic republic. However, democracy was limited by various factors and was not equally available to all groups. Over the past 200 years, attempts have been made to expand democracy and increase citizen participation in gov.

In doc. 7 it talks about how African Americans were given the right to vote. Giving people the right to vote is a big step because that means they are choosing the people that lead their country. They are choosing their own future.

In doc. 6 it talks about women's suffrage. Many women did not have rights but over time they have been getting more and more. Women in the west had more rights than

Women in the east ~~was~~
There were many factories
~~so~~ so it provided a lot
of jobs. but these jobs
were dangerous and had
very low pay. They would
make young children work.
~~cases~~

Anchor Level 1-B

The response:

- Minimally develops the task
- Is descriptive (giving people the right to vote is a big step because that means they are choosing the people that lead the country; many women did not have rights but over time they have been getting more and more; women in the west had more rights than women in the east)
- Includes minimal accurate information from document 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details; includes an inaccuracy (Document 7: African Americans were given the right to vote)
- Demonstrates a general plan of organization; includes an introduction that copies the historical context and an irrelevant conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A limited understanding of document information is demonstrated, especially in the misinterpretation of document 7. General statements characterize the discussion about women's suffrage.

The United States slowly established a democratic republic. In yet democracy was limited in many ways for example the equality among race & gender. However many attempts have been made to spread democracy world wide.

In Document 2 it shows the everyday person could have an input in government. ~~with~~ with the direct participation in govt it shows the growth of democracy. In Document 4 Wendell Phillips wrote a letter in general to all African Americans, in now they should learn how to read write. He wanted them to do all of this because then they were qualified to vote. Two proposals that expanded the people's control was that they were allowed to elect US senators & nominate electives for president (Doc 5b).

womens rights was a very important subject in the 1900's to 1920's it soon & eventually came to an end with slow movements

The ~~the~~ ~~east~~ ~~west~~ adopted women's rights before any other part of the country. (Doc 6.) Lyndon B Johnson made it necessary for voting rights, this was because it allowed men + women to register + vote no matter skin color, young men + women vote due to 26th amendment. Many Amendments were in benefit to the spread of democracy, (Doc 8).

As you can see various factors impacted the spread of democracy. The US still today tries to spread this government practice through out the world.

In the year 1776, many Americans dreamed a new dream. They decided that they would rather be independent than be ruled by a monarchy; that they would rather govern themselves than be governed from so far away. In one piece of parchment, every man and woman seemed to be included in the famous line "We the people." However, once the United States was established as a Democratic Republic, restrictions were placed as to the meaning of "people." Over the next two centuries, many decisions were made to exclude those who were not considered ~~peo~~ people.

At the very beginning of the history of the United States, suffrage was extremely limited: only land owners were given the right to vote in 10 out of 13 states (Document 1a). It was during the Jacksonian Era that strides were made to expand democracy: many more men were given the right to vote in the election of 1828 as suffrage requirements were lowered (Doc. 2). Although this may seem a small step by today's standards, it was enormous during its time considering how much stricter voting laws were. Logically, the next big step would be to give all women the right to vote. At Seneca Falls, New York, women used the ideas of the Declaration of Independence to demand the right to vote. However, this demand was controversial and did not happen until 1920 with the ratification of the 19th Amendment. Prior to that, only select states gave women suffrage. Western states were first to enfranchise women because of the impact women had on society there (Document 6). Women in the west not only took care of children but also helped take care of the land. Many eastern states followed.

Another major hindrance of democracy was the refusal to give African Americans the right to vote. Despite the long, cruel civil war, African Americans were still

Document-Based Essay—Practice Paper – B

severely restricted, especially as regards to voting. Many southern states in particular, used literacy tests to prevent blacks from voting. Some even had poll taxes, where blacks (the people who could least afford it at the time) had to pay to vote. It ~~was~~ was because of the possibility of ^{these} ridiculous laws that many people encouraged blacks to learn to read and write so they would eventually be given the right to vote (Document 4). Furthermore, many people pointed out that refusal to enfranchise blacks was contrary to the premise this nation was built on ^{in 1776.} (Document 3).

With the emergence of a new industrial economy in the late 1800s came a new block to democracy. Many business owners and party bosses had accumulated such great power that they began having a negative effect on politics and democracy. This became an age of bribery and corruption. Many politicians took bribes and large campaign donations from trusts (Doc. 5a) and in effect the monopolists had a significant impact on legislation/government. During the Progressive Era, many leaders preached that bribery was wrong and laws were passed to end corrupt practices and spread democracy. (Doc 5b)

In conclusion, there were many obstacles in the way of true democracy. Many were overcome throughout United States history, especially regarding suffrage. However, there is always more that can be done to protect and extend democratic principles.

The issue of democracy has always been a *de juri* v. *de facto*. Many laws have stated people's democratic rights and advocated for equality, but were not enforced. Women, and blacks endured for a long time before such laws were enforced.

The process of voting, seen as a herald of democracy, was not always democratic. First, only white men with land could vote. But as the years went on, the number of states that had property requirements decreased (doc 1a). As new states were formed in the West, property qualifications were dropped. ~~With~~ Andrew Jackson's campaign rhetoric of being an advocate of the "common man" helped him gain the support of the poorer white folk, who were now allowed to vote. So even though most white men could vote by the 1850s what about blacks? And women?

It seemed as if black men might be the next group to gain suffrage. After the Civil War and blacks were free, the 15th amendment was passed. It stated that all black men could vote, but it was met with opposition. In the South, they placed a poll tax, which many blacks couldn't afford. They also created the Grandfather clause, which allowed you to vote only if your grandfather did, but most black grandfathers could not, since they were slaves. There was also a literacy test, and many blacks couldn't read, which was what Wendell Phillips advocated allowing blacks to learn. (doc 4) Of course, free blacks

in the North had for a long time demanded the right to vote. Even before the Civil War they held a convention in New York on suffrage (doc 3). This issue would arise again during the Civil Rights movement, and that was when LBJ asked Congress to pass the Voting Rights Act of 1965, which got rid of voting restrictions. Unlike previous legislation, this one was enforced by the federal government. It also took women a long time to gain the right to vote. They also held conventions, such as the Seneca Falls convention, but their complaints were not taken seriously. Gradually the western states allowed women to vote, due to those states having small populations and they wanted more women to settle there so they'd have more votes. (doc 6) But finally in 1920 the 19th amendment was passed, which guaranteed women in all states the right to vote.

Both blacks and women eventually gained the right to vote. But this is just one place they are equal with white men. Other issues faced both groups, like equality of jobs, requiring more civil rights legislation and affirmative action. But even so, some positions are still restrictive; for example, equal pay continues to be an issue in some companies. The fight goes on.

The expansion of democracy has been very important to the development ~~in~~ of America over the years.

In doc. 7 it states that if this country was to thrive it has to be rooted in democracy.

AND it has been and that is why it flourished, but as seen in docs 3 and 5 there are some times not always equal rights for people and businesses. There are also times when the united states recognises its mistake and corrects it like the 18th amendment as seen in docs. 6 and 9.

There has been many times in history that democracy has been expanded and improved upon and these documents are just a few examples.

When the U.S. Constitution was first drafted, the first goals were to establish an effective government and allow citizens to be somewhat involved in the way the government functions. The simplest and most obvious way to participate is through voting, yet initially, restrictions were placed on who had this right because many feared handing over power to those who may be undeserving. However, as the vision of the equal citizen grew, these restrictions generally decreased, thus expanding the democracy of our nation. While the level of democracy fluctuated, continual efforts have been made to promote the belief that "Every American citizen must have an equal right to vote" (Document D).

Since people choose the leaders that will represent them by voting, the government used to only represent white, land-owning males. This lasted until the shift from upperclass rule to ordinary citizen participation of Andrew Jackson's presidency as property requirements for voting changed (Document I). The belief of wider popular suffrage increased, and in Jackson's case, the need to appeal to a wider range of voters to guarantee election to office became more common. Jacksonian Democracy, used to describe the active campaigning and appeal to the "common people" opened the door for more people to become involved, since their concerns were being addressed directly. The farmers, planters, and laborers started to become active voters, as shown in (Document L). Thus, more people were being represented and the true meaning of democracy was applying to more citizens.

Since the right to vote was not yet granted to all, equally, efforts were made to do so. Also, efforts to make voting apply to other aspects of the government was important, especially to the Progressive Party. Progressives wanted to give more power to people in government and decrease the power of big business in government. Document 5b lists their proposals, like direct election of senators and direct election of delegates to national conventions that allow the people to have a greater say about who is in office. The fact that these proposals have become policy today shows how democratic participation has the potential to increase so long as the people exercise their right to vote.

One of the greatest movements for equality, which democracy advocates, was the Women's Suffrage Movement. Although not a quick or easy achievement, the right to vote for women was finally secured in the 1920s. Document 6 shows the regional differences in declaring woman's suffrage. Since most of the West had equal suffrage for women before 1920, it can be inferred that the adherence to democracy in the West was stronger than in other parts of the nation. The West was newly inhabited and frontier life stressed equality. Also, some western territories wanted to attract more women and increase their population. Because of this, we can see that the expansion of democracy for women followed but varied regionally.

Although, today, all citizens over the age of 18 are permitted to vote regardless of income, property, race, or gender, democracy has more room for expansion. Any way that people can become more involved in the government that serves them helps democracy grow in our nation. Document 8 discusses "our young people's dedication to a system of government whose Constitution permits ordered change," but it is all voters, not just

Document-Based Essay—Practice Paper – E

the young ones, who need to have this dedication in order for our democratic government to function efficiently. Most importantly, the only way to protect the progress that has been made is to be an active, informed voter.

Practice Paper A—Score Level 1

The response:

- Minimally develops the task
- Is descriptive (the everyday person could have an input in government with direct participation; people were allowed to elect United States senators; it allowed men and women to register and vote no matter their skin color; many amendments benefited the spread of democracy)
- Includes minimal information from documents 2, 5, 7, and 8; misinterprets documents 4 and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Lyndon B. Johnson; young men and women; 26th amendment); includes an inaccuracy (the East adopted women’s rights before any other part of the country)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Attempts are made to connect unrelated pieces of document information resulting in the presentation of isolated facts. However, the recognition of democracy’s limitations indicates a partial understanding of the task.

Practice Paper B—Score Level 3

The response:

- Develops the task with little depth by discussing the expansion of democracy in United States history
- Is more descriptive than analytical (lowering of suffrage requirements was enormous during its time considering how much stricter voting laws were; many people encouraged blacks to learn to read and write so they would eventually be given the right to vote; many people pointed out that refusal to enfranchise blacks was contrary to the premise this nation was built on in 1776; many business owners and party bosses began having a negative effect on politics and democracy, resulting in an age of bribery and corruption; the monopolists had a significant impact on legislation and government; during the Progressive Era, laws were passed to end corrupt practices and spread democracy)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (when the United States was established, restrictions were placed as to the meaning of “people” in the Constitution; at Seneca Falls, New York, women used the ideas of the Declaration of Independence to demand the right to vote; suffrage for women was controversial and did not happen until 1920 with the ratification of the 19th amendment; many Southern States used literacy tests to prevent blacks from voting; some Southern States had poll taxes where blacks had to pay to vote)
- Includes some relevant facts, examples, and details (only landowners given the right to vote in 10 out of 13 states; more men given the right to vote in the election of 1828; only select states gave women suffrage)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Document information is tied to the outside information; however, further explanation would have strengthened the response.

Practice Paper C—Score Level 3

The response:

- Develops the task with little depth by discussing the expansion of democracy in United States history
- Is more descriptive than analytical (the process of voting, seen as a herald of democracy was not always democratic; Andrew Jackson’s campaign rhetoric about the common man gained the support of the poorer white folk who were now allowed to vote; there was a literacy test and many blacks could not read; free blacks in the North had for a long time demanded the right to vote; demands for black suffrage would rise again during the civil rights movement and that was when Johnson asked Congress to pass the Voting Rights Act of 1965; the right to vote was just one place where blacks and women became equal to white men)
- Incorporates some relevant information from documents 1, 2, 3, 4, 6, and 7
- Incorporates relevant outside information (the 15th amendment stated that all black men could vote, but it was met with opposition; in the South, states placed a poll tax which many blacks could not afford; states also created the grandfather clause, which allowed you to vote only if your grandfather did and black grandfathers could not since they were slaves; the Voting Rights Act was enforced by the federal government; women held conventions such as Seneca Falls; the 19th amendment was passed, which guaranteed women the right to vote; issues such as equality of jobs and affirmative action faced both women and African Americans)
- Includes some relevant facts, examples, and details (only white men with substantial land could vote; as new states were formed in the West, property qualifications dropped; free blacks convention in New York; western states allowed women to vote)
- Demonstrates a satisfactory plan of organization; includes an introduction that states that the issue of democracy has always been about de jure vs. de facto and a conclusion that states other issues face both groups

Conclusion: Overall, the response fits the criteria for Level 3. The concept that actual practices in the United States ran counter to democracy is well supported in the discussion of African American suffrage but is less so in the treatment of property qualifications and women’s suffrage. The response acknowledges the continuation of equality issues after gaining suffrage in the case of both African Americans and women.

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. A phrase is copied from document 7, an oblique reference is made to documents 3 and 5, and an incorrect amendment is cited as the basis of documents 6 and 8. However, no understanding of the expansion of democracy in the United States is demonstrated.

Practice Paper E—Score Level 4

The response:

- Develops the task by discussing the expansion of democracy in United States history
- Is both descriptive and analytical (the simplest and most obvious way to participate in government is through voting; as the vision of the equal citizen grew, voting restrictions generally decreased thus expanding the democracy of our nation; representation shifted from upper class rule to ordinary citizen participation in Andrew Jackson’s presidency as property requirements for voting changed; Jacksonian democracy opened the doors for more people to become involved since their concerns were being addressed directly; more people were being represented and the true meaning of democracy was applying to more citizens; Progressive proposals would allow people to have a greater say about who is in office; although women’s suffrage was not a quick or easy achievement, the right to vote for women was finally secured in the 1920s; since most of the West had equal suffrage for women before 1920, it can be inferred that adherence to democracy in the West was stronger than in other parts of the nation; today all citizens over the age of 18 are permitted to vote regardless of income, property, race, or gender; any way that people can become more involved in the government that serves them helps democracy grow in our nation)
- Incorporates relevant information from documents 1, 2, 5, 6, 7, and 8
- Incorporates relevant outside information (when the United States Constitution was first drafted, the first goals were to establish an effective government and allow citizens to be somewhat involved in the way the government functions; restrictions were placed on who had the right to vote because many feared handing over power to those who may be undeserving; the Progressive Party wanted to give more power to people in government and decrease the power of big business in government; frontier life stressed equality; some western territories wanted to attract more women and increase their population)
- Supports the theme with relevant facts, examples, and details (farmers, planters, and laborers become active voters; direct election of senators; direct election of delegates to national conventions)
- Demonstrates a logical plan of organization; includes an introduction that gives an overall view of the expansion of voting rights to American citizens and a conclusion that encourages all citizens over 18 to become involved in the government to protect the progress made

Conclusion: Overall, the response fits the criteria for Level 4. Although documents are extensively utilized, the application of voting as an aspect of democratic change and the critical appraisal of western democracy demonstrate a good analytical understanding of the nuances of the expansion of democracy.

United States History and Government Specifications August 2011

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Geography: Development of the United States; Human Systems; Environment	Standards 1, 3, 4, and 5: United States and New York History; Geography, Economics; Civics, Citizenship, and Government
Document-based Essay	Government; Citizenship; Change; Civic Values; Constitutional Principles; Reform Movements; Diversity	Standards 1, 3, 4, and 5: United States and New York History; Geography, Economics; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the August 2011 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

The State Education Department / The University of the State of New York
Regents Examination in United States History and Government – August 2011
 Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

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

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	3	6	9	12	16	19	23	27	32	36
	1	1	4	7	10	13	17	21	25	29	33	37
	2	2	5	8	11	14	18	22	26	30	34	39
	3	3	6	9	12	16	19	23	27	32	36	40
	4	4	7	10	13	17	21	25	29	33	37	42
	5	5	8	11	14	18	22	26	30	34	39	43
	6	6	9	12	16	19	23	27	32	36	40	45
	7	7	10	13	17	21	25	29	33	37	42	46
	8	8	11	14	18	22	26	30	34	39	43	47
	9	9	12	16	19	23	27	32	36	40	45	49
	10	10	13	17	21	25	29	33	37	42	46	50
	11	11	14	18	22	26	30	34	39	43	47	52
	12	12	16	19	23	27	32	36	40	45	49	53
	13	13	17	21	25	29	33	37	42	46	50	55
	14	14	18	22	26	30	34	39	43	47	52	56
	15	16	19	23	27	32	36	40	45	49	53	58
	16	17	21	25	29	33	37	42	46	50	55	59
	17	18	22	26	30	34	39	43	47	52	56	61
	18	19	23	27	32	36	40	45	49	53	58	62
	19	21	25	29	33	37	42	46	50	55	59	63
	20	22	26	30	34	39	43	47	52	56	61	65
	21	23	27	32	36	40	45	49	53	58	62	66
	22	25	29	33	37	42	46	50	55	59	63	68
	23	26	30	34	39	43	47	52	56	61	65	69
	24	27	32	36	40	45	49	53	58	62	66	70
	25	29	33	37	42	46	50	55	59	63	68	72
	26	30	34	39	43	47	52	56	61	65	69	73
	27	32	36	40	45	49	53	58	62	66	70	74
	28	33	37	42	46	50	55	59	63	68	72	75
	29	34	39	43	47	52	56	61	65	69	73	77
	30	36	40	45	49	53	58	62	66	70	74	78
	31	37	42	46	50	55	59	63	68	72	75	79

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	32	39	43	47	52	56	61	65	69	73	77	80
	33	40	45	49	53	58	62	66	70	74	78	82
	34	42	46	50	55	59	63	68	72	75	79	83
	35	43	47	52	56	61	65	69	73	77	80	84
	36	45	49	53	58	62	66	70	74	78	82	85
	37	46	50	55	59	63	68	72	75	79	83	86
	38	47	52	56	61	65	69	73	77	80	84	87
	39	49	53	58	62	66	70	74	78	82	85	88
	40	50	55	59	63	68	72	75	79	83	86	89
	41	52	56	61	65	69	73	77	80	84	87	90
	42	53	58	62	66	70	74	78	82	85	88	91
	43	55	59	63	68	72	75	79	83	86	89	92
	44	56	61	65	69	73	77	80	84	87	90	93
	45	58	62	66	70	74	78	82	85	88	91	94
	46	59	63	68	72	75	79	83	86	89	92	95
	47	61	65	69	73	77	80	84	87	90	93	96
	48	62	66	70	74	78	82	85	88	91	94	97
	49	63	68	72	75	79	83	86	89	92	95	97
	50	65	69	73	77	80	84	87	90	93	96	98
	51	66	70	74	78	82	85	88	91	94	97	98
	52	68	72	75	79	83	86	89	92	95	97	98
	53	69	73	77	80	84	87	90	93	96	98	98
	54	70	74	78	82	85	88	91	94	97	98	99
	55	72	75	79	83	86	89	92	95	97	98	99
	56	73	77	80	84	87	90	93	96	98	98	99
	57	74	78	82	85	88	91	94	97	98	99	99
	58	75	79	83	86	89	92	95	97	98	99	99
	59	77	80	84	87	90	93	96	98	98	99	99
	60	78	82	85	88	91	94	97	98	99	99	99
	61	79	83	86	89	92	95	97	98	99	99	99
	62	80	84	87	90	93	96	98	98	99	99	99
	63	82	85	88	91	94	97	98	99	99	99	100