

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**

**Wednesday, January 22, 2020 — 9:15 a.m. to 12:15 p.m., only**

**Student Name** \_\_\_\_\_

**School Name** \_\_\_\_\_

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

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

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

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

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

**Part III** is based on several documents:

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

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

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

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

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

## Part I

### Answer all questions in this part.

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

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



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

1 Most of the northern boundary of the United States was created by treaties between the United States and

- (1) France
- (2) Great Britain
- (3) Spain
- (4) Mexico

2 In colonial America, geography most directly influenced

- (1) religious practices
- (2) voter eligibility
- (3) economic activities
- (4) family structure

3 European Enlightenment writers of the 17th and 18th centuries such as John Locke influenced America's colonial development by providing

- (1) justification for state-supported churches
- (2) a defense of the slave trade
- (3) arguments for monarchy and rule by divine right
- (4) ideas about self-government and political rights

4 Which document encouraged public support for declaring independence from Great Britain?

- (1) Albany Plan of Union
- (2) Virginia and Kentucky Resolutions
- (3) Alien and Sedition Acts
- (4) *Common Sense*

5 What was a major success of the national government under the Articles of Confederation (1781–1788)?

- (1) developing a plan for the admission of new states
- (2) establishing the first national export tax
- (3) paying off all government debts
- (4) gaining the respect of foreign nations

6 Which statement best illustrates the meaning of federalism?

- (1) All citizens enjoy the basic rights of freedom of speech, press, religion, and assembly.
- (2) The Constitution delegates certain powers to the national government but reserves other powers for the states.
- (3) The Constitution can be changed by amendments ratified by Congress.
- (4) The House of Representatives has the power to impeach the president, and the Senate has the power to conduct an impeachment trial.

7 The authors of the United States Constitution established a bicameral legislature primarily because they

- (1) wished states to retain their absolute sovereignty
- (2) reached a compromise between the large states and the small states over representation
- (3) hoped to weaken the power of Congress
- (4) wanted to create an independent judiciary elected by the people

Base your answers to questions 8 and 9 on the passage below and on your knowledge of social studies.

. . . But the great security against a gradual concentration of the several powers in the same department, consists in giving to those who administer each department, the necessary constitutional means, and personal motives, to resist encroachments of the others. The provision for defence must in this, as in all other cases, be made commensurate [corresponding] to the danger of attack. Ambition must be made to counteract ambition. . . .

— James Madison, *The Federalist No. 51*, 1788

8 In this passage, James Madison argues for the governing principle known as

- (1) checks and balances
- (2) representative government
- (3) executive privilege
- (4) popular sovereignty

9 Madison was one of the statesmen who wrote articles for *The Federalist* primarily to

- (1) encourage rebellion against the British
  - (2) find a permanent solution to the issue of slavery
  - (3) gain support for ratifying the United States Constitution
  - (4) oppose protection of property rights in the United States Constitution
-

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

. . . The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations, to have with them as little *political* connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. . . .

— George Washington, Farewell Address, 1796

- 10 President George Washington made this statement in response to concerns over United States involvement in the
- (1) effort to end the slave trade in West Africa
  - (2) struggle to open Asian ports to foreign trade
  - (3) independence movements of the new Latin American nations
  - (4) continuing conflict between England and France
- 
- 11 The establishment of judicial review in *Marbury v. Madison* (1803) gave the Supreme Court the authority to
- (1) impeach members of Congress
  - (2) create state courts
  - (3) approve foreign treaties
  - (4) decide the constitutionality of a law
- 12 The Supreme Court decisions in *McCulloch v. Maryland* (1819) and *Gibbons v. Ogden* (1824) were important because they
- (1) increased the power of the federal government
  - (2) expanded the powers of the president
  - (3) encouraged westward expansion
  - (4) placed limits on the spread of slavery
- 13 In the 1840s and 1850s, immigration to the United States was characterized by
- (1) large numbers of immigrants from Latin America
  - (2) significant job opportunities for immigrants in southern states
  - (3) a large influx of Irish and German immigrants
  - (4) widespread acceptance of immigrants by native-born Americans

Base your answer to question 14 on the passage below and on your knowledge of social studies.

. . . As to the policy I “seem to be pursuing” as you say, I have not meant to leave any one in doubt.

I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored; the nearer the Union will be “the Union as it was.” If there be those who would not save the Union, unless they could at the same time *save* slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time *destroy* slavery, I do not agree with them. My paramount object in this struggle *is* to save the Union, and is *not* either to save or to destroy slavery. If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union; and what I forbear, I forbear because I do *not* believe it would help to save the Union. I shall do *less* whenever I shall believe what I am doing hurts the cause, and I shall do *more* whenever I shall believe doing more will help the cause. I shall try to correct errors when shown to be errors; and I shall adopt new views so fast as they shall appear to be true views. . . .

— President Abraham Lincoln, Letter to Horace Greeley, August 22, 1862

- 14 According to the passage, President Abraham Lincoln’s primary goal in fighting the Civil War was to
- (1) advance the cause of Northern abolitionists
  - (2) use any means necessary to save the Union
  - (3) extend the franchise to African Americans in the army
  - (4) free only those African Americans who were enslaved in Confederate territory
-

15 Which geographic factor most directly influenced the rapid settlement of the Great Plains after the Civil War?

- (1) immense forests for lumber
- (2) access to abundant quantities of oil
- (3) huge amounts of fertile farmland
- (4) long ocean coastline with deep ports

16 What was one reason the 14th and 15th amendments failed to prevent future racial segregation?

- (1) Most Northern abolitionists opposed the extension of these rights.
- (2) The Supreme Court refused to accept cases to interpret these amendments.
- (3) Radical Republicans in Congress stopped African Americans from voting.
- (4) The South was allowed to pass Jim Crow laws and restrict voting rights.

Base your answers to questions 17 and 18 on the speakers' statements below and on your knowledge of social studies.

*Speaker A:* The time of unlimited immigration is now past; controls are necessary to preserve the customs and values that have made this nation great.

*Speaker B:* In order to protect our citizens' jobs, restrictions must be placed on the number of immigrants.

*Speaker C:* More workers are needed. The most important consideration is whether they are willing to work hard.

*Speaker D:* There's plenty of land left to settle in the West, and there is plenty of room for all.

17 Which two speakers would most likely have supported the Chinese Exclusion Act (1882)?

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

18 Which speaker would most likely agree with the economic point of view of big business owners in the late 1800s?

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

19 In the late 19th century, what was the major goal in developing the "New South?"

- (1) expanding the industrial base
- (2) reducing tobacco production
- (3) strengthening labor unions
- (4) restricting government support for railroad construction

20 **"Senate Votes to Annex Philippines"**  
**"U.S. Sends Warships to Panama"**  
**"President Roosevelt Strengthens Monroe Doctrine"**

These headlines reflect the transformation of United States foreign policy into one that

- (1) respected the sovereign rights of all countries
- (2) practiced imperialism
- (3) pursued isolationist policies
- (4) opposed free-trade agreements

21 What was the major goal of the political reforms enacted during the Progressive Era (1900–1920)?

- (1) expanding citizen participation in government
- (2) lowering the legal voting age
- (3) discouraging the formation of new political parties
- (4) providing public funding of campaigns

Base your answer to question 22 on the photograph below and on your knowledge of social studies.

### Dens of Death



Source: *The Battle with the Slum*, MacMillan, 1902 (adapted)

22 Whose work most influenced state and local governments to address the conditions shown in this photograph?

- (1) John Muir
- (2) Ida Tarbell
- (3) Frank Norris
- (4) Jacob Riis

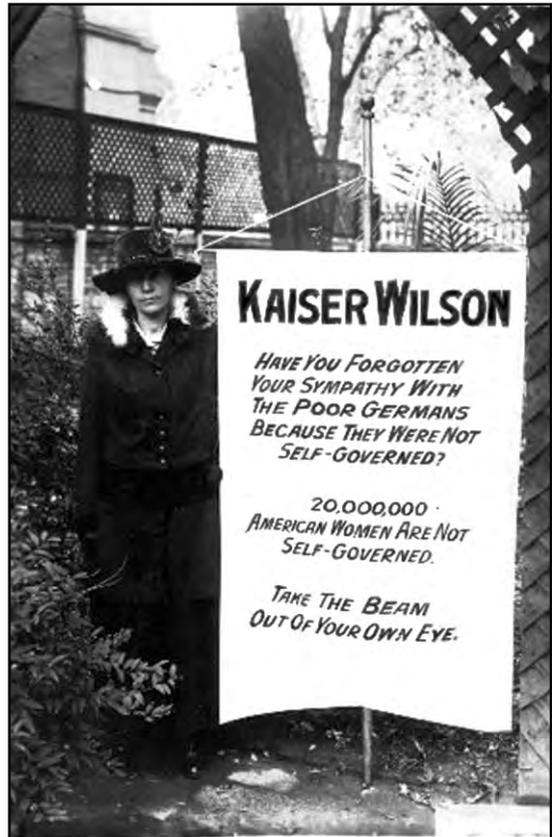
23 The Meat Inspection Act (1906), the Pure Food and Drug Act (1906), and the Clayton Antitrust Act (1914) were similar in that each

- (1) increased government regulation of business
- (2) resulted from a pro-business government policy
- (3) lowered tariffs on imported goods
- (4) decreased federal taxes on personal income

24 The Federal Reserve System, created in 1913, extended government control over the banking system by

- (1) issuing housing and consumer loans
- (2) regulating interest rates and the money supply
- (3) ending private ownership of banks
- (4) banning loans for stock market purchases

Base your answer to question 25 on the photograph below and on your knowledge of social studies.



Source: Library of Congress

25 Actions such as the one shown in the photograph helped lead to the

- (1) defeat of Germany in World War I
- (2) failure of President Woodrow Wilson to win reelection
- (3) rejection of United States membership in the League of Nations
- (4) addition of a woman's suffrage amendment to the United States Constitution

26 Which term from the 1920s is most closely associated with Duke Ellington and Langston Hughes?

- (1) Lost Generation
- (2) Red Scare
- (3) Teapot Dome scandal
- (4) Harlem Renaissance

27 Federal economic policies during the 1920s contributed to the start of the Great Depression by

- (1) failing to adequately regulate stock market transactions
- (2) adopting federal budgets with large deficits
- (3) lowering protective tariffs
- (4) abolishing corporate income taxes

Base your answer to question 28 on the passage below and on your knowledge of social studies.

. . . But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe. . . .

— President Franklin D. Roosevelt,  
First Inaugural Address, March 4, 1933

28 President Franklin D. Roosevelt dealt with the emergency referred to in this speech primarily by

- (1) submitting problems to the Supreme Court
  - (2) relying on state and local governments to handle the situation
  - (3) gaining congressional support for his programs
  - (4) requesting financial assistance from other countries
- 

29 The main goal of the first Agricultural Adjustment Act (AAA) was to

- (1) end wasteful funding of irrigation projects
- (2) increase efforts to export grain
- (3) encourage more farm mechanization
- (4) stabilize farm prices by reducing the amount of surplus crops

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

. . . We'll be back when it rains,  
they say,  
setting out with their bedsprings and mattresses,  
their cookstoves and dishes,  
their kitchen tables,  
and their milk goats  
tied to their running boards  
in rickety cages,  
setting out for  
California,  
where even though they say they'll come back,  
they might just stay  
if what they hear about that place is true. . . .

— Karen Hesse, *Out of the Dust*, April 1935

30 What was the main reason for the migration described in this poem?

- (1) Farmers were given inexpensive, fertile land in the West.
  - (2) An extended drought on the plains forced farmers to seek better conditions in the West.
  - (3) Manufacturing jobs in California paid high wages.
  - (4) African Americans left the South to avoid discrimination.
-

Base your answer to question 31 on the cartoon below and on your knowledge of social studies.

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



Source: J. N. "Ding" Darling, *Bridgeport Telegram*, March 29, 1937 (adapted)

- 31 This cartoon suggests that Congress believed President Franklin D. Roosevelt's proposals concerning the Supreme Court threatened the United States Constitution by
- (1) weakening the system of federalism
  - (2) ignoring the amendment process
  - (3) endangering the principle of separation of powers
  - (4) violating the elastic clause

- 32 During the 1930s, the major foreign policy goal of the United States Congress was to
- (1) avoid the mistakes that led the country into World War I
  - (2) end the Good Neighbor policy
  - (3) increase the size of the armed forces
  - (4) strengthen support for Japan's New Order in Asia
- 33 The primary reason President Harry Truman made the decision to use atomic bombs on Hiroshima and Nagasaki was to
- (1) save American lives by avoiding the invasion of Japan
  - (2) destroy the entire Japanese military in Southeast Asia
  - (3) allow the United States to defeat Germany
  - (4) halt the Japanese invasion of the Soviet Union
- 34 Organizing the Berlin airlift, implementing the Marshall Plan, and fighting the Korean War were early events in the United States policy of
- (1) imperialism
  - (2) containment
  - (3) isolationism
  - (4) neutrality
- 35 In the late 1940s, hearings by the House Committee on Un-American Activities and the use of loyalty oaths illustrate concerns over the
- (1) impact of union strikes on the economy
  - (2) United States participation in the North Atlantic Treaty Organization (NATO)
  - (3) desegregation of the military
  - (4) influence of communists within the federal government
- 36 The Korean War (1950–1953) was the first war in which the United States
- (1) sent troops to fight on foreign soil
  - (2) responded to an attack on its homeland
  - (3) fought as a member of United Nations forces
  - (4) formed an alliance with mainland China

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

. . . Finally, you have broader considerations that might follow what you would call the “falling domino” principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences. . . .

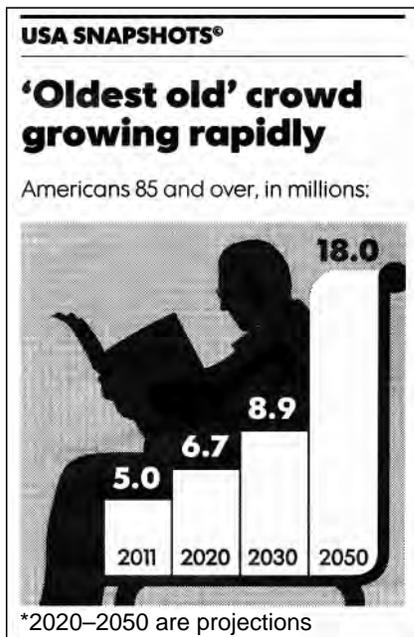
— President Dwight D. Eisenhower, April 7, 1954

- 37 Which action is most closely associated with the foreign policy concern expressed by President Dwight D. Eisenhower in this passage?
- (1) authorizing U-2 flights over the Soviet Union
  - (2) increasing United States involvement in Vietnam
  - (3) overthrowing military dictatorships in Central America
  - (4) defending oil producing countries in the Middle East
- 
- 38 The actions of Jackie Robinson, Rosa Parks, and Malcolm X helped focus national attention on the need for reform in the area of
- (1) environmental protection
  - (2) crime prevention
  - (3) public education
  - (4) civil rights
- 39 Which statement best describes an outcome of the 1962 Cuban missile crisis?
- (1) Communist leaders of Cuba were removed from office.
  - (2) The United States strengthened its ties with Cuba.
  - (3) Nuclear war with the Soviet Union was avoided.
  - (4) United States military defenses were significantly reduced.

- 40 *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), and *Miranda v. Arizona* (1966) are all Supreme Court decisions that strengthened individual rights by
- (1) increasing protections for persons accused of crimes
  - (2) eliminating restrictions on gun ownership
  - (3) overturning racial segregation laws
  - (4) encouraging greater voter participation in government
- 41 President Richard Nixon chose to resign the presidency mainly because of his involvement in the
- (1) secret bombing of Cambodia
  - (2) escalation of the Vietnam War
  - (3) Watergate scandal
  - (4) implementation of wage-price controls
- 42 In *Tinker v. Des Moines School District* (1969) and in *New Jersey v. T.L.O.* (1985), the United States Supreme Court addressed the
- (1) issue of gender equality in school athletics
  - (2) recitation of prayers in public schools
  - (3) power of school authorities to determine curriculum
  - (4) free speech and privacy rights of students in schools
- 43 Results of the Bush-Gore presidential election of 2000 renewed the debate over
- (1) term limits for elected officials
  - (2) the electoral college system
  - (3) presidential use of the veto power
  - (4) loose versus strict interpretation of the Constitution



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



Source: *USA Today*, February 4, 2013  
(adapted)

45 Which government programs will be most directly affected by the trend shown on this chart?

- (1) defense spending
- (2) immigration reform
- (3) Head Start and school construction
- (4) Medicare and Social Security

46 **“Same-Sex Marriage Upheld by Supreme Court”**

**“47% of Children Live With One Parent”**

**“Majority of College Degrees Now Go to Women”**

A conclusion that can be drawn directly from these headlines is that

- (1) more people are delaying marriage to a later age
- (2) legal and societal changes have affected the family unit
- (3) the role of women has changed little in the past decade
- (4) most married couples do not have children

47 Which statement reflects a major transportation trend of the post–World War II period?

- (1) Transcontinental railroads were developed.
- (2) The use of canals to move freight increased.
- (3) The use of the automobile increased dramatically.
- (4) Air travel decreased significantly.

48 One way in which the Truman Doctrine and the Eisenhower Doctrine are similar is that both

- (1) offered aid to countries threatened by communism
- (2) attempted to create a friendlier relationship with China
- (3) tried to improve relations with the Soviet Union
- (4) returned the United States to an isolationist foreign policy

49 The programs of President Lyndon B. Johnson’s War on Poverty had goals which were most similar to the programs of

- (1) Theodore Roosevelt’s Square Deal
- (2) Woodrow Wilson’s New Freedom
- (3) Franklin D. Roosevelt’s New Deal
- (4) Ronald Reagan’s New Federalism

50 Which pair of economic situations faced both President Franklin D. Roosevelt and President Barack Obama during the first 100 days of their administrations?

- (1) legalization of the sale of alcoholic beverages and suspension of antitrust laws
- (2) high unemployment and failures in the banking system
- (3) funding overseas wars and bailing out the automobile industry
- (4) modifying the gold standard and increasing federal aid to education

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

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

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

## Part II

### THEMATIC ESSAY QUESTION

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

#### Theme: Foreign Policy

Throughout United States history, the government has taken foreign policy actions that have resulted in differences of opinion among the American people. These actions have had impacts on the United States and on other countries and regions.

#### Task:

Choose **two** foreign policy actions that have caused disagreement among the American people and for **each**

- Explain the point of view of those who *supported* the foreign policy action
- Explain the point of view of those who *opposed* the foreign policy action
- Discuss the impact of the action on the United States **and/or** on another country or region

You may use any foreign policy action that caused disagreement among the American people. Some suggestions you might wish to consider include purchasing Louisiana (1803), declaring war against Mexico (1846), purchasing Alaska (1867), annexing the Philippines (1899), maintaining neutrality in World War I (1914–1917), providing Lend-Lease aid to Great Britain (1941), sending troops to Vietnam (1964–1973), ratifying the North American Free Trade Agreement (1993), and implementing Operation Iraqi Freedom (2003).

**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

## 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. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

**Historical Context:**

Throughout United States history, individuals have taken actions to address political, economic, and social issues facing the nation. Their actions have had an impact on the United States and on American society. Three of these individuals include *Jane Addams*, *Eleanor Roosevelt*, and *Thurgood Marshall*.

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

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

- Describe the conditions that led the individual to take action
- Discuss the impact of the individual's action on the United States and/or on American society

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

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

**Part A**  
**Short-Answer Questions**

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

**Document 1**

. . . America’s settlement house movement was born in the late 19th century. The Industrial Revolution; dramatic advances in technology, transportation, and communication; and an influx in immigrants caused significant population swells in urban areas. City slums emerged where families lived in crowded, unsanitary housing. Health care was nonexistent; disease was rampant. There were few schools, and children were sent to work in factories. . . .

In addition, the movement focused on reform through social justice. Settlement workers and other neighbors were pioneers in the fight against racial discrimination. Their advocacy efforts also contributed to progressive legislation on housing, child labor, work conditions, and health and sanitation. . . .

Source: “History of the Settlement House Movement,” Alliance for Strong Families and Communities

1 Based on this document, state **one** condition that led to the settlement house movement. [1]

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Score

## Document 2a

. . . It is easy for even the most conscientious citizen of Chicago to forget the foul smells of the stockyards and the garbage dumps, when he is living so far from them that he is only occasionally made conscious of their existence but the residents of a Settlement are perforce [of necessity] constantly surrounded by them. During our first three years on Halsted Street, we had established a small incinerator [garbage burner] at Hull-House and we had many times reported the untoward [difficult] conditions of the ward to the City Hall. We had also arranged many talks for the immigrants, pointing out that although a woman may sweep her own doorway in her native village and allow the refuse to innocently decay in the open air and sunshine, in a crowded city quarter, if the garbage is not properly collected and destroyed, a tenement-house mother may see her children sicken and die, and that the immigrants must therefore, not only keep their own houses clean, but must also help the authorities to keep the city clean. . . .

Source: Jane Addams, *Twenty Years at Hull-House*, University of Illinois Press

## Document 2b

### Hull-House Firsts

- First Social Settlement in Chicago
- Established first public playground in Chicago
- Established first citizenship preparation classes in the United States
- Established first college extension courses in Chicago
- Initiated investigations for the first time in Chicago of truancy, typhoid fever, cocaine, children's reading, newsboys, sanitation, tuberculosis, midwifery, infant mortality, social value of the saloon
- Initiated investigations that led to creation and enactment of first factory laws in Illinois
- Initiated investigations that led to creation of first model tenement code
- First Illinois factory inspector: Hull-House resident Florence Kelley

Source: Jean Bethke Elshtain, *Jane Addams and the Dream of American Democracy: A Life*, Basic Books, 2002 (adapted)

2 Based on these documents, state **two** ways Hull-House attempted to improve conditions in Chicago. [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

### Document 3

On the 150th anniversary of Jane Addams's birth, Louise Knight wrote a book celebrating Addams's reform spirit. Knight states in the book's preface:

. . . This book is the story of how Jane Addams (1860–1935) did just that—how she increasingly thought for herself, released her own spirit, and, working with others, accomplished remarkable things. She cofounded Hull House, the nation's first settlement house (and one of the earliest community-based nonprofits) in Chicago, and in time became one of the nation's most effective reform leaders, as influential in her day on both the national and the world stages as Eleanor Roosevelt was in hers. She worked to end child labor, support unions and workers' rights, protect free speech and civil rights, respect all cultures, achieve women's suffrage and women's freedom, and promote conditions that nurtured human potential and therefore, she believed, the spread of peace. She served on the founding boards of the National Association for the Advancement of Colored People and the American Civil Liberties Union, advised every president from William McKinley to Franklin Delano Roosevelt, wrote ten books, gave hundreds of speeches, and was one of the greatest American women this nation has yet produced. Indeed, in 1912—eight years before the federal amendment giving women the vote became law—there were wistful discussions of her running for president. For the last third of her life, as founding president of the Women's International League for Peace and Freedom, she was known worldwide as an advocate for peace and women, and in 1931 she was awarded the Nobel Peace Prize. . . .

Source: Louise W. Knight, *Jane Addams: Spirit in Action*, W. W. Norton & Company, 2010

3 According to Louise W. Knight, what is **one** impact of the work of Jane Addams? [1]

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Score

## Document 4

. . . Early in her [Eleanor Roosevelt] husband's first term, it became clear that this was a new kind of first lady—because she was reinventing herself. As a host of urgent issues came to her attention, she quickly discovered that she had new power. Far from being a prisoner in the White House, pouring tea for ambassadors, Eleanor seemed to be everywhere at once. Just by going to a place or investigating an issue she could bring it into the full glare of nationwide publicity. She toured Washington's back alleys to publicize the conditions of the slums. Realizing that New Deal programs were geared toward men, she fought for the “forgotten woman”; she worked with Harry Hopkins to set up the women's division of the Civil Works Administration, providing, by the end of 1933, CWA jobs for 100,000 women. When she heard that farmers were slaughtering piglets, she intervened with the AAA (Agricultural Adjustment Act) administrator to ask that surplus food be given to the hungry; she lectured and wrote articles; she helped start a CCC-type camp for young jobless women; she gave a civics course at the New York Junior League; and she continually—and effectively—prodded her husband to appoint women to high government jobs. . . .

Source: James MacGregor Burns and Susan Dunn,  
*The Three Roosevelts: Patrician Leaders Who Transformed America*,  
Atlantic Monthly Press, 2001

4 According to James MacGregor Burns and Susan Dunn, state **one** way Eleanor Roosevelt attempted to improve conditions in society. [1]

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Score

**Document 5**

. . . Eleanor Roosevelt’s stand on civil rights, her insistence that America could not fight racism abroad while tolerating it at home, remains one of the affirming moments in the history of the home front during the war. Though she was naïve about many aspects of the racial problem, she was far ahead of the president and the times in her understanding that separate but equal facilities were not enough, that the fact of segregation itself impaired the lives of the Negro [African American] population. . . .

More than anyone else in the White House, Eleanor was responsible, through her relentless pressure of War Department officials, for the issuance of the two directives that forbade the designation of recreational areas by race and made government-owned and -operated buses available to every soldier regardless of race. By the end of the war, only one major step was needed to ensure true equality for Negro soldiers, and that step would come in 1948, when President Truman issued Executive Order 9981, ending segregation in the armed forces. . . .

Source: Doris Kearns Goodwin, *No Ordinary Time, Franklin and Eleanor Roosevelt: The Home Front in World War II*, Simon & Schuster, 1994

5a According to Doris Kearns Goodwin, state **one** condition that led Eleanor Roosevelt to take action on civil rights. [1]

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Score

b According to Doris Kearns Goodwin, state **one** impact Eleanor Roosevelt had on civil rights. [1]

---

Score

**Document 6a**

. . . Convinced that America had been “spared for a purpose” from the destruction that the war inflicted on other nations, ER [Eleanor Roosevelt] seized all avenues at her disposal—columns, speeches, articles, private conversation, radio broadcasts, newsreels, and correspondence—to urge Americans to recognize what was at stake and to assume both the responsibility and the financial cost of world leadership. Fervently, she repeated that Americans must learn that “you cannot live for yourselves alone. You depend on the rest of the world and the rest of the world depends on you.” UN debates on the refugee crisis, the Geneva Conventions, atomic energy, arms control, the proposed UN peace force, the creation of Israel, the implementation of apartheid, the demise of colonialism, and women’s rights underscored to ER the crying need for America to accept its connection with the rest of the world—and how crucial a commonly shared vision could be in overcoming the haunting legacy of war. . . .

Source: Allida Black, Introduction to *Tomorrow is Now*, by Eleanor Roosevelt, Penguin Books, 2012 (adapted)

6a Based on this document, state **one** reason Eleanor Roosevelt urged Americans to accept the role of world leadership. [1]

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Score

**Document 6b**

Eleanor Roosevelt chaired the United Nations Human Rights Commission and was an important influence in the creation of the Universal Declaration of Human Rights.



Source: Joseph P. Lash, *“Life Was Meant to Be Lived”:  
A Centenary Portrait of Eleanor Roosevelt*,  
W. W. Norton & Company, 1984

6b Based on this document, state **one** action Eleanor Roosevelt took to advance the cause of universal human rights. [1]

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Score

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**Document 7**

. . . Unfortunately, the effects of segregation in education have not been isolated for study by social scientists. They have dealt with the whole problem of segregation, discrimination and prejudice, and although no social scientist can say that segregated schools alone give the Negro [African American] feelings of insecurity, self-hate, undermine his ego, make him feel inferior and warp his outlook on life, yet for the child the school provides the most important contact with organized society. What he learns, feels, and how he is affected there is apt to determine the type of adult he will become. Social scientists have found that children at a very early age are affected by and react to discrimination and prejudices. Thus they have agreed that it is sound to conclude that segregated schools, perhaps more than any other single factor, are of major concern to the individual of public school age and contributes greatly to the unwholesomeness and unhappy development of the personality of Negroes which the color caste system in the United States has produced. . . .

Source: Mark V. Tushnet, ed., *Thurgood Marshall: His Speeches, Writings, Arguments, Opinions, and Reminiscences*, Lawrence Hill Books, 2001

7 According to Thurgood Marshall, what is **one** effect of segregated schools on African Americans? [1]

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Score

## Document 8a

This is an excerpt from Thurgood Marshall's argument in the United States Supreme Court case *Brown v. Board of Education*.

. . . Those same kids in Virginia and South Carolina—and I have seen them do it—they play in the streets together, they play on their farms together, they go down the road together, they separate to go to school, they come out of school and play ball together. They have to be separated in school. . . .

They can't take race out of this case. From the day this case was filed until this moment, nobody has in any form or fashion, despite the fact I made it clear in the opening argument that I was relying on it, done anything to distinguish this statute from the Black Codes, which they must admit, because nobody can dispute, say anything anybody wants to say, one way or the other, the Fourteenth Amendment was intended to deprive the states of power to enforce Black Codes or anything else like it. . . .

The only thing can be is an inherent determination that the people who were formerly in slavery, regardless of anything else, shall be kept as near that stage as is possible, and now is the time, we submit, that this Court should make it clear that that is not what our Constitution stands for. . . .

Source: Josh Gottheimer, ed., *Ripples of Hope: Great American Civil Rights Speeches*, Basic Civitas Books, 2003

8a Based on this excerpt, state **one** reason Thurgood Marshall opposed segregated schools. [1]

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Score

**Document 8b**

In *Brown v. Board of Education* the Supreme Court ruled that school desegregation should proceed “with all deliberate speed.”



George E. C. Hayes, Thurgood Marshall, and James M. Nabrit Jr. are pictured congratulating each other in front of the Supreme Court on May 17, 1954, after hearing the Court’s unanimous decision in the *Brown* case.

Source: Library of Congress (adapted)



Source: *Baltimore Afro-American*, July 2, 1955

8b Based on these documents, what is **one** impact of Thurgood Marshall’s legal work? [1]

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Score

## Document 9

. . . The scope of Marshall's achievement in American law, however, was wider than the black American civil rights movement. His every argument spoke to individual rights for all. Protections for black Americans or any other minority, in Marshall's vision, were a function of the inviolable [untouchable] constitutional principle of individuals. When Marshall spoke about the nation's future, he projected that when the law put blacks and whites on equal footing, racial discrimination would be submerged in a greater sea of protections for individuals. As Marshall once said, black Americans are not members of the Negro [African American] race but individuals in the human race. . . .

On cases dealing with school desegregation and affirmative action, Justice Marshall also cast his opinions as statements of individual rights, not simply as a class action for all black people. For example, his support of busing to integrate schools, even across jurisdictional boundaries, was based on the need to protect the rights of individual children who were being denied access to the best schools. And he viewed affirmative action as a matter of individual rights for black Americans, victims of discrimination who needed remedial action to be made whole. . . .

Source: Juan Williams, *Thurgood Marshall: American Revolutionary*, Random House, 1998

9 According to Juan Williams, what was **one** way Thurgood Marshall supported individual rights for all? [1]

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Score

## Part B

### Essay

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

#### Historical Context:

Throughout United States history, individuals have taken actions to address political, economic, and social issues facing the nation. Their actions have had an impact on the United States and on American society. Three of these individuals include **Jane Addams**, **Eleanor Roosevelt**, and **Thurgood Marshall**.

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

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

- Describe the conditions that led the individual to take action
- Discuss the impact of the individual's action on the United States and/or on American society

#### Guidelines:

##### In your essay, be sure to

- Develop all aspects of the task
- For *each* individual, describe *at least two* conditions that led that individual to take action
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Updated, January 22, 2020 at 12:30pm

The State Education Department / The University of the State of New York

## January 2020 Regents Examination in United States History and Government

### Scoring Key: Part I (Multiple-Choice Questions)

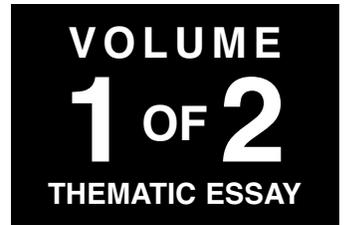
Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
United States History & Government	January '20	1	2	MC	1	1
United States History & Government	January '20	2	3	MC	1	1
United States History & Government	January '20	3	4	MC	1	1
United States History & Government	January '20	4	4	MC	1	1
United States History & Government	January '20	5	1	MC	1	1
United States History & Government	January '20	6	2	MC	1	1
United States History & Government	January '20	7	2	MC	1	1
United States History & Government	January '20	8	1	MC	1	1
United States History & Government	January '20	9	3	MC	1	1
United States History & Government	January '20	10	4	MC	1	1
United States History & Government	January '20	11	4	MC	1	1
United States History & Government	January '20	12	1	MC	1	1
United States History & Government	January '20	13	3	MC	1	1
United States History & Government	January '20	14	2	MC	1	1
United States History & Government	January '20	15	3	MC	1	1
United States History & Government	January '20	16	4	MC	1	1
United States History & Government	January '20	17	1	MC	1	1
United States History & Government	January '20	18	3	MC	1	1
United States History & Government	January '20	19	1	MC	1	1
United States History & Government	January '20	20	2	MC	1	1
United States History & Government	January '20	21	1	MC	1	1
United States History & Government	January '20	22	4	MC	1	1
United States History & Government	January '20	23	1	MC	1	1
United States History & Government	January '20	24	2	MC	1	1
United States History & Government	January '20	25	4	MC	1	1
United States History & Government	January '20	26	4	MC	1	1
United States History & Government	January '20	27	1	MC	1	1
United States History & Government	January '20	28	3	MC	1	1
United States History & Government	January '20	29	4	MC	1	1
United States History & Government	January '20	30	2	MC	1	1
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United States History & Government	January '20	33	1	MC	1	1
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United States History & Government	January '20	42	4	MC	1	1
United States History & Government	January '20	43	2	MC	1	1
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United States History & Government	January '20	46	2	MC	1	1
United States History & Government	January '20	47	3	MC	1	1
United States History & Government	January '20	48	1	MC	1	1
United States History & Government	January '20	49	3	MC	1	1
United States History & Government	January '20	50	2	MC	1	1

MC = Multiple-choice question

# FOR TEACHERS ONLY

The University of the State of New York  
REGENTS HIGH SCHOOL EXAMINATION

## UNITED STATES HISTORY AND GOVERNMENT



Wednesday, January 22, 2020 — 9:15 a.m. to 12:15 p.m., only

### RATING GUIDE FOR PART II (THEMATIC ESSAY)

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

#### Contents of the Rating Guide

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 United States History and Government*.

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

**United States History and Government**  
**Content-Specific Rubric**  
**Thematic Essay**  
**January 2020**

**Theme:**        **Foreign Policy**

Throughout United States history, the government has taken foreign policy actions that have resulted in differences of opinion among the American people. These actions have had impacts on the United States and on other countries and regions.

**Task:**        Choose *two* foreign policy actions that have caused disagreement among the American people and for *each*

- Explain the point of view of those who *supported* the foreign policy action
- Explain the point of view of those who *opposed* the foreign policy action
- Discuss the impact of the action on the United States *and/or* on another country or region

You may use any foreign policy action that caused disagreement among the American people. Some suggestions you might wish to consider include purchasing Louisiana (1803), declaring war against Mexico (1846), purchasing Alaska (1867), annexing the Philippines (1899), maintaining neutrality in World War I (1914–1917), providing Lend-Lease aid to Great Britain (1941), sending troops to Vietnam (1964–1973), ratifying the North American Free Trade Agreement (1993), and implementing Operation Iraqi Freedom (2003).

**You are *not* limited to these suggestions.**

**Scoring Notes:**

1. This thematic essay has a minimum of *six* components (for *each* of *two* foreign policy actions that have caused disagreement among the American people, discussing the point of view of those who *supported* the foreign policy action, the point of view of those who *opposed* the foreign policy action, **and** the impact of the action on the United States and/or on another country or region).
2. The historical circumstances surrounding the foreign policy action may be included as part of the explanation of support or opposition but are not part of the required task.
3. Specific groups and/or individuals who supported or opposed the foreign policy action do not have to be identified by name, but specific reasons for the positions must be included in the discussion.
4. The point of view may or may not be identified as support or opposition to a foreign policy action as long as the position is clear in the discussion.
5. Arguments for or against a foreign policy action may be from a broad or a narrow perspective, e.g., a response about sending troops to Vietnam may discuss containment and the domino theory or it may discuss the alleged attack on United States naval vessels in the Gulf of Tonkin.
6. The discussion of the arguments for or against a foreign policy action as well as the impact of the action may be immediate or long term.
7. Actions with similar arguments may be selected as long as separate and distinct information is included for each, e.g., supporters of purchasing Louisiana and declaring war against Mexico favored westward expansion but support for the Louisiana Purchase focused on securing control of the Mississippi River while support for going to war with Mexico centered on achieving Manifest Destiny.
8. Actions with similar impacts may be selected as long as separate and distinct information is included for each, e.g., purchasing Louisiana and declaring war with Mexico both resulted in compromises over the expansion of slavery, but the Louisiana Purchase led to the Missouri Compromise while the Mexican-American War led to the Compromise of 1850.
9. The response may discuss the impact of the foreign policy action from any perspective as long as the position taken is supported by accurate facts and examples.
10. If more than two foreign policy actions that have caused disagreement among the American people are discussed, only the first two may be scored.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing **each** of **two** foreign policy actions that have caused disagreement among the American people, the point of view of those who *supported* the foreign policy action, the point of view of those who *opposed* the foreign policy action, and the impact of the action on the United States and/or on another country or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *purchasing Louisiana*: connects the argument of supporters that western farmers needed unrestricted use of the port of New Orleans to ship their crops and that the purchase would open millions of acres of farmland to American settlers, and the argument of opponents that President Jefferson violated his belief in strict construction of the Constitution and that the territory was too large for the young republic to govern effectively, to how the purchase of Louisiana set a precedent for future continental expansion, doubled the size of the United States, and sparked deadly conflicts between white settlers and Plains Indians; *annexing the Philippines*: connects the argument of supporters that the United States had the “White Man’s Burden” to civilize the Filipinos and needed naval bases in the Pacific, and the argument of opponents that annexation violated the American ideal of self-determination and that the United States should not acquire colonies that would never become states, to how annexing the Philippines led to a bloody guerrilla war to suppress Filipino nationalists, the construction of new infrastructure by the United States, and later, to a democratic ally in the Pacific
- Richly supports the theme with many relevant facts, examples, and details, e.g., *purchasing Louisiana*: Kentucky and Tennessee farmers; right of deposit; full use of Mississippi River; trade with East Coast and Europe; Jefferson’s agrarian vision; Federalists in New England; lack of military to defend; treaty-making power of the president; Lewis and Clark expedition; creation of new states; breadbasket of America; destruction of the buffalo; Sioux and Cheyenne; *annexing the Philippines*: imperialists; Spanish-American War; Theodore Roosevelt; spread of Christianity; ethnocentrism; Admiral Alfred Mahan; two-ocean navy; raw materials and markets; industrialization; Anti-Imperialist League; Mark Twain; Declaration of Independence; cost of empire; Emilio Aguinaldo; insurgency crushed; Open Door policy with China; post-World War II independence
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task *or* by discussing one foreign policy action more thoroughly than the other foreign policy action
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *purchasing Louisiana*: connects the argument of supporters that western farmers needed access to the port of New Orleans for shipping their crops and that the United States would gain valuable farmland, and the argument of opponents that Jefferson did not have the constitutional power to make the purchase and the nation would be too large to defend, to how the Louisiana Purchase doubled the size of the United States and led to conflicts with Plains Indians; *annexing the Philippines*: connects the argument of supporters that the United States should uplift Filipinos and strengthen United States naval power, and the argument of opponents that annexation violated American ideals and that an overseas empire would be expensive to defend, to how the annexation of the Philippines led to a bloody war to maintain control of the islands but allowed the United States to establish Pacific trade routes
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

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

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

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

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

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

Throughout American history, the controversy of foreign involvement versus neutrality has been a topic of hot debate. Since George Washington's Farewell Address, the United States has tried to stay isolated from political alliances and foreign conflicts. When war and trouble raged overseas in Europe and Asia, the United States had to consider whether to take a more involved approach and whether it would be met with complete support or total backlash by the American people. The U.S. war with Spain and involvement in Vietnam had two very different viewpoints in the eyes of historians and the people of the era.

The Spanish-American War marked the beginning of interventionism. Americans, under the influence of yellow journalism, were hungry for war against Spain due to the mistreatment of Cubans. New York Publishers Hearst and Pulitzer battled for circulation by exaggerating accounts of "Butcher" Weyler and treatment of innocent Cubans. The war was provoked under false pretenses and stories, but regardless the cry for war rose especially after incendiary photos of the battleship Maine exploding in the Havana Harbor were circulated. Spain was immediately blamed despite the complete lack of evidence. Proponents of war argued that Cuba was so close to the United States that we had a duty to stop Spain's abuses of the Cuban people. Many others argued against the war as one of an expansionist agenda. Anti-imperialists claimed that the United States was less interested in Cuba than in achieving national power. They pointed out the hypocrisy of freeing Cuba while seeking overseas colonies of our own. After the war was over, Spain was forced to give up control of Cuba along with other islands/territories.

The U.S. acquisition of these new territories caused controversy. The new colonies would not be allowed the opportunity for self-determination which outraged anti-imperialists. In fact, the Supreme Court later ruled that overseas colonists were not guaranteed full rights of citizenship. The war over imperialism was longer than the actual Spanish-American War and put both Teddy Roosevelt and the United States on the world stage. It was a momentous turning point marking the country as a global power with a growing two ocean navy and naval bases all over the world. The Philippines were subjected to a strong United States military presence and restricted sovereignty until their liberation after World War II when they finally gained independence.

Cuba and the Philippines would not be the last countries to deal with U.S. efforts of interventionism. In post WWII Asia, communism was spreading at an alarming rate in the eyes of Americans. John F. Kennedy was worried about the Domino Effect, as one country turned "red," so others would also fall under Communist rule. Later Presidents such as Lyndon B. Johnson would take initiative in the fight with communism in Vietnam. The Gulf of Tonkin Resolution gave the president authority to do what was necessary in order to end North Vietnamese aggression in Indochina. This was widely accepted in the beginning as Americans viewed the containment efforts as vital to the upkeep of capitalism and the ideals of freedom. The United States had already contained communism on the Korean peninsula and now wanted to hold the line at the 17<sup>th</sup> parallel in Vietnam. Others saw the Resolution as an act of unofficial war, never officially declared by Congress. The opponents of United

States involvement in Vietnam argued that it was a civil war of self-determination which should be decided by the Vietnamese. Ho Chi Minh was first and foremost a nationalist who was fighting to remove Western control from his nation. The war shook America as citizens saw the gruesome, horrific events on TV. Broadcasts showed a war of attrition with daily body counts. Especially troubling was news about the massacres of innocent civilians like the attack on My Lai.

Opposition to the war grew as the size of the war escalated and American casualties increased sharply. American support was never the same. Civilians clamored for an end of the Vietnam War. There was a resurgence of isolationism as many tried to leave the war and all of its legacy behind in favor of democratic ideals and less intervention. American military might had failed to defeat an army of determined nationalists. The United States recognized it could no longer police the world. Foreign policy shifted from all out containment to détente, with much less willingness to intervene in foreign conflicts.

The significance of actions such as foreign policies are never limited to a single period of time, rather it progresses and changes, and has an impact on future events. The “splendid victory” over Spain marked the beginning of the United States as a world power while a humiliating loss in Vietnam caused a reassessment of our global responsibilities.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for declaring war against Spain and for sending troops to Vietnam
- Is more analytical than descriptive (*Spain*: Americans under the influence of yellow journalism were hungry for war against Spain due to the mistreatment of Cubans; the cry for war rose especially after incendiary photos of the battleship USS *Maine* exploding in the Havana Harbor were circulated; proponents of war argued that Cuba was so close to the United States that we had a duty to stop Spain's abuses of the Cuban people; anti-imperialists claimed the United States was less interested in protecting Cuba than in achieving national power; new colonies would not be allowed the opportunity for self-determination which outraged anti-imperialists; momentous turning point marking the country as a global power with a growing two-ocean navy and naval bases all over the world; Philippines were subjected to a strong United States military presence and restricted sovereignty until their liberation after World War II when they finally gained independence; *Vietnam*: John F. Kennedy was worried about the domino effect, as one country turned "red" so others would fall under communist rule; United States had already contained communism on the Korean peninsula and now wanted to hold the line at the 17th parallel in Vietnam; opponents of United States involvement in Vietnam argued it was a civil war of self-determination which should be decided by the Vietnamese; Ho Chi Minh was first and foremost a nationalist who was fighting to remove Western influence from his nation; the war shook America as citizens saw the gruesome, horrific events on television; opposition to the war grew as the size of the war escalated and American casualties increased sharply; American military might had failed to defeat an army of determined nationalists; foreign policy shifted from all-out containment to détente with less willingness to intervene in foreign conflicts)
- Richly supports the theme with many relevant facts, examples, and details (*Spain*: New York publishers Hearst and Pulitzer; "Butcher" Weyler; re-concentration of innocent Cubans; not guaranteed full rights of citizenship; Teddy Roosevelt; *Vietnam*: Lyndon B. Johnson; Gulf of Tonkin Resolution; North Vietnamese aggression; Indochina; never officially declared; war of attrition; daily body counts; My Lai; no longer police the world)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions Washington's Farewell Address and ends with an analytical conclusion that war with Spain was the beginning of the United States as a world power while a humiliating loss in Vietnam caused a reassessment of our global responsibilities

**Conclusion:** Overall, the response fits the criteria for Level 5. The response connects both wars to conflicting opinions regarding United States national interests and self-determination by weaving good analytic statements and historical details into a cohesive discussion.

Throughout U.S. History, the government has taken various actions in foreign policy that have had major implications on the U.S. homefront and abroad. While some actions have caused widespread unity and nationalism, others have divided the union into war-hawk and pacifist factions. The decision of the United States to enter World War II and the Vietnam War have had both supporters and critics, and both decisions have affected history on a global scale.

In the years leading up to World War II, the United States was faced with the decision to either stay out of the developing war in Europe or get involved. In the early stages of the war, FDR sided with isolationists. The nation was in a state of unprecedented depression and the previous World War had failed to keep the world “safe for democracy,” as Woodrow Wilson said. Isolationists like Charles Lindbergh and the America First Committee argued that fascism in Europe posed no direct threat to the United States. However, once Hitler and the axis powers grew in their influence, democratic nations such as France were overtaken and Great Britain was verging on the brink of collapse. Thus, FDR changed his policy from isolationism to cash-and-carry, to lend-lease, to eventually full-scale involvement. Clearly, Hitler’s fascist government was gaining too much power, and the collapse of Great Britain would mean complete domination of Europe by the fascists. At this point, FDR decided to make the U.S. an “arsenal for democracy.” The surprise attack on Pearl Harbor in 1941 ended the arguments of the isolationists and Americans unified in support of war against the Axis threat. This decision, although it cost many American lives, accomplished two major goals. It jumpstarted the economy, essentially freeing America from its Great Depression

by reopening factories to fuel the insatiable need for war materials. Most importantly, the United States decision to enter World War II, although it cost many American lives, ended the reign of Hitler and the Japanese militarists. The war left the United States and the Soviet Union as the undisputed Superpowers of the world. President Truman's decision to use the atomic bomb on Japan during the war led the Soviet Union to quickly match American firepower after the war, ushering in a terrifying nuclear arms race between the two former allies.

In the post war period, the rivalry between the Superpowers spread from Europe to Asia. President Johnson's decision to escalate the conflict in Vietnam stemmed mainly from Cold War fears at the time. Faced with communist aggression from Ho Chi Minh's troops in the North, Johnson decided to side with the war hawks of the time. With widespread beliefs such as the Domino theory, many believed that, if one Southeast Asia country fell to communism, it would bring others with it. The cycle would continue on until communism dominated the globe. However, due to fear of communism and the U.S. policy of containment, President Johnson decided to escalate the conflict to try and root out communism in the area. After North Vietnam attacked two U.S. ships in the Gulf of Tonkin, Congress overwhelmingly supported Johnson's escalation of the war. However, support for the war eroded as the number of young men killed steadily increased. Media reporting facts contrary to the official story turned the public against the war and helped create a "credibility gap" for the Johnson Administration. Further opposition resulted as young men were drafted to serve their country in a war they did not have

any say in.

Unfortunately Johnson's efforts to win the war were in vain. His successor, President Nixon eventually negotiated a peace treaty which removed troops from the war zone. The damage had been done. Not only did communism spread throughout Vietnam, but the fact that thousands of lives were lost over an unsuccessful cause led to widespread distrust of the federal government. Disillusionment and dismay over Vietnam made Americans wary of sending troops overseas and the government retreated from foreign intervention and containment. Congress attempted to reassert its war-making authority by passage of the War Powers Act over Nixon's veto.

The United States' involvement in both WWII and the Vietnam conflict had major implications both domestically and worldwide. Such implications have shaped foreign policy up through the late 1900s and their effects are still felt today.

## Anchor Level 5-B

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth for entering World War II and for sending troops to Vietnam
- Is more analytical than descriptive (*World War II*: nation was in a state of unprecedented depression and the previous world war had failed to keep the world safe for democracy as Woodrow Wilson said; isolationists like Charles Lindbergh and the America First Committee argued that fascism in Europe posed no direct threat to the United States; Hitler's fascist government was gaining too much power and the collapse of Great Britain would mean complete domination of Europe by the fascists; surprise attack on Pearl Harbor in 1941 ended the arguments of the isolationists and Americans unified in support of war against the Axis threat; it jump-started the economy, essentially freeing America from its Great Depression by reopening factories to fuel the insatiable need for war materials; the war left the United States and the Soviet Union as the undisputed superpowers of the world; *Vietnam*: faced with communist aggression from Ho Chi Minh's troops in the North, Johnson decided to side with the war hawks of the time; after North Vietnam attacked two United States ships in the Gulf of Tonkin Congress overwhelmingly supported Johnson's escalation of the war; media reporting facts contrary to the official story turned the public against the war; further opposition resulted as young men were drafted to serve their country in a war they did not have any say in; not only did communism spread throughout Vietnam but the fact that thousands of lives were lost over an unsuccessful cause led to widespread distrust of the federal government; disillusionment and dismay over Vietnam made Americans wary of sending troops overseas and the government retreated from foreign intervention and containment)
- Richly supports the theme with many relevant facts, examples, and details (*World War II*: Franklin D. Roosevelt; France; Great Britain; "cash and carry"; Lend-Lease; arsenal for democracy; Japanese militarists; President Truman; atomic bomb; nuclear arms race; *Vietnam*: spread from Europe to Asia; Cold War fears; domino theory; Southeast Asia; credibility gap; peace treaty; removed troops; War Powers Act; Nixon's veto)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are little more than a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response uses strong analysis and ample detail to discuss the reasons for shifting views about United States involvement in World War II and the Vietnam War, and the impacts of each.

It is commonly believed that if a nation wants to reach the highest level of wealth, security, and success it desires, the nation must interact with its surrounding nations and the world. An example of a nation that has followed this belief would be the U.S., which has taken many different foreign policy actions. It cannot be denied that many of the United States foreign policies and actions have been extremely controversial. Usually, these controversial foreign policy actions have involved war such as the Mexican War from 1846 to 1848 and the Vietnam War from 1964 to 1973. Both of these wars were shrouded in controversy when they took place, and have had lasting effects into the modern U.S.

The Mexican War was started in 1846, when claims were made that Mexican forces attacked and killed U.S. soldiers on U.S. soil over a border dispute. Proponents of the war reacted aggressively, believing that in order to defend their nation they would need to retaliate and fight the Mexican people. President Polk's infamous quote claiming that there was 'American blood spilled on American soil' was what really riled up those who supported the war, supporting the idea that the Mexicans had purposely damaged our honor with such a low blow. However, this reasoning for the war is what sparked controversy. Opponents of the war questioned whether the Mexican forces came onto American land, or if General Taylor's troops deliberately provoked the Mexican forces. Abraham Lincoln even called out to the president at the time and stated that if he wasn't shown the spot where these American soldiers died, he would not support the war. Opponents also claimed that the primary motive for the war was greed for land to fulfill Manifest Destiny and expand slavery. They

believed that this motive was immoral so the whole war was immoral. The effects of the war were great, in that Mexico lost some territory to the U.S., thousands on both sides died, and tensions grew between Mexico and the U.S. and within the U.S.

The Vietnam War was officially started in 1964 and ended in 1973 for the U.S. when it pulled its forces out of the divided nation. Almost all Americans initially supported the war because they believed it was a true and honorable fight against Communism. They believed that if all of Vietnam became Communist, the rest of Southeast Asia would also fall to Communism according to Eisenhower's Domino Theory. War Hawks believed that if we ignored Communism in Vietnam the "red menace" would end up in the United States. However, as the war progressed and it was covered on national television news, more and more Americans became opposed to the war especially because of the draft. They saw an increasing credibility gap in the war, in that while President Johnson was reporting that the U.S. was winning a good war, the news reported that the U.S. was losing to Ho Chi Minh's forces and committing atrocious acts of violence, all in support of an extremely oppressive leader. Congress tried to limit Nixon's ability to wage war and send troops by enacting the War Powers Act. The effects of this controversy were so great, that from the Vietnam War to now the trust between the people and the government has remained damaged. The U.S. didn't win the war, and Vietnam became a unified Communist State. Future foreign involvement would be judged based on the outcomes of the Vietnam war.

Many of the U.S.'s foreign policy actions have resulted in

controversy, such as the Mexican War and the Vietnam War. Both of these wars had those who supported it in order to keep U.S. interests safe while others opposed the war for seeing that the war wasn't as honorable as those who started it claimed it was.

#### Anchor Level 4-A

##### **The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the impact of war with Mexico less thoroughly than the remainder of the task
- Is both descriptive and analytical (*Mexico*: claims were made that Mexican forces attacked and killed United States soldiers on United States soil over a border dispute; proponents of the war reacted aggressively believing that in order to defend their nation they would need to retaliate and fight the Mexican people; opponents of the war questioned whether the Mexican forces came onto American land or if General Taylor's troops deliberately provoked the Mexican forces; opponents also claimed that the primary motive for the war was greed for land to fulfill Manifest Destiny and expand slavery; Mexico lost some territory to the United States, thousands on both sides died, and tension grew between Mexico and the United States and within the United States; *Vietnam*: almost all Americans initially supported the war because they believed it was a true and honorable fight against communism; war hawks believed that if we ignored communism in Vietnam the "red menace" would end up in the United States; as the war progressed and it was covered on national television news more and more Americans became opposed to the war especially because of the draft; while President Johnson was reporting that the United States was winning a good war the news reported that the United States was losing to Ho Chi Minh's forces and committing atrocious acts of violence all in support of an extremely oppressive leader; from the Vietnam War to now the trust between the people and the government has remained damaged; future foreign involvement would be judged based on outcomes of Vietnam War)
- Supports the theme with relevant facts, examples, and details (*Mexico*: President Polk; American blood spilled on American soil; damaged our honor; Abraham Lincoln; the spot; war was immoral; *Vietnam*: divided nation; Southeast Asia; Eisenhower's domino theory; credibility gap; War Powers Act; unified communist state)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that observe foreign policy actions have often resulted in controversy

**Conclusion:** Overall, the response fits the criteria for Level 4. The response uses strong analytic statements woven with good supporting details to discuss the role of presidential actions in two controversial wars and the point of view of supporters and opponents of these wars. However, the impact of the Mexican-American War is stated in general terms and would have benefited from further development.

The American government has implemented several foreign policies that have not been fully supported by the American citizens. Among these policies the decision to enter World War I in Europe and the sending of troops to Vietnam led to American citizens who either supported or opposed the government's policies.

During the first world war, America had first decided to remain neutral. The war had started in Austria-Hungary and when their leader was killed, war was declared and due to alliances several nations got involved. Most people supported the idea of remaining neutral because they liked America's traditional isolation from European conflicts. These people were mostly those that supported George Washington's wisdom in his Farewell Address when he advised the nation to avoid foreign entanglements. Yet others eventually opposed neutrality because they felt as if they were targeted by several events. The Louisiana was sunk by German u-boats killing over 100 American citizens angering people at home. Yet, what really made people oppose neutrality was the Zimmermann note where Germany was trying to convince Mexico to start a war with the U.S. to take back the southwest. When this telegram was published to inform citizens, American citizens were outraged. President Wilson had attempted to keep America out of war, but now moved toward war. He pledged to "make the world safe for democracy." Anti-German propaganda, including songs and posters, made citizens hate the Germans and want to go to war against them. American involvement meant large numbers of troops and resources being sent to crush Germany and end the war. The Treaty of Versailles was signed and Germany was forced to take all the blame, pay for all

damages, and to decrease its military causing resentment and later the growth of Nazism. America became recognized as a true world power.

During the mid-late 1900's America had changed its foreign policy. It used to be an isolated nation that didn't want to get involved in foreign affairs yet after World War II it started to shift its foreign policy to the idea/concept of containment. Containment was the idea of preventing communism from spreading. Many Americans supported proxy wars fought for this ideology instead of another World War. Amongst them was the Vietnam War. The nation was filled with xenophobia and fear of the spreading of Reds. So some people supported war in Vietnam to prevent the domino effect in Southeast Asia. Yet, on the other hand many citizens were tired of war and foreign entanglements. They had fought the Korean War, experienced fears from the Cuban Missile Crisis, and were involved with aiding nations through policies such as the Truman Doctrine (helped Greece and Turkey) and the Marshall Plan. On top of this the drafting of men in the nation left many people outraged, as they lost fathers, sons, and friends. Vietnam War was also highly reported in the media with photographs etc. The brutality made people disgusted and a common protest phrase was "Hey, hey LBJ how many kids did you kill today?" The American people just responded negatively and so finally in Nixon's presidency major pushes were made to end the war. Yet as soldiers returned if it was known they fought in Vietnam they were looked down upon instead of respected for their services. The loss in Vietnam led to a real reluctance to take on any new foreign conflicts. Many returning soldiers suffered from PTSD and disorders

from Agent Orange. The impact is still felt today, homeless Vietnam veterans can be seen begging on the streets of large cities.

All in all, there is a clear shift in America's foreign policy. The nation at first went along with staying neutral and isolated and later shifted its opinion to being a nation that became more involved in global affairs and providing aid to others. Yet, the government's decisions didn't at times have the complete support of the American population leading to disagreements. Vietnam and World War I are examples that show how American citizens reacted to the foreign policy decisions of the nation.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the impacts of the United States foreign policy actions for World War I and the Vietnam War less thoroughly than the supporting and opposing points of view for each action
- Is both descriptive and analytical (*World War I*: most people supported the idea of remaining neutral because they liked America's traditional isolation from European conflicts; these people supported George Washington's wisdom in his Farewell Address when he advised the nation to avoid foreign entanglements; what really made people oppose neutrality was the Zimmermann Note in which Germany was trying to convince Mexico to start a war with the United States to take back the southwest; President Wilson had attempted to keep America out of war but now moved toward war; anti-German propaganda made American citizens hate the Germans and want to go to war against them; American involvement meant large numbers of troops and resources being sent to crush Germany and end the war; Treaty of Versailles was signed and Germany was forced to take all the blame, pay for all damages, and decrease its military causing resentment and later the growth of Nazism; *Vietnam*: many Americans supported proxy wars that were fought for this ideology instead of another world war; some people supported war in Vietnam to prevent the domino effect in Southeast Asia; the drafting of men in the nation left many people outraged as they lost fathers, sons, and friends; brutality made people disgusted and a common protest phrase was "hey, hey, LBJ, how many kids did you kill today?"; looked down upon instead of respected for their service; loss in Vietnam led to real reluctance to take on any new foreign conflicts; today, homeless Vietnam veterans can be seen begging on the streets of large cities)
- Supports the theme with relevant facts, examples, and details (*World War I*: Austria-Hungary; alliances; Lusitania; German U-boats; true world power; *Vietnam*: after World War II; containment; xenophobia; Reds; Korean War; Truman Doctrine; highly reported in the media; Nixon's presidency; post-traumatic stress disorder; Agent Orange)
- Demonstrates a logical and clear plan of organization; includes an introduction that generally restates the theme and concludes that the two wars show how citizens react to foreign policy decisions

**Conclusion:** Overall, the response fits the criteria for Level 4. The response shows an understanding of the opposing views expressed during two 20th-century wars. The discussion of the impact of both conflicts, while accurate, is brief and would have been strengthened by further development.

Most foreign policy issues in US History have created a divide in society, no matter how large or small. People will agree or disagree with any policy the government creates as is shown by our past. Some of the conflicts created large divides, like the government's decision to send troops to Vietnam in 1964-'73, and declaring war against Mexico in 1846.

In 1846, the president was Polk and he was determined to achieve Manifest Destiny by expanding American land from what is now Maine to California. A lot of Americans also wanted expansion but the remaining land that Polk wanted belonged to Mexico. When American soldiers were killed on ground that was disputed, Polk got people fired up by claiming "American blood has been shed on American soil." Many agreed with him and wanted to go to war against Mexico. Others, like Abraham Lincoln disagreed with how Polk was provoking the conflict. With his famous Spot resolution, he called Polk a liar essentially and said Polk could not show him the spot that definitely belonged to America where Americans were killed. Opponents also claimed that war with Mexico was a way for slaveholders to further expand slavery.

Later, one of the biggest ever disputes in American history arose: The Vietnam War. During the Cold War era, many Americans supported a very strict containment policy. There were many foreign policies that were created for the sake of containment, such as the Truman Doctrine. Furthermore because of the Domino Theory, Americans feared if one southeast Asian country fell to communism, all the rest would soon follow. When a communist leader rose, the United States backed an anti-communist leader who was severely

oppressive. Americans sent troops to Vietnam to help anti-communist forces. Critics began to loudly protest the use of American troops in a civil war to support an unpopular leader. Young men were dying in a far away jungle when there was no direct threat to the United States. However, it also launched a whole American counter-culture.

“Hippies”, music, drug and sex experimentation, all of it was intended to go against the pro-war mentality and oppose the Vietnam war. After protestors were killed at Kent State, college campuses around the country erupted in protest.

Both the Mexican-American war and the Vietnam war had serious implications for America as a whole. In the Mexican-American war, Polk gained his dream of having America stretch from “sea to shining sea”. This also created mounting tension for when California applied for statehood. Henry Clay’s 36°30’ line would no longer be able to determine if California was a free or slave state. Clay made a new sectional compromise that added California as a free state but toughened the Fugitive slave law, thereby delaying but not preventing the Civil War. On the other hand the Vietnam war had serious implications for America as well. This war created distrust in the government. The failure to win in Vietnam and the domestic turmoil it unleashed led to less support for intervention abroad for years to come.

With any foreign policy, there will be supporters and dissenters. Sometimes the split is more even than others but the rift these policies create in society help Americans to grow and develop. The Mexican-American War and the Vietnam War pushed American society further for better or for worse.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task for declaring war against Mexico and for sending troops to Vietnam
- Is both descriptive and analytical (*Mexico*: Polk was determined to achieve Manifest Destiny by expanding American land from what is now Maine to California; when American soldiers were killed on ground that was disputed Polk got people fired up by claiming American blood has been shed on American soil; others like Abraham Lincoln disagreed with how Polk was provoking the conflict; opponents also claimed that war with Mexico was a way for slaveholders to further expand of slavery; Polk gained his dream of having America stretch from “sea to shining sea”; Clay made a new sectional compromise that added California as a free state but toughened the Fugitive Slave Law thereby delaying but not preventing the Civil War; *Vietnam*: many Americans supported a very strict containment policy; because of the domino theory Americans feared if one Southeast Asian country fell to communism all the rest would soon follow; critics began to loudly protest the use of American troops in a civil war to support an unpopular leader; young men were dying in a faraway jungle when there was no direct threat to the United States; after protestors were killed at Kent State college campuses erupted around the country; failure to win in Vietnam and the domestic turmoil it unleashed led to less support for intervention abroad for years to come)
- Supports the theme with relevant facts, examples, and details (*Mexico*: Spot Resolution; 36°30’ line; *Vietnam*: Truman Doctrine; backed an anti-communist leader; American counterculture; distrust in the government)
- Demonstrates a general plan of organization with some of the impacts at the end; includes an introduction and conclusion that generally restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response includes good information about conflict between supporters and opponents of both the Mexican-American War and the Vietnam War. The impact of each foreign policy action could have been strengthened, especially in the case of the Vietnam War.

United States citizens took an active role in expressing opinions about expansion within the continent, and later outside the continent. For instance, the purchase of Louisiana in 1803 and the annexation of the Philippines in 1899 managed to stir previously held notions regarding staunch American beliefs about the constitution and self-determination. Although these two instances created some opposition, many came to accept the changes these foreign policies would bring.

The purchase of Louisiana in 1803 was immediately accepted by the two American ministers sent to France. Due to Napoleon's wars with Great Britain, he was compelled to sell the vast territory at a cheap price to raise revenue for funding. The land essentially doubled the United States by twice its original size, and this was widely accepted by most Americans. Even Jefferson was content with the purchase, except he had a dilemma - the Constitution never mentioned anything specific about acquiring new lands. Strict interpreters of the constitution, including Jefferson himself, opposed taking action such as purchasing land when it wasn't explicitly permitted. Not only that, but some northerners were concerned about the spread of slavery into new lands. However, there was too much at stake. Jefferson couldn't possibly back out from such an enticing deal, considering it had future positive implications toward a stronger economy. He ultimately chose to accept the purchase, stating that the president was allowed to accept Louisiana in terms of a treaty agreement. While most Americans supported the president's decision, several Federalists were infuriated by his sudden display of hypocrisy. However, the United States finally owned the whole Mississippi River. This had a huge impact because this land would become the source of our food

supply. However, it also meant decades of conflict with Native Americans who actually controlled the land.

In a similar manner, the annexation of the Philippines in 1899 divided the American population. After winning the Spanish-American war, the U.S. took power over Cuba, and control of Guam, Puerto Rico, and the Philippines. Both sides of the division presented passionate arguments. Those in favor of annexing the Philippines were strong supporters of imperialism, who firmly believed that the Philippines would serve to expand Asian trade, thereby bolstering the economy. They were willing to believe that Manifest Destiny wasn't supposed to stop at California, but was actually meant to spread to a whole new continent. Those opposing the annexation, however, claimed that it would go against the American democratic ideal entirely. For example, the Philippines was very far away from the continental U.S., so it would be impractical to govern such a distant place (similar to how Americans didn't want to be governed by a nation far away - Great Britain). Not only that, but opposers felt that they had fought the Spanish to prevent imperialism from taking a stronger root in Cuba, so they should not practice imperialism in the Philippines. The U.S. ruled the islands as a colony until after WWII when democratic ideals ultimately compelled the U.S. government to give up claims to the Philippines, thereby guaranteeing their independence.

In summation, these two foreign policies truly shaped the formation of a complex American identity.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task with little depth for purchasing Louisiana and for annexing the Philippines
- Is more descriptive than analytical (*Louisiana*: essentially doubled the United States by twice its original size; strict interpreters of the Constitution including Jefferson himself opposed taking action such as the purchasing of any land when it was not explicitly permitted; Jefferson could not possibly back out from such an enticing deal considering it had future positive implications toward a stronger economy; the president was allowed to accept Louisiana in terms of a treaty agreement; several federalists were infuriated by his sudden display of hypocrisy; United States finally owned the whole Mississippi River; huge impact because this land would become the source of our food supply; *Philippines*: would serve to expand Asian trade thereby bolstering the economy; they were willing to believe that Manifest Destiny was not supposed to stop at California; Philippines was very far away from the continental United States so it would be impractical to govern such a distant place; opposes felt the United States had fought the Spanish to prevent imperialism from taking a stronger root in Cuba so they should not practice imperialism in the Philippines; United States ruled the islands as a colony until after World War II when democratic ideals ultimately compelled the United States government to give up claims to the Philippines thereby guaranteeing their independence)
- Includes some relevant facts, examples, and details (*Louisiana*: two American ministers; Napoleon's wars with Great Britain; cheap price; spread of slavery; conflict with Native Americans; *Philippines*: winning the Spanish-American War; took power over Cuba; Guam; Puerto Rico)
- Demonstrates a logical plan of organization; includes an introduction that connects the two foreign policy actions to expansion and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response shows an understanding of the government's role in expansion in both the Louisiana Territory and the Philippines but fails to fully explore either. Further development of the opposing points of view concerning purchasing Louisiana and the impact of annexing the Philippines would have strengthened the response.

Throughout U.S. History the government has taken foreign policy actions that have resulted in differences of opinion among the American people. For example the annexing of the Philippines and the U.S. sending troops to Vietnam, both foreign policy actions that not only caused disagreements among the American people, but also made an impact on the United States and other areas.

The annexing of the Philippines was a foreign policy action made by the U.S. in 1899, that became very controversial and disagreed upon by the American people. On one side you had those for the annexation. These were people who saw the annexation of the Philippines as the gateway into the thriving and extensive Asian market. This was a very coveted goal of American business leaders and the general public as the frontier had closed, the U.S. had become completely developed, making it obvious to look outside its borders for opportunity and expansion, primarily for economic reasons. Secondly the U.S. economy was growing rapidly with the boom (and bust) of industrialization and technological improvements, this also made it necessary and beneficial to begin looking for a new market for American products. On the other side, of those in the American public who were against the annexation, they banded around more ideological reasons to not expand. For example many thought this was opposite to what the U.S.'s role should be in the world, the U.S. shouldn't become a colonial power and global power that took over regions outside its borders. Firstly the ideals of the U.S., freedom, liberty and independence, are in direct opposition to expanding and controlling other countries. Secondly the U.S. was built on the idea and image that it wouldn't be a colonial power, the U.S. had been

distancing itself from the British and other European colonial powers since its creation, the American public felt this way about becoming a colonial power because this was the first time a scenario like this arose. The impact on the Philippines was that the U.S. would continue to have influence and military presence for a long time, and the impact for the U.S. is that the American businesses and economy could continue to rapidly grow.

The second foreign policy action that sparked disagreement was the sending of U.S. troops to Vietnam. Those in support felt it was a necessary action in order to contain communism, something which the government had for years, through propaganda and other strategies, (McCarthyism) made the American public fear and hate. This fear, also spread through numerous security checks and the possibility of losing your job if you had any connection to communism, culminated in the U.S. public being very passionate and supportive of any action that would prevent communism from spreading into the U.S. and all over the world. Those who opposed it were enraged by the seemingly pointlessness of it as American deaths rose rapidly. Many Americans thought it should be the South Vietnam's job to do the fighting, not young American soldiers. This is evidenced by numerous protests that occurred after images were released and statistics were reported that showed the horror of the Vietnam war. The impact of the Vietnam war on Vietnam was, after U.S. troops withdrew due to huge opposition by the American public and failure to take any significant ground, it fell to the North.

### Anchor Level 3-B

#### The response:

- Develops most aspects of the task in some depth for annexing the Philippines and in little depth for sending troops to Vietnam
- Is more descriptive than analytical (*Philippines*: there were people who saw the annexation of the Philippines as the gateway into the thriving and extensive Asian market; as the frontier had closed the United States had become completely developed making it obvious to look outside its borders for opportunities and expansion primarily for economic reasons; United States should not become a colonial power and global power that took over regions outside its borders; ideals of the United States, liberty and independence, are in direct opposition to expanding and controlling other countries; impact on the Philippines was that the United States would continue to have an influence and military presence for a long time; impact for the United States is that the American businesses and economy could continue to rapidly grow; *Vietnam*: culminated in the United States public being very passionate and supportive of any action that would prevent communism from spreading into the United States and all over the world; those who opposed it were enraged by the seeming pointlessness of it as American deaths rose rapidly; many Americans thought it should be South Vietnam's job to do the fighting not young American soldiers; after United States troops withdrew due to the huge opposition by the American public and failure to take any significant ground it fell to the North)
- Includes some relevant facts, examples, and details (*Philippines*: industrialization; ideological reasons; Revolutionary War; *Vietnam*: contain communism; propaganda; McCarthyism)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response provides general statements regarding support for and opposition to annexing the Philippines and the Vietnam War, as well as the impact these foreign policies had on the United States and others, demonstrating an understanding of the task. Additional details and development especially concerning opposition to the war in Vietnam and its impact would have strengthened the response.

United States History has been shaped by the decisions made by a variety of government administrators. Although almost every decision made by a leader will spark controversy, few issues have been as divisive (whether publically or internally) as the decision to purchase the Louisiana territories from France in 1803 by Pres. Thomas Jefferson, and the declaration of war against Mexico by James Polk in 1846. These two events split the public into supporters and opponents with strong ideologies.

The Louisiana purchase was not as simple of a decision for Thomas Jefferson as some may think. Thomas Jefferson believed in a very strict interpretation of the U.S. Constitution, as a result Jefferson considered himself as someone who lacks the Constitutional authority to purchase lands with federal funds. However, those in the public that were less concerned about the letter of the law, and even Jefferson himself, realized the significance of such a purchase because the United States would get control of the Mississippi River. The acquisition of the Louisiana territory would double the size of the U.S., Jefferson decided to take this controversial step, knowing that it opened a vast territory for farmers.

The Mexican-American War, and the act of its declaration in 1846 by Polk was far more controversial. The argument for the declaration of war bore its roots in the infectious ideology of Manifest Destiny, the belief that America had a divine right to expand across the entire North-American Continent. In addition to this belief in expansion, a skirmish broke out on the frontlines between the Mexican and American army, leading Polk to gain support with the words "American Blood has been spilled on American soil." This appeal to

Manifest Destiny and the emotions of American people allowed Polk's decision to gain support. However many were against this decision. Polk lost a lot of respect from his critics for mongering hatred and causing bloodshed. A young Abraham Lincoln publically condemned Polk for provoking war, and for the absolute lack of necessity of acquiring Mexican lands.

Overall, many other controversial decisions have been made between the 1800's and present day in the United States. However very little had such impact on the U.S and countries such as France and Mexico. As a result of the controversial Louisiana Purchase, the busy port of New Orleans is part of the U.S, while the Mexican-American war impacted Mexico's history by greatly reducing it's geographic size, while leaving the U.S with new regions such as the Southwest and California on the Pacific coast. Sometimes leaders must make decisions even if they spark controversy, and as a result these decisions often pay off throughout the course of history.

### Anchor Level 3-C

#### **The response:**

- Develops all aspects of the task with little depth for purchasing Louisiana and for declaring war against Mexico
- Is more descriptive than analytical (*Louisiana*: Jefferson considered himself as someone who lacks the constitutional authority to purchase lands with federal funds; those in the public that were less concerned with the letter of the law, and even Jefferson himself, realized the significance of such a purchase because the United States would get control of the Mississippi River; acquisition of the Louisiana Territory would double the size of the United States; opened a vast territory for farmers; *Mexico*: argument for the declaration of war bore its roots in the infectious ideology of Manifest Destiny, the belief that America had a divine right to expand across the entire North American continent; a skirmish broke out on the front lines between the Mexican and American armies leading Polk to gain support with the words “American blood has been spilled on American soil”; a young Abraham Lincoln publicly condemned Polk for provoking war and for the absolute lack of necessity of acquiring Mexican lands; impacted Mexico’s history by greatly reducing its geographic size)
- Includes some relevant facts, examples, and details (*Louisiana*: strict interpretation; busy port of New Orleans; *Mexico*: new regions; southwest; California)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that focuses on the impacts of the foreign policy actions

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the task by discussing the supporting and opposing points of view of the Mexican-American War and its impact as well as the supporting point of view and the impact of the Louisiana Purchase. Additional details and development, especially for the opposing view on the Louisiana Purchase, would have strengthened the response. The essay relies heavily on generalizations and overgeneralizations.

Throughout United States history the government has taken different foreign policy actions. The American people have had different opinions on these actions. Two examples of this is annexing the Philippines in 1899 and sending troops to Vietnam. Both of these had impacts domestically and abroad.

Annexation of the Philippines caused debates between people who supported and opposed this. The two groups were known as the Imperialist League and the Anti-Imperialist League. The Imperialist League supported the annexation of the Philippines. They believed that it would help the U.S. economically and politically. The Philippines would provide access to new natural resources and allow the U.S. to set up new markets. The United States would also help set up a government in the Philippines. They would establish a democracy. However, people who opposed the annexation of the Philippines were part of the Anti-Imperialist League. The anti-Imperialist League viewed the annexation as taken away self-determination from the Philippines. The U.S. didn't like when this happened to them so they shouldn't be doing it to other people. The U.S. annexing the Philippines created great controversy between the people of the U.S.

Sending troops to Vietnam created great opposition between the American people. The U.S. was enforcing their policy of containment, keeping communism from spreading by sending troops over. There were people who supported sending troops over because they believed in the policy of containment. However, there were also groups who opposed sending troops to Vietnam. Many were upset because the government claimed it would be a quick war but it lasted many years. People began protesting the war in Vietnam. Those that opposed the war

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Anchor Paper – Thematic Essay—Level 2 – A

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supported the policy of Vietnamization. The impact on the US of sending troops was there were many protests. The impact abroad was it reinforced the idea to nations around the world that the US would stand by the policy of containment.

The United States foreign policy has continually created debates amongst the American people. There are some people in favor and some people who oppose it. The US foreign policy always has impacts domestically and on the rest of the world.

Anchor Level 2-A

**The response:**

- Develops some aspects of the task in some depth for annexing the Philippines and for sending troops to Vietnam
- Is primarily descriptive (*Philippines*: would provide access to new natural resources and allow the United States to set up new markets; United States would also help set up a government in the Philippines; Anti-Imperialist League viewed the annexation as taking away self-determination from the Philippines; United States did not like when this happened to them so they should not be doing it to other people; *Vietnam*: United States was enforcing their policy of containment, keeping communism from spreading by sending troops over; many were upset because the government claimed it would be a quick war but it lasted many years; impact on the United States of sending troops was there were many protests); includes weak analysis (*Philippines*: they would establish a democracy; *Vietnam*: it reinforced the idea to nations around the world that the United States would stand by a policy of containment)
- Includes few relevant facts, examples, and details (*Philippines*: believed it would help the United States economically and politically; *Vietnam*: Vietnamization)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. A basic understanding of the task is demonstrated in the discussion of supporting and opposing points of view for annexation of the Philippines and for sending troops to Vietnam. The impact of these foreign policies is mentioned but not developed. Repetition also weakens this response.

Foreign policy has always been a fundamental part of how the world works. In American history, there has been a lot of debate over foreign policy. For example, many opposed and agreed with Thomas Jefferson's Louisiana Purchase in 1803, and many also opposed and agreed with President Franklin D. Roosevelt's Lend Lease aid to Britain in 1941.

In 1803, Thomas Jefferson bought the Louisiana territory from France. This land ultimately doubled American territory. Many people opposed this however, because they thought that Jefferson's decision to purchase the territory surpassed his power as president. Many people thought Congress should have had the power to purchase the land. Even though many opposed Jefferson's decision, it still expanded the US greatly and eventually promoted the idea of Manifest Destiny. The people who believed in Manifest Destiny, the belief that America needed to expand westward "from sea to shining sea," supported Jefferson's decision to double American territory. The impact of Jefferson's decision was mainly on the Natives who lived in that territory. There were many Indian conflicts with the Americans.

The Lend-Lease act provided by the US to Great Britain occurred during WWII in 1941. Many people opposed this because they wanted to remain neutral, but giving aid to Europe wasn't being neutral. Roosevelt countered this by saying it was lending military supplies to Britain and not giving it to them. However, this was military aid, and it was probably destroyed. The people who supported Roosevelt recognized that if America didn't help Britain, Germany was going to take over more land and possibly the entirety of Europe. The other people who agreed with him saw the Lend-Lease aid as lending, when America was probably going to get back broken and battered ships.

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**Anchor Paper – Thematic Essay—Level 2 – B**

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This decision greatly affected Britain, as they had more support to fight against the Axis powers. Even though America eventually actually joined the war, this was as close as “being neutral” got for Roosevelt before going to war.

In conclusion, foreign policy has been a widely controversial topic. Everyone has their own opinion and consequently, every foreign policy decision has both positive and negative reactions. From the beginning of US history to now, there has always been disputes over US Foreign policy, including over Jefferson’s decision to purchase the Louisiana territory in 1803 to Roosevelt’s decision to lend aid to Britain in 1941.

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

- Minimally develops most aspects of the task for purchasing Louisiana and for providing Lend-Lease aid to Great Britain
- Is primarily descriptive (*Louisiana*: many people opposed this because they thought Jefferson’s decision to purchase the territory surpassed his power as president; expanded the United States greatly and eventually promoted the idea of Manifest Destiny; impact of Jefferson’s decision was mainly on the natives who lived in that territory; there were many Native American Indian conflicts with the Americans; *Lend-Lease*: many people opposed this because they wanted to remain neutral; people who supported Roosevelt recognized that if America didn’t help Britain Germany was going to take over more land and possibly the entirety of Europe; decision greatly affected Britain as they had more support to fight against the Axis powers; America eventually actually joined the war); includes weak and faulty analysis (*Louisiana*: people who believed in Manifest Destiny, the belief that America needed to expand westward “from sea to shining sea”, supported Jefferson’s decision)
- Includes few relevant facts, examples, and details (*Louisiana*: from France; doubled American territory; Congress; *Lend-Lease*: during World War II)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion demonstrates a basic understanding of the foreign policy actions and the controversies that arose regarding their implementation. Repetition of limited details, lack of development, and faulty analysis weaken the effort.

Throughout United States history, the government has taken foreign policy actions because it wants to help other nations. There were always two sides to these decisions. There were people who were for it and people who were against it. These actions have had impacts on the United States and other countries and regions so it could either help them or put them down.

The Louisiana purchase of 1803 was a big decision. The people that supported the decision said that it would expand the country. The people who opposed it said that president Jefferson was stretching out his power. The people who opposed believed that he was cutting down states power. The opinion of the people was split in two.

The lend-lease act of 1941 was also a big foreign decision. It provided aid to Great Britain. There was a big argument about whether this should happen or not. The people that supported the decision believed that we were helping end a world war and going against our enemies. The people who opposed the decision believed that we were going to get dragged into the war. The act was passed and we sent aid to Britain.

There were many impacts to these foreign policies on both the United States and the other country. The Louisiana Purchase increased the size of the United States. It also gave us full access to the Mississippi river and the new Orleans port. The lend-lease act ended up pulling the United States into world war II. We ended up fighting in the war and ending it. Both of these policies has positive effects and negative effects.

In conclusion, foreign policies are a major issue in the United States. These policies have people who support them and people who oppose them. They effect both the United States and the country that the policy is towards.

## Anchor Level 2-C

### **The response:**

- Minimally addresses all aspects of the task for purchasing Louisiana and for providing Lend-Lease aid to Great Britain
- Is primarily descriptive (*Louisiana*: people that supported the decision said that it would expand the country; people who opposed it said that Jefferson was stretching out his power; gave us full access to the Mississippi River; *Lend-Lease*: people that supported the decision believed we were helping end a world war and going against our enemies; people who opposed the decision believed that we were going to get dragged into the war; ended up pulling the United States into World War II)
- Includes few relevant facts, examples, and details (*Louisiana*: port of New Orleans; *Lend-Lease*: provided aid to Great Britain)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that are little more than a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of the task by mentioning supporting and opposing points of view and the impact of the Louisiana Purchase and the Lend-Lease program. A lack of development and details weakens the response.

Throughout history, there have been different U.S. policies that created a difference in opinion among many Americans and impacted America in addition to other countries. Declaring war against Mexico in 1846 is an example of a foreign policy that has caused mixed opinions. The same goes for the U.S. foreign policy of sending troops to Vietnam from 1964 to 1973; some people supported it while others opposed it. Moreover, declaring war against Mexico favored the people who advocated new territory and repelled the people who believed that Mexico didn't shed blood on American soil. In another instance, the people who supported troops being sent to Vietnam wanted to stop communism from spreading and the ones who opposed the foreign policy reasoned that there would be too many casualties.

Declaring war against Mexico was controversial in that some people believed it wasn't necessary because Mexico shed blood on unnamed territory, not American territory. For example, Mexican soldiers invaded the land on the border of Rio Grande, which wasn't claimed by Americans yet. Polk, however, twisted the situation into one that looked like Americans were hurt on American soil. Therefore, some people opposed a war against Mexico. Others, however, supported it because it would benefit America by claiming more territory. At the end, America won the war and as a result, the foreign policy impacted the country by expanding its borders.

Another controversial U.S. foreign policy was the decision of sending troops to Vietnam (1964-1973). Some people opposed it because it would result in many casualties for both Vietnam and America, preventing further progress.

## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task for declaring war against Mexico and for sending troops to Vietnam
- Is descriptive (*Mexico*: favored the people who advocated new territory; repelled the people who believed that Mexico did not shed blood on American soil; Polk twisted the situation into one that looked like Americans were hurt on American soil; impacted the country by expanding its borders; *Vietnam*: people who supported troops being sent to Vietnam wanted to stop communism from spreading; people opposed it because it would result in many casualties for both Vietnam and America); includes faulty analysis (*Mexico*: Mexican soldiers invaded the land on the border of the Rio Grande which was not claimed by Americans)
- Includes no relevant facts, examples, or details
- Demonstrate a weakness in organization; includes an introduction with arguments for and against the foreign policy actions and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response includes a few general ideas about the Mexican-American War and two basic statements about the Vietnam War, demonstrating a limited understanding of the task. Repetition and a lack of development detract from the discussion.

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**Anchor Paper – Thematic Essay—Level 1 – B**

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United States foreign policy often creates a divide in the American people. This is because foreign policies can both benefit or hinder the development of a country. Such controversial decisions include the Louisiana purchase and neutrality in world war 1.

The Louisiana Purchase involved President Thomas Jefferson buying a large are of land which doubled the size of the U.S. at the time. Some people supported it because the land was cheap and resources were needed. Others opposed because the U.S. had little production and money at the time so there was no way of developing the land.

Neutrality in world war one was controversial as well. The American government passed Neutrality Acts in order to avoid involvement with the war in Europe. Some supported it because they wanted to maintain stable European trades. Others were opposed because they wanted to help countries which previously helped them.

**Anchor Level 1-B**

**The response:**

- Minimally develops some aspects of the task for purchasing Louisiana and for maintaining neutrality in World War I
- Is descriptive (*Louisiana*: doubled the size of the United States; some people supported it because the land was cheap and resources were needed; others opposed it because the United States had little production and money at the time; *World War I*: wanted to maintain stable European trades; others were opposed because they wanted to help countries which previously helped them);
- Includes few relevant facts, examples, or details (*Louisiana*: President Thomas Jefferson); includes an inaccuracy (*World War I*: American government passed Neutrality Acts in order to avoid involvement with the war in Europe)
- Demonstrates a general plan of organization; includes an introduction that notes foreign policies can both benefit or hinder the development of a country and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The discussion of the Louisiana Purchase shows limited understanding of the task. The discussion of pre-World War I neutrality uses an example from the 1930s which is anachronistic.

Throughout the United States history, the government has taken foreign policy actions that have resulted in differences of opinion among the American people. These actions have had impacts on the United States and other countries and regions. The foreign policies of purchasing Louisiana and providing lend lease aid to Great Britain, have resulted in differences of opinion among the American people. Lastly, these actions had positive and negative impacts on America.

First, the purchasing of Louisiana in 1803, was purchased from France at a cheap price because they needed the money. Those who supported this purchase did so because they wanted more land to farm and they wanted to go sea to sea expanding across the country this was called manifest destiny. On the other hand, there was those who opposed and they did so because it went beyond the President's power to purchase land. It was never stated in the constitution that a president could do that so, it was very controversial. In the end, we did purchase Louisiana and it had positive effects on the United States. One impact made by this purchase was that the United States gained more land for farming and resources. In conclusion, Purchasing Louisiana was controversial, but the president did do what he thought was the best choice at the time.

Second foreign policy is, providing lend lease to Great Britain. Supporters wanted to help during the war and the allies needed help, especially Great Britain, because they were being bombed. Also, without the aid of the United States the allies would of lost. Although this is true, those who opposed did so because of the following provisions. First, they wanted to remain neutral because of the devaistating aftermath and deaths of WWI. Also, lending aid will

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**Thematic Essay—Practice Paper – A**

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show us choosing sides making the axis powers our enemies. The United States did provide aid to Great Britain and impacted the war, the allied powers, and the United States. Negatively, choosing sides ultimately made Japan attack Pearl Harbor leaving us no choice to get fully involved.

To summarize, the American people were torn in WW2 whether to get involved, until Pearl Harbor, but deciding to get involved had impacted the United States, other countries, and regions.

In conclusion, opinions on foreign policy are controversial and usually require a lot of thinking over of the impact before a decision can be made. The American people play a big role when deciding foreign policy because our satisfaction will keep our government stable.

Throughout the History of the United States, the government has made decisions that the entire public does not always agree with. Sometimes people quietly protest while others take aggressive action. These choices lead to a divide in the United States people that affect the nation as a whole. The problems could manifest as economic panics or social outrages. The Mexican-American War and the Vietnam War were two of the most divisive debates among the American public.

The Mexican-American War started after the United States annexed Texas, who, at the time, was an independent republic. Americans thought that they owned up to the Rio Grande River; Mexicans thought they owned north of the Rio Grande River. When President Polk sent troops to the disputed border, there was a confrontation. American soldiers died. War Hawks in Congress proclaimed that the Mexicans murdered our men in cold blood, tried to take our land, and needed to be reprimanded. Around this time, the concept of manifest destiny was put into words and printed around the country. Ordinary citizens wanted to continue western expansion but Mexico, which contained the present day west coast and southwest, was in the way. Many Americans also had a superiority complex and believe that they were better than the Mexicans. On the other hand, many people opposed the war because they believed it was unjust. Thoreau, a transcendentalist was jailed because he refused to pay taxes that funded the Mexican-American war because it was "unjust." Taking land that belonged to a weak neighbor didn't settle well for some Americans. The question of slavery in newly acquired territories was another major objection. The Wilmont Proviso to ban slavery in land from Mexico wreaked havoc in Congress when it was presented.

The slavery debate got even worse after the Mexican cession.

The end of the Mexican American war led to the expansion of the United States. The country physically grew in size. Mexicans who were living in the Southwest had a crisis: who were they? The United States promised them fair treatment but it never happened. Most notably, the addition of California to the Union caused the 1849 Gold Rush and a huge population increase. Those who didn't find gold made the fertile land into farms. Eventually, California became one of the richest states in the Union.

The Vietnam War was fought as a "hot war" during the Cold War. Desperate to keep communism from spreading, the United States helped South Vietnam fight against the USSR-backed North Vietnam.

Though the Vietnam War is not officially a declared war by Congress, Congress issued President Johnson a blank check after the Gulf of Tonkin incident. People in support of the war saw the Gulf of Tonkin attack as another Pearl Harbor, and those responsible must be punished. The war also backed up the Truman Doctrine, which preached a policy of containment of communism. People who opposed the war believed that a war in Vietnam was not a war Americans should fight. It was on the other side of the world and we should let the Vietnamese fight their own civil war. We learned that our government was lying about what was happening in Vietnam: the number of losses were much higher and the war was being expanded into Cambodia. After people saw the Tet Offensive televised, that was it. The nation was completely divided.

The Vietnam War sparked outrage and protests across the nation. Young people developed the counterculture and shootings at colleges, like Kent State, caused disbelief and panic.

Over the course of the United States' history, major shifts in foreign policy have occurred. These changes in foreign policy often included actions much different than what was advised by President Washington in his farewell address to the nation & were very controversial. When these shifts in America's foreign policy occur, the consequences take effect around the world.

One example of a significant change in foreign policy would be the Lend-Lease Act to Britain prior to the US officially entering the Second World War. While the US had been aiding Britain through the Cash and Carry policy, and had lent Great Britain surplus military equipment such as the instance where Britain was lent fifty U.S. destroyers for use by the British Navy. Many Americans supported giving more direct aid to Britain under the Lend Lease Act, as Britain was alone in fighting against Nazi Germany. The United States stood against the political ideology of the Nazis & supported Britain fighting off what most considered Germany as a hostile power. However, some Americans protested the passing of the Lend-Lease Act in 1941. The main foreign policy of the United States at the time was isolationism & the Lend-Lease involved the US risking becoming part of a foreign war. After all the lives lost in World War I, not much had been accomplished. Due to the passing of the Lend-Lease Act, Great Britain & later the Soviet Union could get supplies from the US and survive until the US was attacked by the Japanese Empire on December 7th, 1941 & entered the Second World War as a member of the Allies alongside Britain.

A additional controversial foreign policy action in US history is US involvement in the Vietnam War. Reasoning for the US military

taking part in the Vietnam War was due to the US policy of containing the spread of Communism during the Cold War. Some Americans supported the war as the spread of communism around the world threatened the US & her allies. How the fall of South Vietnam that was supported by the US would threaten the US overall is due to the Domino Theory, where if one nation were to fall under a communist government the bordering nations were likely to fall. Many Americans however opposed the war as it progressed since many Americans didn't think the US was winning the war & it was only costing lives & money. The result of the US taking part in such an unpopular war was a lot of tension between the American people & the US government. Many college students protested war. Eventually the US militarily withdrew from Vietnam & the Domino Theory took effect after Southern Vietnam was conquered by Northern Vietnam & surrounding nations fell to communist forces soon after as well. After the defeat, the United States was less willing to commit military forces to trouble spots for years to come.

The US has made multiple changes in foreign policy through American history. The shifts have been either widely supported or been protested within the United States such as the Lend-Lease Act or the US involvement in the Vietnam War, respectively. Regardless if these actions were popular or not, US foreign policy actions often have global repercussions.

Throughout United States history the government has taken foreign policy actions that have resulted in differences of opinion among American people. These polarizing actions have had impacts not just on the United States, but on other nations and regions as well. From the Spanish-American War to the escalation in Vietnam, the United States truly has a major effect on the history of other regions, and the history of the world.

The Spanish-American War, and subsequent annexations and acquisitions had a large polarizing effect on the American citizens. Those who supported the war and its effects called for a new kind of America; an American Empire. Supporters wanted America to take her role on the world stage. One senator boldly said [in reference to new American territories] “where the flag of America goes up, it must never come down.”

However not everyone felt that way. Many believed that America should live up to its isolationist potential, as Washington, Madison, and the other founding fathers had said. Furthermore as the country was born out of rebellion against a colonizing power,

The United States's engagement in global affairs has caused disagreements amongst Americans since the time that George Washington warned against forming permanent alliances when engaging in foreign affairs. However, America often wavered on the stance of neutrality, often taking action in the form of war. Two such actions that caused disagreement between the American people were declaring war against Mexico in 1846 and deploying troops to Vietnam between 1964 and 1973.

The Mexican-American War resulted from a border dispute along the Río Grande, after America had annexed the land that is now Texas the year before. Supporters of the war, led by the newly elected Polk, were fueled by manifest destiny, the belief in the right, desire and obligation to expand. Polk was absolutely determined to acquire California and the Southwest and when the Slidell mission to buy the territory failed, Polk sent American troops to the disputed land between the Río Grande and the Nueces River. After Americans were killed by Mexican troops, Polk gained support for the war by claiming that "American blood has been shed on American soil." However, those who opposed the war did not want to be entangled with Mexico and accused Polk of deliberately provoking the war. In Congress, Abraham Lincoln's "Spot Resolution" demanded that Polk prove that the spot where Americans had been killed was definitely on American soil. However, with the border of Texas not defined there was no proof. Additionally, the Wilmot Proviso was formulated by Northern Congressmen who opposed the war, wanting to eliminate slavery in the new areas acquired. Behind the issue of war with Mexico was the more critical issue of the expansion of slavery. The Proviso failed, but

the war with Mexico was an American success because it achieved manifest destiny. The acquisition of California with its Pacific seaports, fertile farmland and vast mineral resources was a huge victory. However, by winning the war, the most divisive and controversial issue at the time - slavery - could no longer be ignored. When California applied to become a free state, the South demanded a stronger Fugitive Slave Law in return for upsetting the balance in the Senate. The Compromise of 1850 was a long and complicated agreement that failed to reduce sectional tension.

Times of war often create controversy. Like the Mexican-American War, sending troops to Vietnam was also controversial. While the Mexican-American War created a social divide between those who supported and those who were against slavery, the Vietnam War created a social divide between the classes. Those who supported the Vietnam War, called War Hawks, focused on containment. They used Eisenhower's domino theory to argue that if we didn't fight communism in Vietnam we would have to fight it at home. Furthermore, everyone knew "better dead than Red." It was obvious to supporters that communists would not stop until they controlled the entire world. Those opposed to the war were often focused on the economic discrimination and repercussions of the war. While the wealthy could defer the draft by financing their path to higher education, poor and minorities could not. Consequently, the masses were drafted off to a far off, dangerous place and giving their lives at the order of a few, rich people in power whose sons were in college and exempt from fighting and dying in the war. Therefore, draft protests ensued as young men burned their draft cards in defiance of the war.

Martin Luther King criticized the government for spending precious dollars on a far off war instead of on social programs for the poor.

King saw that one impact of sending troops was the decimation of Great Society initiatives. Those who opposed the war distrusted the government, especially because most who faced death in Vietnam had no say about who was sending them to war. Americans began to say if you're old enough to fight you're old enough to vote. One of the most direct effects of the Vietnam war was ratification of the 26th amendment granting suffrage to 18 year-olds.

America's involvement in foreign affairs has caused controversy amongst Americans, especially during times of war.

#### Practice Paper A—Score Level 2

**The response:**

- Develops all aspects of the task in some depth for purchasing Louisiana and develops some aspects of the task in minimal depth for providing Lend-Lease aid to Great Britain
- Is primarily descriptive (*Louisiana*: those who supported this purchase did so because they wanted more land to farm; they wanted to go sea to sea expanding across the country; there were those who opposed it because it went beyond the president's power to purchase land; gained more land for farming and resources; *Lend-Lease*: supporters wanted to help during the war and the Allies needed help, especially Great Britain, because they were being bombed; wanted to remain neutral because of the devastating aftermath and deaths of World War I; choosing sides ultimately made Japan attack Pearl Harbor)
- Includes few relevant facts, examples, and details (*Louisiana*: from France; cheap price; Manifest Destiny; *Lend-Lease*: Axis powers; World War II)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of the issues involved in purchasing Louisiana and providing Lend-Lease aid to Great Britain, but provides only a general overview of the arguments of supporters and opponents of the action. The impact of Lend-Lease is mentioned but is not developed. Faulty analysis weakens the effort.

## Practice Paper B—Score Level 4

### The response:

- Develops all aspects of the task but does so unevenly by discussing the Mexican-American War more thoroughly than the Vietnam War
- Is both descriptive and analytical (*Mexico*: war hawks in Congress proclaimed that the Mexicans murdered our men in cold blood, tried to take our land, and needed to be reprimanded; ordinary citizens wanted to continue western expansion but Mexico which contained the present-day west coast and southwest was in the way; taking land that belonged to a weak neighbor did not settle well for some Americans; the question of slavery in newly acquired territories was another major objection; *Vietnam*: desperate to keep communism from spreading the United States helped South Vietnam fight against the USSR-backed North Vietnam; the war also backed up the Truman Doctrine which preached a policy of containment of communism; it was on the other side of the world and we should let the Vietnamese fight their own civil war; the number of losses were much higher and the war was being expanded into Cambodia; young people developed the counterculture and shootings at colleges like Kent State caused disbelief and panic)
- Supports the theme with relevant facts, examples, and details (*Mexico*: annexed Texas; Rio Grande; President Polk; disputed border; Manifest Destiny; Thoreau refused to pay taxes; Wilmot Proviso; Mexican Cession; 1849 Gold Rush; fertile land; *Vietnam*: “hot war”; Cold War; not officially a declared war; President Johnson; blank check; Gulf of Tonkin incident; Tet Offensive)
- Demonstrates a logical plan of organization; includes an introduction that states the two wars led to the most divisive debates in United States history and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Well-placed analytic statements are supported by historical details and examples demonstrating a good understanding of the task. The treatment of the Vietnam War policies would have been enhanced with further development.

### Practice Paper C—Score Level 3

#### The response:

- Develops all aspects of the task with little depth for providing Lend-Lease aid to Great Britain and for sending troops to Vietnam
- Is more descriptive than analytic (*Lend-Lease*: many Americans supported giving more direct aid to Britain under the Lend-Lease Act as Britain was alone in fighting against Nazi Germany; main foreign policy of the United States at the time was isolationism and Lend-Lease involved the United States risking becoming part of a foreign war; due to the passing of the Lend-Lease Act, Great Britain and later the Soviet Union could get supplies from the United States and survive until the United States was attacked by the Japanese Empire; *Vietnam*: due to the United States policy of containing communism during the Cold War; if one nation were to fall under a communist government the bordering nations were likely to fall; most Americans opposed the war as it progressed since many Americans did not think the United States was winning and it was only costing lives and money; result of the United States taking part in such an unpopular war was a lot of tension between the American people and the United States government; after the defeat the United States was less willing to commit military forces for years to come)
- Includes some relevant facts, examples, and details (*Lend-Lease*: “cash and carry;” fifty United States destroyers; lives lost in World War I; December 7, 1941; second world war; *Vietnam*: domino theory; college students protested; United States militarily withdrew; southern Vietnam was conquered)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions George Washington’s Farewell Address and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response shows a basic knowledge of the two foreign policy actions and the point of view of those who supported and opposed the actions, but includes limited analysis and lacks elaboration.

### Practice Paper D—Score Level 1

#### The response:

- Minimally develops some aspects of the task for fighting the Spanish-American War
- Is descriptive (*Spanish-American War*: those who supported the war and its effects called for a new kind of America: an American Empire; supporters wanted America to take her role on the world stage; America should live up to its isolationist potential; the country was born out of rebellion against a colonizing power)
- Includes few relevant facts, examples, or details (*Spanish-American War*: Washington)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response addresses the support for and opposition to the Spanish-American War, demonstrating a limited understanding of the task.

## Practice Paper E—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for declaring war against Mexico and for sending troops to Vietnam
- Is more analytical than descriptive (*Mexico*: supporters of the war led by the newly elected Polk were fueled by Manifest Destiny, the belief in the right, desire, and obligation to expand; after Americans were killed by Mexican troops Polk gained support for the war by claiming that “American blood has been shed on American soil”; those who opposed the war did not want to be entangled with Mexico and accused Polk of deliberately provoking the war; behind the issue of war with Mexico was the more critical issue of the expansion of slavery; the Wilmot Proviso failed but the war was an American success because it achieved Manifest Destiny; the acquisition of California with its Pacific seaports, fertile farmland, and vast mineral resources was a huge victory; the Compromise of 1850 was a long and complicated agreement that failed to reduce sectional tension; *Vietnam*: they used Eisenhower’s domino theory to argue that if we did not fight communism in Vietnam we would have to fight it at home; obvious to supporters that communists would not stop until they controlled the entire world; while the wealthy could defer the draft by financing their path to higher education, poor and minorities could not; Martin Luther King Jr. criticized the government for spending precious dollars on a far-off war instead of social programs for the poor; King saw that one impact of sending troops was the decimation of Great Society initiatives; most who faced death in Vietnam had no say about who was sending them to war; one of the most direct effects of the Vietnam War was ratification of the 26th amendment granting suffrage to 18-year-olds)
- Richly supports the theme with many relevant facts, examples, and details (*Mexico*: Rio Grande; Texas; Nueces River; Slidell mission; Abraham Lincoln’s Spot Resolution; Northern Congressmen; free state; stronger Fugitive Slave Law; upsetting the balance in the Senate; *Vietnam*: war hawks; containment; “better dead than Red”; economic discrimination; draft protests; burned their draft cards)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes Americans have often wavered from the advice in Washington’s Farewell Address and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. The response integrates strong analysis and rich detail into a discussion about the effects of war on social issues such as slavery in the mid-19th century and economic discrimination during the Vietnam War.

# United States History and Government Specifications January 2020

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Foreign Policy; Presidential Decisions and Actions; Civic Values	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Civic Values; Reform Movements; Individuals, Groups, Institutions; Citizenship	Standards 1, 2, 4, and 5: United States and New York History; World History; Economics; Civics, Citizenship, and Government

### *Notes:*

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 January 2020 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.**

### **Submitting Teacher Evaluations of the Test to the Department**

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

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

# 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

Wednesday, January 22, 2020 — 9:15 a.m. to 12:15 p.m., only

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

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

#### Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

#### Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in 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 not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.**

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

**United States History and Government**  
**Part A Specific Rubric**  
**Document-Based Question**  
**January 2020**

**Document 1**

. . . America's settlement house movement was born in the late 19th century. The Industrial Revolution; dramatic advances in technology, transportation, and communication; and an influx in immigrants caused significant population swells in urban areas. City slums emerged where families lived in crowded, unsanitary housing. Health care was nonexistent; disease was rampant. There were few schools, and children were sent to work in factories. . . .

In addition, the movement focused on reform through social justice. Settlement workers and other neighbors were pioneers in the fight against racial discrimination. Their advocacy efforts also contributed to progressive legislation on housing, child labor, work conditions, and health and sanitation. . . .

Source: "History of the Settlement House Movement," Alliance for Strong Families and Communities

**1 Based on this document, state *one* condition that led to the settlement house movement.**

**Score of 1:**

- States a condition that led to the settlement house movement based on this document  
*Examples:* an influx in immigrants; significant population swells in urban areas; city slums; families living in crowded/unsanitary housing; nonexistent health care; rampant disease; few schools; children sent to work in factories; racial discrimination; the Industrial Revolution resulted in an influx of immigration to cities/swell in urban population

**Score of 0:**

- Incorrect response  
*Examples:* decrease in immigrants; people moving out of urban areas; progressive legislation in housing; legislation on work conditions
- Vague response  
*Examples:* additions; families lived; it was nonexistent; health; more people
- No response

## Document 2a

. . . It is easy for even the most conscientious citizen of Chicago to forget the foul smells of the stockyards and the garbage dumps, when he is living so far from them that he is only occasionally made conscious of their existence but the residents of a Settlement are perforce [of necessity] constantly surrounded by them. During our first three years on Halsted Street, we had established a small incinerator [garbage burner] at Hull-House and we had many times reported the untoward [difficult] conditions of the ward to the City Hall. We had also arranged many talks for the immigrants, pointing out that although a woman may sweep her own doorway in her native village and allow the refuse to innocently decay in the open air and sunshine, in a crowded city quarter, if the garbage is not properly collected and destroyed, a tenement-house mother may see her children sicken and die, and that the immigrants must therefore, not only keep their own houses clean, but must also help the authorities to keep the city clean. . . .

Source: Jane Addams, *Twenty Years at Hull-House*, University of Illinois Press

## Document 2b

### Hull-House Firsts

- First Social Settlement in Chicago
- Established first public playground in Chicago
- Established first citizenship preparation classes in the United States
- Established first college extension courses in Chicago
- Initiated investigations for the first time in Chicago of truancy, typhoid fever, cocaine, children's reading, newsboys, sanitation, tuberculosis, midwifery, infant mortality, social value of the saloon
- Initiated investigations that led to creation and enactment of first factory laws in Illinois
- Initiated investigations that led to creation of first model tenement code
- First Illinois factory inspector: Hull-House resident Florence Kelley

Source: Jean Bethke Elshtain, *Jane Addams and the Dream of American Democracy: A Life*, Basic Books, 2002 (adapted)

**2 Based on these documents, state *two* ways Hull-House attempted to improve conditions in Chicago.**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* way Hull-House attempted to improve conditions in Chicago based on these documents

*Examples:* small incinerator/garbage burner was established at Hull-House; difficult conditions of ward reported to City Hall many times; arranged many talks for immigrants to explain why garbage must be properly collected and destroyed/explained why garbage could be left to decay in native village but not in crowded city quarter; explained to immigrants why their houses must be kept clean; explained to immigrants why helping authorities keep the city clean was important/explained to immigrants why improved sanitation was important; established first social settlement in Chicago; established first public playground in Chicago; established first citizenship preparation classes in the United States; established first college extension courses in Chicago; investigated truancy; investigated diseases/typhoid fever/tuberculosis; investigated use of cocaine; investigated children's reading; investigated newsboys; investigated sanitation; investigated midwifery; investigated infant mortality; investigated the social value of the saloon; initiated investigations that led to creation and enactment of first factory laws in Illinois; initiated investigations that led to creation of first model tenement code; Hull-House resident Florence Kelley worked to improve factory conditions

**Note:** To receive maximum credit, two *different* ways Hull-House attempted to improve conditions in Chicago must be stated. For example, *explained to immigrants why helping authorities keep the city clean was important* and *explained to immigrants why improved sanitation was important* are the same attempt expressed in different words. In this and similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* forget the foul smells of stockyards/garbage dumps; live far away from stockyards/garbage dumps; eliminated tenement codes; allowed garbage to decay in open air; closed public playgrounds in Chicago
- Vague response  
*Examples:* garbage dumps; close to Halsted Street; abolish the ward; allow refuse to innocently decay; good place for immigrants; many firsts
- No response

### Document 3

On the 150th anniversary of Jane Addams's birth, Louise Knight wrote a book celebrating Addams's reform spirit. Knight states in the book's preface:

. . . This book is the story of how Jane Addams (1860–1935) did just that—how she increasingly thought for herself, released her own spirit, and, working with others, accomplished remarkable things. She cofounded Hull House, the nation's first settlement house (and one of the earliest community-based nonprofits) in Chicago, and in time became one of the nation's most effective reform leaders, as influential in her day on both the national and the world stages as Eleanor Roosevelt was in hers. She worked to end child labor, support unions and workers' rights, protect free speech and civil rights, respect all cultures, achieve women's suffrage and women's freedom, and promote conditions that nurtured human potential and therefore, she believed, the spread of peace. She served on the founding boards of the National Association for the Advancement of Colored People and the American Civil Liberties Union, advised every president from William McKinley to Franklin Delano Roosevelt, wrote ten books, gave hundreds of speeches, and was one of the greatest American women this nation has yet produced. Indeed, in 1912—eight years before the federal amendment giving women the vote became law—there were wistful discussions of her running for president. For the last third of her life, as founding president of the Women's International League for Peace and Freedom, she was known worldwide as an advocate for peace and women, and in 1931 she was awarded the Nobel Peace Prize. . . .

Source: Louise W. Knight, *Jane Addams: Spirit in Action*, W. W. Norton & Company, 2010

### 3 According to Louise W. Knight, what is *one* impact of the work of Jane Addams?

#### Score of 1:

- States an impact of the work of Jane Addams according to Louise W. Knight  
*Examples:* she cofounded Hull-House/nation's first settlement house/one of the earliest community-based nonprofits; she helped end child labor; she helped gain support for unions/workers' rights; she helped protect free speech/civil rights; she worked for respect for all cultures; she helped achieve woman's suffrage/women's freedom; she promoted conditions that nurtured human potential/spread of peace; she helped gain equal rights by serving on the founding board of the National Association for the Advancement of Colored People (NAACP) and American Civil Liberties Union (ACLU); she advised every president from William McKinley to Franklin D. Roosevelt; her reform/peace ideas were spread through books/hundreds of speeches; as founding president of the Women's International League for Peace and Freedom she was known worldwide as an advocate for peace and women; she was very influential on the national and world stages; she was awarded the Nobel Peace Prize; she became one of the nation's most effective reform leaders

#### Score of 0:

- Incorrect response  
*Examples:* she increasingly thought for herself; she ran for president; she supported child labor; she worked to end labor unions
- Vague response  
*Examples:* accomplished/changed things; leader; she served; she wrote; she worked to end things
- No response

## Document 4

. . . Early in her [Eleanor Roosevelt] husband's first term, it became clear that this was a new kind of first lady—because she was reinventing herself. As a host of urgent issues came to her attention, she quickly discovered that she had new power. Far from being a prisoner in the White House, pouring tea for ambassadors, Eleanor seemed to be everywhere at once. Just by going to a place or investigating an issue she could bring it into the full glare of nationwide publicity. She toured Washington's back alleys to publicize the conditions of the slums. Realizing that New Deal programs were geared toward men, she fought for the “forgotten woman”; she worked with Harry Hopkins to set up the women's division of the Civil Works Administration, providing, by the end of 1933, CWA jobs for 100,000 women. When she heard that farmers were slaughtering piglets, she intervened with the AAA (Agricultural Adjustment Act) administrator to ask that surplus food be given to the hungry; she lectured and wrote articles; she helped start a CCC-type camp for young jobless women; she gave a civics course at the New York Junior League; and she continually—and effectively—prodded her husband to appoint women to high government jobs. . . .

Source: James MacGregor Burns and Susan Dunn,  
*The Three Roosevelts: Patrician Leaders Who Transformed America*,  
Atlantic Monthly Press, 2001

### 4 According to James MacGregor Burns and Susan Dunn, state *one* way Eleanor Roosevelt attempted to improve conditions in society.

#### Score of 1:

- States a way Eleanor Roosevelt attempted to improve conditions in society according to James MacGregor Burns and Susan Dunn

*Examples:* she realized that by going to a place/investigating an issue, it would gain nationwide publicity; she toured Washington's back alleys to publicize conditions of slums; she fought for the “forgotten woman” because most New Deal programs were geared toward men; she worked with Harry Hopkins to set up the women's division of the Civil Works Administration; she helped set up the women's division of the Civil Works Administration providing jobs for 100,000 women; she intervened with the administrator of the Agricultural Adjustment Act to ask that surplus food be given to the hungry; she lectured; she wrote articles; she helped start a Civilian Conservation Corporation-type camp for young jobless women; she gave a civics course at the New York Junior League; she prodded her husband to appoint women to high government jobs

#### Score of 0:

- Incorrect response  
*Examples:* she poured tea; she passed New Deal programs; she became the “forgotten woman”; she supported farmers slaughtering piglets; she avoided Washington's back alleys; she replaced Harry Hopkins as director of the Civil Works Administration
- Vague response  
*Examples:* she was first lady; reinvented; it came to her attention; she was not a prisoner; change things
- No response

## Document 5

. . . Eleanor Roosevelt's stand on civil rights, her insistence that America could not fight racism abroad while tolerating it at home, remains one of the affirming moments in the history of the home front during the war. Though she was naïve about many aspects of the racial problem, she was far ahead of the president and the times in her understanding that separate but equal facilities were not enough, that the fact of segregation itself impaired the lives of the Negro [African American] population. . . .

More than anyone else in the White House, Eleanor was responsible, through her relentless pressure of War Department officials, for the issuance of the two directives that forbade the designation of recreational areas by race and made government-owned and -operated buses available to every soldier regardless of race. By the end of the war, only one major step was needed to ensure true equality for Negro soldiers, and that step would come in 1948, when President Truman issued Executive Order 9811, ending segregation in the armed forces. . . .

Source: Doris Kearns Goodwin, *No Ordinary Time, Franklin and Eleanor Roosevelt: The Home Front in World War II*, Simon & Schuster, 1994

### 5a According to Doris Kearns Goodwin, state *one* condition that led Eleanor Roosevelt to take action on civil rights.

#### Score of 1:

- States a condition that led Eleanor Roosevelt to take action on civil rights according to Doris Kearns Goodwin

*Examples:* America was fighting racism abroad while tolerating it at home; she understood that separate but equal facilities were not enough; segregation impaired the lives of the African American population; segregation in the armed forces; segregation; racism

#### Score of 0:

- Incorrect response

*Examples:* recreational areas were not segregated; segregation had been ended in the armed forces; separate facilities were enough if they were equal

- Vague response

*Examples:* it was an affirming moment; she took a stand; there were many aspects of the problem

- No response

**5b According to Doris Kearns Goodwin, state *one* impact Eleanor Roosevelt had on civil rights.**

**Score of 1:**

- States an impact Eleanor Roosevelt had on civil rights according to Doris Kearns Goodwin  
*Examples:* her efforts helped lead to a directive that forbade the designation of recreational areas in the military by race/that made government-owned and government-operated buses available to every soldier regardless of race; her efforts helped lead to ending segregation in the armed forces; her efforts on behalf of African American soldiers helped lead to Truman's executive order that ended segregation in the armed forces

**Score of 0:**

- Incorrect response  
*Examples:* separate but equal was established; racism at home was tolerated; War Department officials were moved to the White House
- Vague response  
*Examples:* it ended; she was responsible; equality
- No response

## Document 6a

. . . Convinced that America had been “spared for a purpose” from the destruction that the war inflicted on other nations, ER [Eleanor Roosevelt] seized all avenues at her disposal—columns, speeches, articles, private conversation, radio broadcasts, newsreels, and correspondence—to urge Americans to recognize what was at stake and to assume both the responsibility and the financial cost of world leadership. Fervently, she repeated that Americans must learn that “you cannot live for yourselves alone. You depend on the rest of the world and the rest of the world depends on you.” UN debates on the refugee crisis, the Geneva Conventions, atomic energy, arms control, the proposed UN peace force, the creation of Israel, the implementation of apartheid, the demise of colonialism, and women’s rights underscored to ER the crying need for America to accept its connection with the rest of the world—and how crucial a commonly shared vision could be in overcoming the haunting legacy of war. . . .

Source: Allida Black, Introduction to *Tomorrow is Now*, by Eleanor Roosevelt, Penguin Books, 2012 (adapted)

### 6a Based on this document, state *one* reason Eleanor Roosevelt urged Americans to accept the role of world leadership.

#### Score of 1:

- States a reason Eleanor Roosevelt urged Americans to accept the role of world leadership based on this document  
*Examples:* she was convinced that America had been “spared for a purpose” from the destruction the war had inflicted on other nations to assume the role; because of what was at stake Americans should assume the responsibility and financial cost of world leadership; the United States depends on the rest of the world and the rest of the world depends on the United States; United Nations debates on refugee crisis/Geneva Conventions/atomic energy/arms control/proposed peace force/creation of Israel/implementation of apartheid/demise of colonialism/women’s rights underscored the crying need for America to accept its connection with the rest of the world; a commonly shared vision could be crucial in overcoming the haunting legacy of war

#### Score of 0:

- Incorrect response  
*Examples:* America should not accept its connection with the rest of the world; the United States could not afford the financial cost of world leadership; the United Nations refused to debate issues
- Vague response  
*Examples:* she seized all avenues at her disposal; Americans needed to be urged; it should be recognized; she repeated Americans must learn; it was fervently repeated
- No response

## Document 6b

Eleanor Roosevelt chaired the United Nations Human Rights Commission and was an important influence in the creation of the Universal Declaration of Human Rights.



Source: Joseph P. Lash, *“Life Was Meant to Be Lived”:  
A Centenary Portrait of Eleanor Roosevelt*,  
W. W. Norton & Company, 1984

**6b Based on this document, state *one* action Eleanor Roosevelt took to advance the cause of universal human rights.**

### Score of 1:

- States an action Eleanor Roosevelt took to advance the cause of universal human rights based on this document  
*Examples:* she promoted the Universal Declaration of Human Rights; she chaired the United Nations Human Rights Commission; she was an important influence in the creation of the Universal Declaration of Human Rights

### Score of 0:

- Incorrect response  
*Examples:* she printed posters; she opposed the Declaration of Human Rights; she became president of the United Nations; she helped write the Declaration of Independence
- Vague response  
*Examples:* human rights; United Nations; first lady
- No response

## Document 7

. . . Unfortunately, the effects of segregation in education have not been isolated for study by social scientists. They have dealt with the whole problem of segregation, discrimination and prejudice, and although no social scientist can say that segregated schools alone give the Negro [African American] feelings of insecurity, self-hate, undermine his ego, make him feel inferior and warp his outlook on life, yet for the child the school provides the most important contact with organized society. What he learns, feels, and how he is affected there is apt to determine the type of adult he will become. Social scientists have found that children at a very early age are affected by and react to discrimination and prejudices. Thus they have agreed that it is sound to conclude that segregated schools, perhaps more than any other single factor, are of major concern to the individual of public school age and contributes greatly to the unwholesomeness and unhappy development of the personality of Negroes which the color caste system in the United States has produced. . . .

Source: Mark V. Tushnet, ed., *Thurgood Marshall: His Speeches, Writings, Arguments, Opinions, and Reminiscences*, Lawrence Hill Books, 2001

### 7 According to Thurgood Marshall, what is *one* effect of segregated schools on African Americans?

#### Score of 1:

- States an effect of segregated schools on African Americans according to Thurgood Marshall  
*Examples:* contribute to African Americans' feelings of insecurity/self-hate; undermine their egos; make them feel inferior; warp their outlook on life; play a role in determining the type of adults they become; contribute to the unwholesomeness/unhappy development of their personality; children at a very early age are affected by and react to discrimination and prejudices; discrimination; prejudice; they have helped strengthen the color caste system in the United States

#### Score of 0:

- Incorrect response  
*Examples:* the effects of segregation in education have not been isolated for study; the school provides the most important contact with organized society; children at early ages are not affected
- Vague response  
*Examples:* inferior; more than any other single factor; unwholesome; it has been dealt with
- No response

## Document 8a

This is an excerpt from Thurgood Marshall's argument in the United States Supreme Court case *Brown v. Board of Education*.

. . . Those same kids in Virginia and South Carolina—and I have seen them do it—they play in the streets together, they play on their farms together, they go down the road together, they separate to go to school, they come out of school and play ball together. They have to be separated in school. . . .

They can't take race out of this case. From the day this case was filed until this moment, nobody has in any form or fashion, despite the fact I made it clear in the opening argument that I was relying on it, done anything to distinguish this statute from the Black Codes, which they must admit, because nobody can dispute, say anything anybody wants to say, one way or the other, the Fourteenth Amendment was intended to deprive the states of power to enforce Black Codes or anything else like it. . . .

The only thing can be is an inherent determination that the people who were formerly in slavery, regardless of anything else, shall be kept as near that stage as is possible, and now is the time, we submit, that this Court should make it clear that that is not what our Constitution stands for. . . .

Source: Josh Gottheimer, ed., *Ripples of Hope: Great American Civil Rights Speeches*, Basic Civitas Books, 2003

### 8a Based on this excerpt, state *one* reason Thurgood Marshall opposed segregated schools.

#### Score of 1:

- States a reason Thurgood Marshall opposed segregated schools based on this excerpt  
*Examples:* children who play/go down the road together should not have to be separated in school; the 14th amendment was intended to deprive the states of power to enforce Black Codes and should apply to segregated schools as well; they kept African Americans as near to slavery as is possible; the Constitution does not support keeping African Americans as near to slavery as is possible; the separation of races in school violates the 14th amendment

#### Score of 0:

- Incorrect response  
*Examples:* they have to be separated in school; the Black Codes should be enforced; the Constitution supports keeping African Americans as close to slavery as possible; it applies to kids in Virginia and South Carolina
- Vague response  
*Examples:* there are arguments; it was clear; it is an inherent determination
- No response

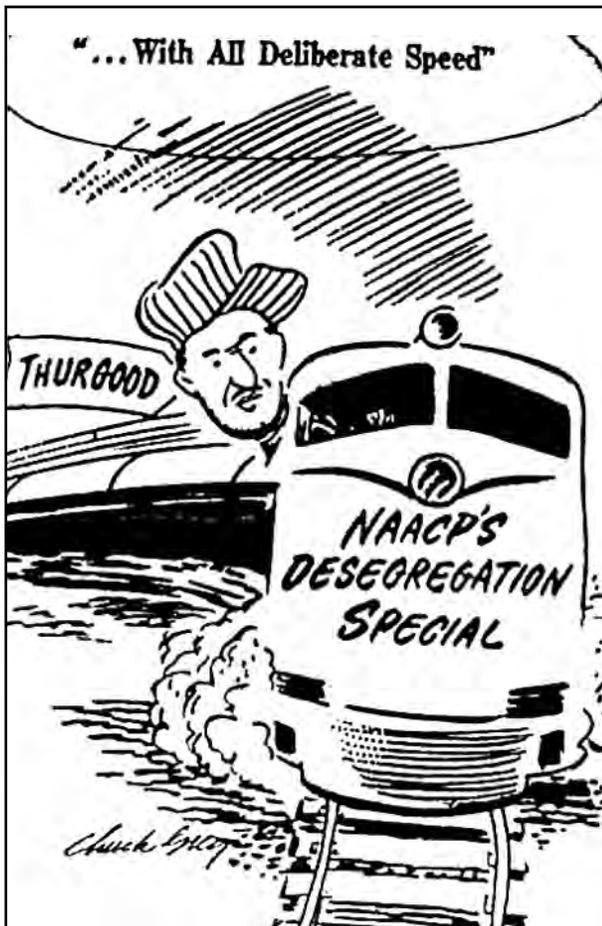
## Document 8b

In *Brown v. Board of Education* the Supreme Court ruled that school desegregation should proceed “with all deliberate speed.”



George E. C. Hayes, Thurgood Marshall, and James M. Nabrit Jr. are pictured congratulating each other in front of the Supreme Court on May 17, 1954, after hearing the Court’s unanimous decision in the *Brown* case.

Source: Library of Congress (adapted)



Source: *Baltimore Afro-American*, July 2, 1955

**8b Based on these documents, what is *one* impact of Thurgood Marshall’s legal work?**

### Score of 1:

- States an impact of Thurgood Marshall’s legal work based on these documents  
*Examples:* Supreme Court ruled that school desegregation should proceed “with all deliberate speed”; the Supreme Court unanimously backed school desegregation; Thurgood Marshall and the NAACP won the *Brown* case; his legal work helped speed up the movement for African American equality; he helped lead the way for civil rights on the NAACP’s “desegregation special”

### Score of 0:

- Incorrect response  
*Examples:* he worked with George E. C. Hayes and James M. Nabrit; the decision was announced on May 17, 1954; railroads exceeded the speed limit; desegregation of schools stopped
- Vague response  
*Examples:* all deliberate speed; unanimous; NAACP
- No response

## Document 9

. . . The scope of Marshall's achievement in American law, however, was wider than the black American civil rights movement. His every argument spoke to individual rights for all. Protections for black Americans or any other minority, in Marshall's vision, were a function of the inviolable [untouchable] constitutional principle of individuals. When Marshall spoke about the nation's future, he projected that when the law put blacks and whites on equal footing, racial discrimination would be submerged in a greater sea of protections for individuals. As Marshall once said, black Americans are not members of the Negro [African American] race but individuals in the human race. . . .

On cases dealing with school desegregation and affirmative action, Justice Marshall also cast his opinions as statements of individual rights, not simply as a class action for all black people. For example, his support of busing to integrate schools, even across jurisdictional boundaries, was based on the need to protect the rights of individual children who were being denied access to the best schools. And he viewed affirmative action as a matter of individual rights for black Americans, victims of discrimination who needed remedial action to be made whole. . . .

Source: Juan Williams, *Thurgood Marshall: American Revolutionary*, Random House, 1998

### 9 According to Juan Williams, what was *one way* Thurgood Marshall supported individual rights for all?

#### Score of 1:

- States a way Thurgood Marshall supported individual rights for all according to Juan Williams  
*Examples:* he supported busing to protect the rights of individual children who were being denied access to the best schools; he promoted affirmative action as a matter of individual rights to gain remedial action; in trying to protect African American rights he advanced the rights of all individuals; his decisions helped put blacks and whites on equal footing

#### Score of 0:

- Incorrect response  
*Examples:* he protected black Americans more than any other minority; he cast his opinions as a class action for whites; he only spoke for African Americans; he opposed affirmative action; he opposed busing
- Vague response  
*Examples:* victims of discrimination; scope was wider; human race
- No response

**United States History and Government**  
**Content-Specific Rubric**  
**Document-Based Question**  
**January 2020**

**Historical Context:** Throughout United States history, individuals have taken actions to address political, economic, and social issues facing the nation. Their actions have had an impact on the United States and on American society. Three of these individuals include *Jane Addams*, *Eleanor Roosevelt*, and *Thurgood Marshall*.

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

- Describe the conditions that led the individual to take action
- Discuss the impact of the individual’s action on the United States and/or on American society

**Scoring Notes:**

1. This document-based question has a minimum of *six* components (for *two* individuals, describing *at least two* conditions that led *each* individual to take action **and** discussing the impact *each* individual’s action had on the United States and/or on American society).
2. The impact of the action may be on the United States, on American society, or on both.
3. The impact of the action on the United States and/or on American society may be immediate or long term.
4. The same or similar information may be used to discuss conditions that led to the action or the impact of the action on the United States and/or on American society, but the facts will differ, e.g., segregation of African Americans led to actions by both Eleanor Roosevelt and Thurgood Marshall and the actions of both led to desegregation.
5. The action of the individuals may be included in the description of the conditions leading to the action or in the discussion of the impact of the action.
6. The impact of the action on the United States and/or on American society may be discussed from different perspectives as long as the discussion is supported with accurate historical facts and examples.
7. The use of language that appears in documents should not be penalized, e.g., historically accepted terms for African Americans.
8. Only two individuals should be selected from the historical context. If three individuals are selected, only the first two individuals should be scored.
9. For the purpose of meeting the criteria of using *at least four* documents in the response, documents 2a, 2b, 6a, 6b, 8a, and 8b may be considered separate documents if the response uses separate, specific information from each document.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **two** individuals, describing *at least two* conditions that led each individual to take action and discussing the impact of each individual's action on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Jane Addams*: connects the societal problems associated with industrialization and urbanization and the emergence of the Progressive reform spirit to Jane Addams's formation of a neighborhood settlement house that promoted assimilation of new immigrants, successful lobbying for local and state social welfare measures, and the rise of social activism in other major cities; *Thurgood Marshall*: connects the impact of the narrow judicial interpretation of the 14th amendment on African American civil rights and the long-term effect of school segregation on African American children to Thurgood Marshall's victory in the *Brown v. Board of Education* decision which created opportunities for African American students, caused a backlash to the order to integrate with "all deliberate speed" in some Southern states, and created momentum for a wider civil rights movement
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to individuals (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Jane Addams*: increase in urban population; development of city slums; sweatshops; garbage dumps; Hull-House; child care; education for children and adults; health care; incinerators; housing codes; building codes; factory laws; education laws; *Thurgood Marshall*: Reconstruction; Jim Crow laws; *Plessy v. Ferguson* decision; *Brown v. Board of Education* decision; segregation in schools; integration; Little Rock; civil rights movement; affirmative action; busing
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one individual more thoroughly than for the second individual *or* by discussing one aspect of the task less thoroughly than the other aspects of the task for both individuals
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Jane Addams*: discusses how industrialization, urbanization, and poverty among the growing immigrant populations led Jane Addams to develop Hull-House, which provided neighborhood facilities for community activities to help immigrants, and promoted lobbying efforts to achieve passage of social welfare legislation; *Thurgood Marshall*: discusses how the questionable constitutionality of separate but unequal public schools and their impact on African American children led to the *Brown v. Board of Education* case and the decision which became a catalyst for both Southern resistance to forced integration and the civil rights movement
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

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

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

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

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

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

*Key Ideas from Documents 1–3*

Conditions Leading to Action	Impact of Action
<p><b>Doc 1</b>—Significant population swells in urban areas (Industrial Revolution; advances in technology, transportation, and communication; influx of immigrants)</p> <p>Emergence of city slums (crowded, unsanitary housing; nonexistent health care; disease)</p> <p>Few schools; children working in factories</p> <p>Racial discrimination</p> <p><b>Doc 2</b>—Foul smells of stockyards and garbage dumps for residents of settlements</p> <p>Need for immigrants to change habits of cleanliness so that children do not sicken and die</p> <p><b>Doc 3</b>—Child labor, few labor unions, few worker’s rights, lack of protection for free speech and civil rights</p> <p>Limited woman’s suffrage</p>	<p><b>Doc 1</b>—Settlement workers contributed to fight against racial discrimination</p> <p>Efforts contributed to Progressive legislation (housing, child labor, work conditions, health and sanitation)</p> <p><b>Doc 2</b>—Small incinerator (garbage burner) installed at Hull-House</p> <p>Difficult conditions of ward reported to City Hall</p> <p>Talks arranged to explain to immigrants the differences between living in native villages and living in city</p> <p>Achievements of Hull-House (first social settlement in Chicago, first public playground in Chicago, first citizenship preparation classes in United States, first college extension courses in Chicago)</p> <p>Investigations initiated in Chicago (truancy, typhoid fever, cocaine, children’s reading, newsboys, sanitation, tuberculosis, midwifery, infant mortality, social value of the saloon)</p> <p>Investigations initiated that led to creation and enactment of first factory laws in Illinois, creation of first model tenement code</p> <p>Hull-House resident Florence Kelley first Illinois factory inspector</p> <p><b>Doc 3</b>—Hull-House, nation’s first settlement house</p> <p>Work of Addams to end child labor, support unions and workers’ rights, protect free speech and civil rights, respect all cultures, achieve woman’s suffrage and women’s freedom</p> <p>Service of Addams on founding boards of National Association for Advancement of Colored People (NAACP) and American Civil Liberties Union (ACLU)</p> <p>Presidents from William McKinley to Franklin D. Roosevelt advised by Addams</p> <p>Increase in public awareness (ten books, hundreds of speeches, recognized for efforts with Nobel Peace Prize in 1931)</p> <p>Addams founding president of Women’s International League for Peace and Freedom (advocated for peace and rights for women)</p>

**Jane Addams**

***Relevant Outside Information***

(This list is not all-inclusive.)

<b>Conditions Leading to Action</b>	<b>Impact of Action</b>
<p>Problems resulting from industrialization (low wages, long hours, widening gap between rich and poor, stress on families, unsafe working conditions)</p> <p>Nativist reaction to “new” immigrants</p> <p>Problems resulting from rapid urbanization (housing not connected to sewers, lack of social services, dumbbell apartments)</p> <p>Failure of municipal government to address problems</p> <p>Strikes (Homestead, 1892; Pullman, 1894), unemployment, wage reductions</p> <p>Growing unassimilated immigrant population in Chicago</p> <p>Growing spirit of Progressive reform concerning social welfare</p> <p>Diversion of attention from reform to wartime measures</p> <p>Easier for women to promote civic and family values with ballot</p>	<p>Promoted better understanding of challenges facing urban poor</p> <p>Assimilation of immigrant population promoted by advocacy on their behalf</p> <p>Facilities and programs established to help meet needs of neighborhoods (kindergartens, playgrounds, health clinics, citizenship preparation, employment bureau, daycare for working mothers)</p> <p>Led to reforms in Chicago (sanitation codes, building codes, housing codes)</p> <p>Increased lobbying for state and federal government legislative actions to promote social welfare (details about Florence Kelley, details about Illinois Factory Law, Theodore Roosevelt, New York State Tenement Laws)</p> <p>Model for development of other settlement houses (Lillian Wald, Henry Street Settlement)</p> <p>Volunteerism encouraged (Eleanor Roosevelt)</p> <p>Increase in community spirit</p> <p>Encouraged action in other reform areas (civil rights, woman’s suffrage, antiwar)</p>

**Eleanor Roosevelt**

*Key Ideas from Documents 4–6*

<b>Conditions Leading to Action</b>	<b>Impact of Action</b>
<p><b>Doc 4</b>—Poor conditions of slums New Deal programs favoring men Slaughtering of piglets by farmers Many women without jobs Few women in high government jobs</p> <p><b>Doc 5</b>—Toleration of racism in the United States Existence of “separate but equal” facilities Effects of segregation on African American population</p> <p><b>Doc 6</b>—America spared from World War II destruction America’s ability to assume the responsibility and financial cost of world leadership World interdependence United Nations debates on refugee crisis, Geneva Conventions, atomic energy, arms control, proposed United Nations peace force, creation of Israel, implementation of apartheid, demise of colonialism, women’s rights</p>	<p><b>Doc 4</b>—Brought nationwide publicity to issues she investigated (expanded the role of first lady) Publicized conditions of slums by touring Washington’s back alleys Fought for “forgotten woman” (New Deal programs geared towards men) Women’s division of Civil Works Administration (CWA) set up providing 100,000 jobs for women by end of 1933 Surplus food given to hungry after she intervened with administrator of Agricultural Adjustment Act (AAA) Brought her work to public attention by lecturing and writing articles Civilian Conservation Corps-type camp started for young jobless women Civics course given at New York Junior League Women appointed to high government jobs after she prodded her husband</p> <p><b>Doc 5</b>—Directives issued by War Department as result of relentless pressure on officials (designation of recreational areas by race forbidden; government-owned and -operated buses made available to every soldier regardless of race) Issuance of Executive Order 9981 by President Truman (ended segregation in armed forces in 1948)</p> <p><b>Doc 6</b>—Influenced creation of Universal Declaration of Human Rights in 1948 as chair of United Nations Human Rights Commission</p>

## Eleanor Roosevelt

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>Conditions Leading to Action</b>	<b>Impact of Action</b>
<p>Creation of new opportunities (promotion of New Deal agenda; racial injustice)</p> <p>Slow economic recovery from Great Depression despite New Deal</p> <p>During the Great Depression her travels increased awareness of suffering by those already oppressed (African Americans, women, workers)</p> <p>Expanded role of first lady as representative of president due to his disability</p> <p>Continuation of women’s struggle for equal rights and representation in government during New Deal and World War II</p> <p>Continuation of racial injustice despite 14th amendment (limited employment opportunities; continuation of Jim Crow; lack of equal opportunities in military)</p> <p>Increased emphasis on human rights during World War II (Four Freedoms; Atlantic Charter)</p>	<p>Led to campaign for congressional support for New Deal policies, “conscience of New Deal”</p> <p>Scope of New Deal enlarged</p> <p>Details about transformation of role of first lady (used White House as platform for public issues)</p> <p>More women appointed to important government positions (Frances Perkins)</p> <p>More African Americans appointed to advisory positions (Mary McCloud Bethune, Robert Weaver)</p> <p>Called attention to unfairness of discrimination (arranged for Marian Anderson to perform at Lincoln Memorial)</p> <p>Symbol of new role of women in world affairs/one of most influential women of the century</p> <p>Expanded communications from the White House with her regular newspaper column “My Day”</p> <p>Morale of troops abroad and workers at home raised when she visited as a representative of her husband</p> <p>Details about Universal Declaration of Human Rights</p>

**Thurgood Marshall**

*Key Ideas from Documents 7–9*

<b>Conditions Leading to Action</b>	<b>Impact of Action</b>
<p><b>Doc 7</b>—Existence of segregation, discrimination, and prejudice in education            Effects of segregated schools on African Americans (feelings of insecurity, self-hate, undermined ego, feelings of inferiority, warped outlook on life, effect on adult life)            Contribution of segregated schools to unwholesome development of personality of African Americans            Existence of color caste system in United States  <b>Doc 8</b>—Separation of students in school but not in everyday life (play in streets together, play on farms together, play ball together)            School segregation laws similar to Black Codes (14th amendment meant to end states’ power to enforce these and similar laws)            Descendants of formerly enslaved persons being kept as near to slavery as possible            Segregated railroad transportation</p>	<p><b>Doc 8</b>—Supreme Court heard arguments presented in <i>Brown v. Board of Education</i> case            Contribution of legal work to Supreme Court ruling that desegregation should proceed “with all deliberate speed” (unanimous ruling in <i>Brown v. Board of Education</i>)            Contribution of legal work to success of NAACP’s desegregation efforts (work with George E. C. Hayes and James M. Nabrit)  <b>Doc 9</b>—African American civil rights movement supported by Marshall            Individual rights for all supported as function of inviolable constitutional principle of protection for individuals            School desegregation, affirmative action, busing to integrate schools supported even across jurisdictional boundaries</p>

## Thurgood Marshall

### *Relevant Outside Information*

(This list is not all-inclusive.)

Conditions Leading to Action	Impact of Action
<p>Jim Crow laws mandating segregation throughout the South (“whites only” public facilities)</p> <p>Passage of state legislation restricting African American voting rights (grandfather clause, literacy test, poll tax)</p> <p>Narrowed scope of 14th and 15th amendments through judicial interpretation (<i>Civil Rights Cases</i> of 1883, <i>Plessy v. Ferguson</i>, 1896)</p> <p>Application of “separate but equal” doctrine to public education</p> <p>Continuation of racial inequality despite African American contributions during world wars (resurgence of Ku Klux Klan, racial violence, resistance to integration)</p> <p>Growth in assertiveness of civil rights movement after World War II (work of Eleanor Roosevelt, A. Philip Randolph, President Harry Truman)</p> <p>NAACP’s legal concern about education in Topeka, Kansas (African American children not allowed to attend schools in districts where they live, busing of African American children over long distances to African American schools, parents of African American children paying taxes for schools that children cannot attend)</p> <p>Details about experiences of Linda Brown</p>	<p>Details about <i>Brown v. Board of Education</i> decision</p> <p>Reaction of Southern states (massive resistance, noncompliance, closure of some public schools, white children transferring to private schools, Little Rock)</p> <p>Inspiration for civil rights action (Rosa Parks, Montgomery bus boycott, Martin Luther King Jr., sit-ins, Freedom Riders)</p> <p>Acceleration of school desegregation with Civil Rights Act of 1964</p> <p>Details about Supreme Court decision in <i>Heart of Atlanta Motel v. United States</i></p> <p>Increase in economic, political, social opportunities for African Americans</p> <p>Inspiration for civil rights activists (women, Native Americans, and LGBTQ)</p>

In American History, it is almost common to see individuals rise up and become leaders and heroes of the people. Though they are typically fighting for different things, at the end of the day, they are sacrificing their livelihoods to improve the lives of the Americans' around them. Two examples of heroes observed in American History would be Jane Addams and Thurgood Marshall. While their actions and intents were different, their impact is similar in the sense that it can be observed to this day.

Jane Addams was among the many women who dedicated their lives to Progressive reform. She was born in 1860 and died in 1935 and spent many of those years trying to improve the lives of the urban poor. One of her greatest achievements was the co-founding of the Hull-House. During the time period after the Civil War, American cities were facing severe crowding issues due to an explosion of industry, a shortage of housing, and a major influx of immigrants. These immigrants were often poor and exploited by landlords who rented small rooms to entire families in tenements. This led to extremely poor housing and working conditions as Jacob Riis' photographs demonstrated in How the Other Half Lives. (Document 1). Halsted Street in Chicago is one example of how terrible the conditions can truly become. It was a place teeming with garbage, dumps, and stockyards. It was difficult for mothers to keep their families healthy in crowded conditions surrounded by foul smelling decaying garbage. The Hull-House was a settlement house created with the intention to improve it's surroundings and the lives of the people who lived in the neighborhood. Hull-House social workers lobbied City Hall to keep Chicago cleaner and healthier. Other actions taken by Addams

and the Hull-House workers include, but are not limited to, establishing citizen preparation classes, initiating investigations that led to the first factory laws in Illinois, and very importantly, initiating investigations that led to the first model tenement codes (Documents 2a and 2b). Although elected officials such as New York State Governor Theodore Roosevelt were becoming more involved in tenement reform, the work of Addams inspired more women to become activists as hundreds of settlement houses were established in cities around the country. However, Addams' actions in particular impacted the social and economic conditions of Chicago and also impacted the future of America as a whole. Addams was part of a movement of reform that spread nationwide with the help of muckrakers, some of whom were women, and individuals such as Florence Kelley and Lillian Wald, who helped bring about better working and living conditions. Addams was a role model and an advocate for all women. Many women still did not have the right to vote or hold office in many states. She and others such as Carrie Chapman Catt worked hard to make the argument that women's traditional domestic responsibilities actually made their participation in public life more important. This was an argument that helped gain support for the 19th Amendment, passed shortly after WWI—a war she opposed as a leader of the Women's International League for Peace. Addams' Nobel Peace Prize highlighted the work she had done in the United States to improve people's lives and "nurture human potential" (Document 3).

Thurgood Marshall is another individual who had a great impact on America. Marshall was a man who was part of the civil rights movement that expanded after WWII. During this time period, African

American men and women were becoming impatient with the status quo. When Reconstruction ended, the “equal protection” guaranteed to African Americans seemed to also end with the passage of Jim Crow laws and the Supreme Court decision in *Plessy v. Ferguson*. While constitutional amendments made it seem as if African Americans had equal rights, they were still deprived due to the “separate but equal” policies that segregated many public areas into “white” and “colored”. One of the most negatively impactful examples of segregation was the segregation of schools. According to Marshall, the segregation of schools caused African American children to be ill-prepared for the real world because resources given to African American schools were inferior (Document 7). Perhaps even worse, segregating schools by race made African American children feel inferior to whites. This affected their personalities and some social scientists believed that the negative self-image African American children developed could last a lifetime. With Marshall and the NAACP combatting segregation and *Plessy v. Ferguson* in the *Brown v. Board of Education* case in the supreme court, it was hoped that a victory would promote racial equality in all aspects of American life. Marshall succeeded in convincing the Supreme court that school segregation was unconstitutional because it violated the 14th Amendment and was not what the US Constitution stood for (Doc 8). To many, Thurgood Marshall became the leading figure for the process of desegregation, which was to start with “all deliberate speed” (Document 8b). Many southern states disagreed with this decision and either refused or moved slowly to integrate their schools. President Eisenhower had to send federal troops to protect students in Little

Rock, and in the 1960s and 1970s controversial busing plans had to be made to create a racial balance in some schools. As the federal government demonstrated its support for desegregation and civil rights protests, more civil rights legislation was passed that furthered school desegregation, but to this day school desegregation has not yet been fully achieved. Marshall's defense of Linda Brown is one of the reasons public schools in America today are mixed with whites and all other races, as Marshall had not just fought for black lives but for all individuals (Document 9). It was a major step in the journey toward achieving a more equal America—a journey that is far from over. Similar to Addams, Marshall was a role model for African American children and the civil rights activists.

In conclusion, the actions of Jane Addams and Thurgood Marshall are immensely impactful. Actions taken by these two people and people like them are the reason America has improved. It was not terribly long ago that American cities were overcrowded and in poor condition, and African Americans were treated unequally. These Americans changed the role of government and the minds of Americans.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Jane Addams and for Thurgood Marshall
- Is more analytical than descriptive (*Addams*: spent many years trying to improve lives of urban poor; after Civil War American cities faced severe crowding due to an explosion of industry, a shortage of housing, and a major influx of immigrants; difficult for mothers to keep families healthy in crowded conditions surrounded by garbage; Hull-House created to improve lives of people who lived in neighborhood; role model and advocate for all women; *Marshall*: believed segregation of schools caused African American children to be ill-prepared for real world; with Marshall and NAACP combating segregation in *Brown v. Board of Education* the hope was that a victory would promote racial equality; succeeded in convincing Supreme Court that school segregation was unconstitutional because it violated 14th amendment; major step in journey toward achieving a more equal America—a journey far from over)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Addams*: Jacob Riis’s photographs in *How the Other Half Lives*; Hull-House social workers lobbied City Hall to keep Chicago cleaner and healthier; part of reform movement that spread nationwide with help of muckrakers and individuals such as Florence Kelley and Lillian Wald; she and others such as Carrie Chapman Catt worked hard to make argument that women’s traditional domestic responsibilities made participation in public life more important; helped gain support for 19th amendment; *Marshall*: when Reconstruction ended, equal protection guaranteed to African Americans seemed to also end with Jim Crow laws and *Plessy v. Ferguson*; “separate but equal” policies still segregated many public areas; many southern states refused or moved slowly to integrate schools; President Eisenhower sent federal troops to protect students in Little Rock; in 1960s and 1970s controversial busing plans were made to create racial balance; more civil rights legislation passed but school desegregation still not fully achieved)
- Richly supports the theme with many relevant facts, examples, and details (*Addams*: cofounded Hull-House; established citizenship preparation classes; initiated investigations that led to first factory laws in Illinois and first model tenement codes; opposed World War I as a leader of Women’s International League for Peace; *Marshall*: part of civil rights movement that expanded after World War II; to many he was a leading figure for process of desegregation which was to start with “all deliberate speed”; not only fought for black lives but for all individuals; role model for African American children and civil rights reform movement)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how leaders and heroes of the people typically fight for different things but sacrifice to improve the lives of Americans, and a conclusion that discusses how the actions taken by Jane Addams, Thurgood Marshall, and people like them changed the role of government and the minds of Americans

**Conclusion:** Overall, the response fits the criteria for Level 5. Historical details and analytic statements support document interpretation especially in the treatment of Jane Addams’s wide-ranging work. Thoughtful conclusions throughout the response reflect a good understanding of the significant impact Addams and Thurgood Marshall had on American society.

America was never a stranger to social problems or social inequality. Slavery and discriminatory policies were part of American history at one time or another. Despite these issues being difficult and complicated, some people attempted to use their knowledge and power towards reforming society and helping to end these problems. Two of these people were Eleanor Roosevelt and Thurgood Marshall, who were motivated to reform society.

Eleanor Roosevelt was the first lady to F.D.R., the president during the Great Depression and most of World War II. After the stock market crash, a long depression started. The American economy was in shambles, and many Americans were unemployed, starving, homeless, or all three at once. F.D.R. was elected to help end the depression. Because he used a wheel chair it was difficult for him to travel around the country so Eleanor traveled for him. She was able to see for herself how people were suffering and report back to F.D.R. His New Deal of "Relief, Recovery, and Reform" efforts helped many Americans but Eleanor realized more had to be done. As first lady, Eleanor Roosevelt discovered that she also had the personal power of persuasion at her disposal, and decided to use that to influence F.D.R. to do more to help American citizens. Just her presence in a neighborhood, city, or town brought issues to light and encouraged action. She helped to expose abysmal conditions of the Washington slums, similar to Jane Addams' exposure of conditions in Chicago tenements. She also was an advocate for women just like Jane Addams, who was also an advisor to F.D.R. The fact that many women were "forgotten" and left out of the New Deal programs did not seem fair because women had families to feed too (Doc 4). Roosevelt worked with Harry Hopkins to set up the women's division of the

CWA, providing 100,000 jobs for women by the end of 1933. She also made sure the C.C.C provided jobs for women, planting trees and fighting fires. Besides helping to expand New Deal opportunities for women, she convinced F.D.R. that more women should be appointed to government positions including the Cabinet. Frances Perkins would become the first woman to be a member of the President's cabinet (Doc 4). Roosevelt heavily advocated for fair treatment of African Americans. They had been discriminated against for a long time despite the 13th and 14th Amendments. During the depression they did not get as much help from the government as whites did. Eleanor worked hard to make sure that African Americans were able to get CCC and WPA jobs and more help from the New Deal. She wanted to end segregation in America, stating that racism could not be fought abroad while it was tolerated at home. "Separate but equal" kept the races apart in schools, on buses, and in the military, almost everywhere. African Americans had volunteered to fight in both world wars, but were not given the same opportunities. Eleanor put "relentless pressure" on the War Department to ban segregation in recreation areas and bus transportation. Her efforts led to F.D.R.'s successor, President Truman issuing Executive order 9981, ending segregation in the Military (Doc 5). Even though progress was made, segregation continued but would be addressed in the 1950s and 1960s by people who had in part been inspired by Eleanor's actions. Throughout her political career, Eleanor Roosevelt encouraged the United States to take action and advocate for rights of all humans, not just fellow Americans. After WWII, she helped to create the Universal Declaration of Human Rights, and advocated for Americans to accept their new role as a world leader, believing that America was spared from mass

destruction for this very reason (Doc 6a, 6b). Believing that returning to 1920s isolationism was not an option, she became a big supporter of the U.N. Just like Jane Addams, she was influential on both the national and world stage (Doc 3).

White southerners were not happy with Radical Republicans after the Civil War. Former slaveowners were angry about losing their property and way of life. Watching African Americans voting and becoming involved in state and local politics caused resentment. This is why when Military Reconstruction ended and troops left, Southern states often reverted to the Black Code days. Segregation was instituted as a new and preferred way of life throughout the South. Thurgood Marshall was a lawyer who spent most of his career advocating the end of racial segregation in America. In particular, Marshall was known for his work in helping to desegregate American public schools. Desegregating the military encouraged more racial equality, and Marshall believed that desegregating schools could do the same. More taxpayer money was spent on white schools, leaving African American students less prepared and with fewer chances for social mobility. Within one of his speeches, Marshall wrote that African American children who experience segregation in schools are filled with "...feelings of insecurity, self-hate, an undermined ego, feelings of inferiority and a warped outlook on life..." (Doc 7). From very early in his career, Marshall felt that segregation in schools was the leading cause of social insecurity for African Americans, and he worked to end those insecurities and inequalities. His ideology on the drawbacks of the American school system being segregated came to light in arguments during the *Brown v. Board of Education* case,

where he said “They can’t take race out of this case.” The Fourteenth Amendment was intended to deprive the states of using Black Codes to discriminate against African Americans, which school segregation laws did. George Hayes, James Nabrit, and Marshall worked together on the Brown case (Doc 8a, 8b), but Marshall’s impact on the case cannot be understated. It was ruled 9-0 in favor of Linda Brown and others who believed that states segregating schools were violating the 14th Amendment. Marshall drove the “NAACP Desegregation Special”... “with all deliberate speed” (Doc. 8b). Although some states believed the Supreme Court did not have the right to take away their traditional power to control education, desegregation happened but only a small number of African Americans initially attended desegregated schools. Violence and resistance slowed the progress of desegregation, but students such as the Little Rock Nine and many African American parents did not give up hope and fought back. Thurgood Marshall continued to impact the lives of African Americans and other minorities in decisions supporting busing and affirmative action as a justice on the Supreme Court. Similar to Eleanor Roosevelt, Marshall inspired others to address lingering segregation issues in the 1950s and 1960s. As an African American, he stood up to injustice for much of his life and as a result, others would be motivated to do the same at lunch counters, colleges, and in cities such as Birmingham.

Both Roosevelt and Marshall were motivated to try to solve America’s problems. Roosevelt today is seen as a legendary figure in terms of being a powerful woman, social justice advocate and human rights activist. Marshall is seen today as a very influential player in

the civil rights movement, responsible for making education more equal for all students.

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**Anchor Level 5-B**

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth for Eleanor Roosevelt and for Thurgood Marshall
- Is more analytical than descriptive (*Roosevelt*: helped expose conditions of Washington slums similar to Jane Addams in Chicago; expanded New Deal opportunities for women and convinced President Roosevelt more women should be appointed to government positions; stated racism could not be fought abroad while tolerated at home; advocated for Americans to accept role as a world leader after World War II; *Marshall*: segregated schools left African American students less prepared with fewer chances for social mobility; 14th amendment intended to deprive states of using Black Codes to discriminate against African Americans; impact on lives of African Americans and other minorities in supporting busing and affirmative action; inspired others to address lingering segregation issues in 1950s and 1960s)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Roosevelt*: traveled for president because wheelchair made it difficult for him to travel; Frances Perkins was first woman appointed to cabinet; during Depression African Americans did not get as much help from government as whites; “separate but equal” kept races apart in schools, on buses, and in military; African Americans volunteered to fight in both world wars but not given same opportunities as whites; even though progress was made segregation continued and was addressed in 1950s and 1960s by people inspired by her actions; believed return to isolationism not an option and became supporter of United Nations; *Marshall*: when Reconstruction ended Southern states often reverted to Black Code days; desegregating military encouraged more racial equality and desegregating schools could do same; ruling in *Brown* case 9–0 in favor of Linda Brown; some states believed Supreme Court had no right to take away traditional power to control education; only small number of African Americans initially attended desegregated schools; violence and resistance slowed progress of desegregation but students such as Little Rock Nine and many African American parents did not give up hope; motivated others to do the same at lunch counters and in cities such as Birmingham)
- Richly supports the theme with many relevant facts, examples, and details (*Roosevelt*: many women were forgotten and left out of New Deal programs; worked with Harry Hopkins to set up women’s division of Civil Works Administration providing 100,000 jobs for women; Truman’s Executive Order 9981 ended segregation in military; helped create Universal Declaration of Rights; *Marshall*: known for work in helping desegregate American public schools; ideology on drawbacks of segregated school system came to light in arguments during *Brown* case)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state Eleanor Roosevelt and Thurgood Marshall were motivated to reform society

**Conclusion:** Overall, the response fits the criteria for Level 5. Analytic statements concerning the African American experience are employed throughout, demonstrating the continuity of civil rights activism and the considerable impacts of the work of Eleanor Roosevelt and Thurgood Marshall. A critical appraisal of document information effectively supports conclusions that include comparative elements.

Individuals have the power to encourage change in a wide scale context, and alter commonly accepted beliefs or norms of society. There are countless examples of individuals speaking up and speaking out to propose a new way of thinking about important issues, but few more inspiring than Thurgood Marshall and Eleanor Roosevelt. Although segregation plagued both their lifetimes, the actions they took to address issues on a social and political level will be remembered.

Blacks went from slavery that began with their arrival in the 1600s to gaining their freedom, citizenship, and right to vote after the Civil War. However, by the early 1900s many southern blacks were still sharecropping and not voting because of poll taxes and literacy tests. In the 1950s America was still in a time of racism and racist laws had been put in place in southern states that required segregation of public areas. Even though blacks were United States citizens they were forced to be designated to their own spaces. Equality between the races was far out of sight especially after the Supreme Court decided that separating the races was constitutional. Segregation seemed like it would be permanent. Civil rights leader Booker T. Washington seemed to accept segregation while WEB DuBois wanted to fight it. Marshall argued in the Brown case that segregation was all about keeping blacks as close to slavery as possible. He had opposed segregation for a long time especially because it hurt school children. He said children of different skin colors would play together and then, "separate to go to school," then "come out of school and play ball together," (document 8a). Thurgood Marshall thought this was hurtful and did not seem to make sense. Some people

questioned its morality. Black people got the worse conditions consistently as they were forced to sit in the back of buses, use different bathrooms, and attend weaker, lower budget schools. This was cause for change and Thurgood Marshall thought that ending segregation in schools would be a good beginning.

Thurgood Marshall outwardly condemned school segregation in America as he believed discrimination held black children back from success. He was focused on bringing equality to those who lacked it, and "His every argument spoke to individual rights for all," (document 9). He was dedicated to bringing about change in the educational system, and through his work, he was able to successfully argue a Supreme Court case that expanded equality based on citizenship rights guaranteed to blacks. *Brown vs. Board of Education* was a turning point case that ultimately "ruled that school desegregation should proceed 'with all deliberate speed'", and this decision came about "unanimously," (document 8b). The decision was slow to be accepted in the South and even today there are schools that are segregated in both the North and the South because of where people of different races live. Integration was slow but thanks to Marshall's efforts, school segregation was declared unconstitutional, which was a major step in the direction of equality. His untiring work led to black and white students not only being able to play together but to go to school together as well.

Eleanor Roosevelt understood that equal rights for all races and genders was yet to occur. Since Seneca Falls in the early 1800s, women had been fighting for equal rights, but equality was still not guaranteed while she was first lady. During the Depression, she

worked with Harry Hopkins to make sure women were given CWA jobs. FDR appointed more women to jobs in the federal government because of her prodding, which helped to create a new way of thinking about women's abilities and was a step in the direction of equality. She lectured and wrote articles about the contributions of women during the war while America was enduring its second time fighting in a world war (WWII), and soldiers were abroad protecting the United States. America was socially/racially torn in that blacks didn't have the rights that they should have had. Roosevelt pointed out that "America could not fight racism abroad while tolerating it at home" (document 5). America was pouring out their energy into winning this war against racism abroad with the help of many African American troops who were fighting in segregated military units, while simultaneously ignoring racial and gender inequality right at home. Roosevelt pressured War Department officials to treat African Americans with more fairness and that influenced Truman to issue Executive Order 9981, ending segregation in the armed forces (document 5).

As part of her strong actions, Eleanor Roosevelt urged Americans to take on the role of world leader gracefully and with pride. The belief that the United States should remain isolationist was a reason membership in the League of Nations was rejected after WWI. FDR had worked hard to organize the United Nations after WWII. Eleanor Roosevelt felt it was important for America to join. She explained that "You cannot live for yourselves alone. You depend on the rest of the world, and the rest of the world depends on you" (document 6a). She used powerful language such as this to stress to Americans that they

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**Anchor Paper – Document-Based Essay—Level 4 – A**

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must stay involved with the world and share a vision for peace with other countries. It was important for America to stay connected to the world for humanitarian reasons—refugees, apartheid, and women's rights. Roosevelt stayed involved and "chaired the United Nations Human Rights commission" and worked to help create the "Universal Declaration of Human Rights" (document 6b). This brought a standard knowledge of the rights people deserve just by being citizens of the world.

In conclusion, through the outstanding effort and achievement of Thurgood Marshall and Eleanor Roosevelt, America was able to begin the road to equality for all. This struggle still persists, but their lasting achievements to better the world remain.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task for Thurgood Marshall and for Eleanor Roosevelt
- Is both descriptive and analytical (*Marshall*: even though blacks were United States citizens they were designated to their own spaces; argued that segregation was keeping blacks as close to slavery as possible; thought ending segregation in schools was a good beginning; believed discrimination held black children back from success; focused on bringing equality to those who lacked it and his every argument spoke to individual rights for all; dedicated to bringing change in educational system; *Roosevelt*: helped create new way of thinking about women; pointed out America could not fight racism abroad while tolerating it at home; pressured War Department officials to treat African Americans with fairness; stressed to Americans they must stay involved with world and share vision for peace with other countries; felt important for United States to join United Nations and stay connected to world for humanitarian reasons)
- Incorporates relevant information from documents 5, 6, 8, and 9
- Incorporates relevant outside information (*Marshall*: blacks went from slavery to gaining freedom, citizenship, and right to vote; by early 1900s many southern blacks still sharecropping and not voting because of poll taxes and literacy tests; Supreme Court decided separating races was constitutional; black people forced to sit in back of buses, use different bathrooms, and attend weaker, lower-budget schools; *Brown* decision slow to be accepted in South and even today schools segregated because of where people of different races live; thanks to his efforts school segregation declared unconstitutional; *Roosevelt*: since Seneca Falls in early 1800s women were fighting for equal rights; America pouring energy into winning World War II with help of African Americans fighting in segregated military units; belief that United States should remain isolationist was a reason membership in League of Nations rejected; President Roosevelt worked to organize United Nations after World War II; Universal Declaration of Human Rights brought standard knowledge of rights)
- Supports the theme with relevant facts, examples, and details (*Marshall*: said children of different colors would play together and then separate to go to school; successfully argued Supreme Court case that expanded equality based on citizenship rights; *Brown* ruled school desegregation should proceed “with all deliberate speed”; *Brown* decision unanimous; *Roosevelt*: during Depression she worked with Harry Hopkins to give women Civil Works Administration jobs; President Roosevelt appointed more women to jobs in federal government; lectured and wrote articles about contributions of women during war; Truman issued Executive Order 9981 ending segregation in armed forces; chaired United Nations Human Rights commission and helped create Universal Declaration of Human Rights)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how Thurgood Marshall and Eleanor Roosevelt encouraged change on a wide scale and altered commonly accepted beliefs and a conclusion that discusses how Marshall and Roosevelt began the road to equality for all

**Conclusion:** Overall, the response fits the criteria for Level 4. Thoughtful conclusions and good analytic statements are integrated throughout. Good relevant outside information supports document interpretation; however, at times that information could be more directly linked to the task.

How are social conditions developed, and changed for the better?

Throughout American history, different groups have faced the lack of privileges in social conditions, social status, and ability to succeed in different climates. Those who recognize problems such as gender, and class discrimination have taken initiatives and risen to take steps that would aid American progress. Jane Addams, co-founder of Hull House, during the end of the 19th century, and Eleanor Roosevelt, first lady to Franklin Roosevelt and activist, were two of these people. Overall, both Jane Addams and Eleanor Roosevelt worked to change the conditions of groups that faced disadvantages during their given time period.

Jane Addams worked to fight for better conditions for lower income communities within cities, through her settlement house movement. During the 1890s, the Gilded Age stressed Social Darwinism and laissez-faire. The rich believed they were successful because they deserved to be and the poor were just poor with little hope for social mobility. During this time the federal government did not take much responsibility to help people who were living in poverty. The growing disparity between the rich and the poor, was worsened by the large influx of immigrants from southern and eastern Europe who came for jobs available in urban factories. Since there was no minimum wage, workers were paid only what owners wanted to pay them. A small room in a tenement building was all that most immigrants could afford. Due to all of these conditions, "City Slums emerged where families lived in crowded, unsanitary housing." (Document 1). In fact, for many, due to the lack of proper garbage disposal, there was the possibility for "...a tenant house mother..." to "...see her children sicken and die...". These conditions and rampant overcrowding due to

the immigrant influx led to a buildup of grievances caused by these conditions. Driven by these conditions, Jane Addams started to aid the settlement house movement. By establishing Hull House, conditions in certain neighborhoods were improved, and programs were developed to help workers and immigrants. For example, Hull House “established a small incinerator” (Document 2) to aid proper, sanitary garbage disposal. Hull House also investigated contagious diseases such as tuberculosis, which easily spread in tenements, and infant mortality, which often affected families living in poverty. Investigations helped convince state and local governments that they had to do more to help people. As a result, tenement codes and child labor laws were passed. Because it was important for children to escape tenement living, according to Document 2b, public play grounds were also established. Citizen preparation classes for immigrants were also created. This settlement movement originated in Chicago and spread to communities across the U.S., where labor-rights and the Progressive movements were brewing and setting a precedent for change to come. These movements also demonstrated the many contributions of women who were part of the first wave of feminism.

Eleanor Roosevelt worked to provide more rights for women and to establish human rights. During the 1930s and 40s, in the aftermath of obtaining women’s suffrage in 1920, another women’s rights/feminism movement was slowly taking shape. During WWI, women had taken jobs to replace men who had gone to war, and women were slowly but surely gaining more respect in society. However, it was expected they would leave the workplace when veterans returned home. Although more assertive during the 1920s and having earned the right to vote, women were still not considered by many to be equal.

to men. Roosevelt would use her influence and “voice” and become a spokesperson for their interests. In the aftermath of the Great Depression, both men and women needed help. President Franklin Roosevelt (her husband) instituted the New Deal Programs during his first 100 days in office. The federal government became more directly involved in helping people unlike during the earlier depressions, during the mostly laissez-faire Gilded Age. Touring Washington D.C., Roosevelt exposed the “conditions of the slums” and saw people who were hungry and could be fed with government food. (Document 4). While the New Deal Programs certainly aided those affected by the Depression, Roosevelt learned the jobs were often geared towards men. Therefore, due to her commitment to gender equality, Roosevelt “fought for the ‘forgotten’ woman”, effectively securing “CWA jobs for 100,000 women” and convincing FDR to “appoint women to high government jobs.” Women and men working together in government positions would mean women’s concerns would more likely be heard when developing policy. While “naïve about many aspects of the racial problem” (Document 5), Roosevelt additionally fought against “separate but equal,” in the military which was the beginning of a civil rights movement that would fight racism and in turn help inspire a women’s rights movement in the 1960s. Eleanor Roosevelt encouraged women to be independent and outspoken, setting the stage for a “second wave of feminism”.

Overall, through Jane Addams settlement house work, and Eleanor Roosevelt’s social justice work, the cause of each movement was advanced. Movements for change arose, and the lives of many were improved. It is important to recognize changes that have happened in

the past, so that the work to positively change the future, can be successful in changing the world for the better.

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**Anchor Level 4-B**

**The response:**

- Develops all aspects of the task for Jane Addams and for Eleanor Roosevelt
- Is both descriptive and analytical (*Addams*: the rich believed they were successful because they deserved to be; poor had little hope for social mobility; poor conditions and rampant overcrowding due to immigrant influx; Hull-House investigated contagious diseases which easily spread in tenements, and infant mortality; investigations convinced state and local governments they had to do more to help people; *Roosevelt*: used influence and voice and became spokesperson for women’s interests; in aftermath of Great Depression both men and women needed help; due to commitment to gender equality she fought for forgotten woman; women and men working together in government positions would mean women’s concerns more likely heard when developing policy)
- Incorporates relevant information from documents 1, 2, 4, and 5
- Incorporates relevant outside information (*Addams*: during Gilded Age federal government did not take much responsibility to help people living in poverty; growing disparity between rich and poor worsened by large influx of immigrants from southern and eastern Europe; no minimum wage so workers were paid only what owners wanted to pay; small room in tenement building was all most immigrants could afford; settlement movement spread across United States where labor rights and Progressive movements were setting precedent for change; contributions of women who were part of first wave of feminism; *Roosevelt*: during World War I women took jobs to replace men; although more assertive during 1920s women still not considered by many to be equal to men; federal government became more directly involved in helping people unlike in earlier depressions during laissez-faire Gilded Age; fought against “separate but equal” in military which was the beginning of civil rights movement that in turn inspired women’s rights movement in 1960s; encouraged women to be independent and outspoken setting stage for second wave of feminism)
- Supports the theme with relevant facts, examples, and details (*Addams*: cofounded Hull-House to fight for better conditions for lower income communities; lack of proper garbage disposal; Hull-House improved conditions for workers and immigrants; Hull-House established small incinerator; tenement codes and child labor laws passed; public playgrounds established; citizen preparation classes created; *Roosevelt*: first lady to President Franklin D. Roosevelt; worked to establish human rights; toured Washington DC to expose conditions of slums and saw hungry people who could be fed with government food; New Deal jobs often geared towards men; secured Civil Works Administration jobs for 100,000 women and convinced President Roosevelt to appoint women to high government jobs)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss how both Jane Addams and Eleanor Roosevelt took initiatives and steps to aid American progress

**Conclusion:** Overall, the response fits the criteria for Level 4. Analytic statements support the connection of Jane Addams and Eleanor Roosevelt to first- and second-wave feminism. Good comparative economic concepts are referenced but would have benefited from additional facts and details.

The segregation of schools caused black students to feel inferior. Thurgood Marshall sought to fix this condition by filing a law suit through the NAACP to challenge school segregation in topeka Kansas, which he helped win. Jane addams recognized the absence of a social safety net, and sought to provide that for immigrants and others at her settlement house. Both Marshall and Addams identified conditions of injustice and attempted to reform american society to be more equitable.

Segregation in the South was part of a large set of unjust laws known as "jim crow." These laws kept the races apart in hospitals, movie theaters, and schools. Other laws passed by states often barred black persons from voting through poll taxes and literacy tests. Laws also limited social mobility through housing discrimination that kept neighborhoods and communities segregated. The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments could not guarantee racial equality. (R.O.I) The specific condition that Marshall thought was the most important for gaining racial equality was ending segregation in public schools that got worse after the Supreme Court ruled that "separate but equal" was constitutional. He recognized that segregated schools can cause "the negro to have feelings of insecurity, and self hatred, and undermine his ego..." (Doc 7). These feelings were caused by segregation because the message was that blacks were inferior to whites goes back to the history of slavery in the South. The schools blacks attended were often not as good as white schools. Since communities did not spend as much money on the schools where blacks were assigned blacks often did not have the same opportunities as whites. Although teachers and parents did their best for these

children the situation had an impact on individuals ability to succeed. Thus, he guided the law suit on behalf of Linda Brown filed against the topeka board of education in Kansas, to allow black and white students to attend the same schools. The Supreme Court unanimously voted for his 14<sup>th</sup> Amendment argument in the brown v.s board decision (Doc 8b). While not immediately well enforced, thurgoods actions helped bring about conditions that promoted social equality for young african american children and all children who were "being denied access to the best schools" (Doc 9). This decision led to other changes. Some whites who disagreed with the brown decision sent their children to private schools and some moved to the suburbs. This meant many schools remained segregated for decades. The brown decision did not end all segregation in America but it gave leaders such as Martin Luther King Jr. hope and made them confident that greater changes were possible. Peaceful nonviolent protests such as the March on Washington would lead to the Civil Rights Act of 1964 and Great Society programs.

The world Jane Adams was responding to was different. Industrialization after the Civil war, and an influx of southern and eastern european immigrants left many people working long hours for little pay in booming urban factories. Wealthy business executives and real estate developers and property owners had almost no requirements or regulations, such as fire or building codes to consider. The factory owners such as those who owned the Triangle Factory in New York, denied rights to their workers and did not pay them a decent wage. The owners of crowded unsanitary tenement buildings did not seem to care about disease or sanitation (Doc 1).

Specifically, many immigrants had no health care, were treated badly by nativists, and their children had little access to education. Working long hours with their families or in sweatshops left children little time to think about school (Doc 1). The immigrants experience in a city such as Chicago was culturally difficult with everyday being a struggle to overcome an unwelcoming discriminating America. To help fix these terrible conditions, Jane Adams, who urged respect for all cultures, co-founded Hull-House. A settlement house was a place that gave immigrants access to college courses, playgrounds, and reading instruction. Hull House residents investigated tenement and factory conditions and helped create Progressive state and local codes to improve safety and the treatment of workers and children. Hull House also helped immigrants become American citizens (Doc 2b). All these services and projects helped provide immigrants with a safety net that had been nonexistent. Since America's founding, the poor and struggling immigrants were mostly left on their own to figure out how to survive. In Jane Addams they had an advocate who could help them through tough times which would give them a chance for success. Like Marshall, Adams contributed to making American society fairer to all people, not just those of privilege.

In short, Thurgood Marshall fought to give black students a fair education, and Jane Adams fought to give immigrants a better chance to get ahead. Their efforts, resulted in landmark legislation, and Supreme Court decisions that still affect America today.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task for Thurgood Marshall and for Jane Addams
- Is both descriptive and analytical (*Marshall*: segregation of schools caused black students to feel inferior; segregation in South part of Jim Crow laws; recognized segregated schools can cause African Americans to have feelings of insecurity and self-hatred; actions helped bring about conditions that promoted social equality for all children being denied access to best schools; *Addams*: recognized absence of social safety net and sought to provide one for immigrants and others at her settlement house; owners of crowded unsanitary tenements did not seem to care about disease or sanitation; working long hours with their families or in sweatshops left children little time for school; immigrants' experience was difficult with everyday struggle to overcome an unwelcoming America)
- Incorporates relevant information from documents 1, 2, 7, and 8
- Incorporates relevant outside information (*Marshall*: Jim Crow laws kept races apart in hospitals, movie theaters, and schools; poll taxes and literacy tests often barred blacks from voting; 13th, 14th, and 15th amendments could not guarantee racial equality; segregation in public schools worse after Supreme Court ruled "separate but equal" constitutional; message that blacks inferior goes back to history of slavery in South; some whites who disagreed with *Brown* decision sent children to private schools and some moved to suburbs so many schools remained segregated; *Brown* decision did not end all segregation but gave leaders such as Martin Luther King Jr. hope and confidence that greater changes possible; peaceful nonviolent protests such as March on Washington would lead to Civil Rights Act of 1964 and Great Society programs; *Addams*: industrialization after Civil War and influx of southern and eastern European immigrants left many working long hours for little pay; wealthy business executives, real estate developers, and property owners had almost no requirements or regulations such as fire or building codes; Triangle Shirtwaist Factory owners in New York denied rights to workers and did not pay decent wage; many immigrants treated badly by nativists; since America's founding poor and struggling immigrants were mostly left on their own)
- Supports the theme with relevant facts, examples, and details (*Marshall*: filed a lawsuit to challenge school segregation in Topeka, Kansas; wanted to end segregation in public schools; unanimous vote on 14th amendment argument in *Brown* case; *Addams*: many immigrants had no health care and little access to education; cofounded Hull-House; settlement house gave immigrants access to college courses, playgrounds, and reading instruction, and helped immigrants become citizens; Hull-House residents investigated tenement and factory conditions;)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how both Thurgood Marshall and Jane Addams identified conditions of injustice and attempted to reform society and a conclusion that states the efforts of Marshall and Addams still affect America today

**Conclusion:** Overall, the response fits the criteria for Level 4. Good relevant outside information is employed to support document interpretation, especially in the treatment of Thurgood Marshall's work. Analytic statements surrounding the immigrant experience are integrated in the discussion of Jane Addams but would have benefited from additional supporting facts and details.

Throughout American history, many historical figures have taken action to address social and political issues facing the country. Two significant individuals are Jane Addams and Thurgood Marshall. Both individuals have had a positive impact on the U.S. and American society.

During the Post-civil War, the Industrial Revolution, and into the Progressive Era, many immigrants traveled to the United States seeking job opportunities and found terrible living conditions. They were often poor and were taken advantage of as soon as they arrived. Landlords rented large immigrant families barely livable single rooms and they were paid barely livable wages. At the same time, although amendments were passed to protect African American rights after the civil war, many were still treated poorly. In the late 1800s and 1900s, discrimination against Blacks seemed to increase through the violence of the KKK, limitations of voting (poll taxes, literacy tests, grand father clause, etc.), and an increase in Jim Crow segregation policies. However, individuals in America recognized that injustices had to be addressed and began movements to help those who were oppressed. Jane Addams was a very significant person during the age of industrialization and progressive era. As waves of southern and eastern European immigrants came to America, many worked at low-paying dangerous jobs such as the meat-packing companies in Chicago that Upton Sinclair wrote about. They generally lived in overcrowded urban cities in buildings that were often unsafe and unclean – an entirely different life than they had been used to in rural areas of Europe. Overcrowding easily spread diseases such as measles and doctors were expensive and hard to find in their

neighborhoods. In addition, these immigrants were often treated as outcasts, because they were different from earlier immigrants from northern and western Europe. Because they didn't speak English it was difficult for them to gain citizenship. Jane Addams believed it was important to respect all cultures and treat people with kindness. She was able to help out by helping to create Hull House. Addams had a garbage burner installed and taught immigrants how to keep their apartments clean. Investigations into sanitation problems were also done by Hull House (Document 2). There were few schools in the neighborhood and since children were sent to work in factories, going to school was not always possible. (Document 1). This document demonstrates how the standard of living in urban areas was low and getting worse at the same time the Industrial Revolution was creating millionaires living in big mansions in the city. When Jane Addams helped create Hull House, she was able to improve conditions in Chicago. Hull House "Established first citizenship preparation classes in the United States...Initiated investigations for the first time in Chicago for truancy and factory conditions that led to the creation of the first factory laws in Illinois" that would protect children and their parents. (Document 2b). It is evident that Jane Addams' Hull House was working towards helping those in need, especially immigrants. Addams' work encouraged Progressives in other cities to help immigrants and others.

Thurgood Marshall is best known for his work on the Supreme Court case *Brown v. Board of Education*. In this case, Marshall believed that segregation in schools was a violation of the 14<sup>th</sup> amendment and rights of African Americans. Many segregation

Laws were an effect of a previous supreme court case known as Plessy v. Furgerson. This court case made the decision that “separate but equal” was constitutional. This led to an increase in segregation laws in the south (Jim Crow Laws) that separated whites and blacks in most public places. Marshall fought this case in the Supreme Court and described how segregation influenced children such as Linda Brown negatively. Document 7 states, “social scientists have dealt with the whole problem of segregation, discrimination, and prejudice but cannot say that segregated schools alone make a child feel inferior... However, schools are the most important connection children have to the world. What happens in school stays with children a long time” (Document 7). In addition, Document 8a says, “the Fourteenth Amendment was intended to deprive the states of power to enforce Black Codes or anything else like that” (Document 8a). In this quote, Thurgood explains how the Jim Crow laws go against African Americans’ 14<sup>th</sup> amendment rights because African Americans weren’t treated equally under the law. Eventually, Thurgood helped win the court case and the Supreme Court ruled that desegregation in schools must happen “with all deliberate speed”. However, Central High School and the Little Rock 9 became a large issue and was one of the schools that didn’t obey the Supreme Court order. President Eisenhower was able to use federal troops in order to allow African Americans to go to school and show federal power to enforce desegregation. Overall, Thurgood Marshall impacted the U.S. politically and socially by laying out a stepping stone for the civil rights movement and establishing more equality under the law.

In conclusion, Jane Addams and Thurgood Marshall were both able

to change society for the better. Both of them were able to create changes that allowed immigrants and African Americans to improve their lives.

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**Anchor Level 3-A**

**The response:**

- Develops all aspects of the task with some depth for Jane Addams and for Thurgood Marshall
- Is more descriptive than analytical (*Addams*: believed it was important to respect all cultures; taught immigrants how to keep apartments clean; since children were sent to work in factories going to school was not always possible; first factory laws in Illinois that would protect children and parents; *Marshall*: believed segregation in schools was a violation of 14th amendment; decision in *Plessy v. Ferguson* led to increase in segregation laws such as Jim Crow laws that separated whites and blacks in most public places; social scientists cannot say segregation alone can make a child feel inferior; schools are most important connection children have to world; what happens in schools stays with children a long time; stepping stone for civil rights movement and more equality under the law)
- Incorporates some relevant information from documents 1, 2, 7, and 8
- Incorporates relevant outside information (*Addams*: large immigrant families rented barely livable single rooms and were paid barely livable wages; southern and eastern European immigrants came to America and many worked in dangerous jobs such as meatpacking in Chicago that Upton Sinclair wrote about; diseases such as measles spread easily and doctors were expensive and hard to find; immigrants often treated as outcasts because they were different from earlier immigrants; standard of living in urban areas was getting worse at the same time the Industrial Revolution was creating millionaires in big mansions; *Marshall*: in late 1800s and 1900s discrimination against blacks seemed to increase through violence of Ku Klux Klan, limitations on voting; Supreme Court case *Plessy v. Ferguson* made “separate but equal” constitutional; described how segregation influenced children such as Linda Brown negatively; Central High School one of schools that did not obey Supreme Court order; President Eisenhower used federal troops to allow African Americans to go to school and showed federal power to enforce desegregation)
- Includes some relevant facts, examples, and details (*Addams*: immigrants generally lived in overcrowded urban cities; helped create Hull-House and had a garbage burner installed; Hull-House established first citizenship preparation classes in United States and initiated investigations for first time in Chicago for truancy and factory conditions; *Marshall*: best known for work on Supreme Court case *Brown v. Board of Education*; Court ruled that desegregation in schools must happen with “all deliberate speed”)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states both Jane Addams and Thurgood Marshall were able to create change that allowed immigrants and African Americans to improve their lives

**Conclusion:** Overall, the response fits the criteria for Level 3. Document information supported by relevant outside history strengthens the discussion of Jane Addams. However, the discussion of Thurgood Marshall’s actions and impact is more document driven and less developed.

People sometimes like to take matters into their own hands to address issues facing their nation. In the United States many individuals throughout history have taken actions to address political, economic, and social issues facing the nation. These actions often have impact on society and the United States as a whole. Two individuals mentioned in the historical context who have brought about change are Eleanor Roosevelt and Thurgood Marshall. Roosevelt's involvement in women's rights and Civil rights greatly impacted American society. Thurgood Marshall helped create better conditions for African Americans in American society.

Eleanor Roosevelt was the nation's first lady during two national crises – a great depression and a world war. She was greatly involved in bettering women's rights and Civil rights because she knew she could make a difference. She knew she had power just by being the wife of the President. As a result she revealed the poor conditions in the city slums so people would take notice instead of remaining a "prisoner" in the White House. Roosevelt would visit places that had terrible conditions or would investigate an important issue and then she was able to increase publicity and create an awareness of the problem nationwide. Besides touring Washington's back alleys to publicize the conditions of the slums she realized that New Deal programs were geared toward men so she fought for the "forgotten woman." Roosevelt found out about an issue and would then take action by either working with her husband or Harry Hopkins. She helped create a women's division of the Civil Works Administration, which helped give thousands of jobs to women (Document 4). She also understood that "the separate but equal" facilities for African Americans legalized by the Supreme Court were unfair and impaired

their lives. As she traveled around the country she learned more about the problems faced by African Americans. When the United States declared war, many African Americans volunteered to serve in World War II just like whites. However, they fought in separate units and were segregated throughout the armed forces. Eleanor Roosevelt thought tolerating racism at home was wrong so she succeeded in getting "...the inssuance of the two directives that forbade the designation of recreational areas by race and made government-owned and -operated buses available to every soldier regardless of race." Roosevelt helped desegregate a small segment of society and supported civil rights leaders who were trying to go further. American society started to become less segregated because of Eleanor Roosevelt's action. Truman's Executive Order 9981 went farther than what Eleanor Roosevelt achieved. It would take until the 1960s for civil rights to become a real national priority with other presidents going further in their support for civil rights. Laws were passed which finally ended "separate but equal". It was a step by step process. Eleanor Roosevelt's support for the work of the United Nations was an extension of her interest in civil rights in that she believed it was important that the United States join with other nations and participate in the debate over apartheid, refugees, and women's rights.

Thurgood Marshall was involved in the Civil Rights Movement, specifically the desegregation of schools. He agreed with Eleanor Roosevelt that African Americans were negatively effected by segregation. According to document 7, "segregated schools...are of major concern to the individual of public school age and contributes greatly to the unwholesomeness and unhappy development of the personality of Negroes which the color caste system in the United

States produced..." Marshall felt that young children who are discriminated against because of segregation can feel bad about themselves throughout their lives. This could effect how they learn and their attitudes about going to school. It might eventually even cause negative feelings toward their white friends who they played with outside of school (Document 8a). In other words, separation based on color could severely damage African American's mental well being. Marshall wanted to desegregate schools and hopefully make African American's more equal to whites. He helped argue the case of *Brown v. Board of Education* in which the supreme court desegregated schools (Document 8b). Although the "NAACP's desegregation Special" looks like it is going fast, desegregation did not actually happen that way. It happened slowly because schools, mostly in the South, were opposed to it and took their time to obey the court's decision (document 8b). Integration of African American and white students can only happen if the population of the town or city where the school is located is integrated. This is not always the case. As stated in document 9, Marshall's "support of busing to integrate, even across jurisdictional boundaries, was based on the need to protect the rights of individual children who were being denied access to the best schools." Marshall wanted children to have equal and also the best education. He knew children were the future and wanted them to get the best opportunities possible. Thurgood Marshall helped better the lives of African Americans and protected individual rights for all.

Individuals have the power to make great change in society. Poor conditions and issues in society often lead individual's to take action. Their actions can impact the United States and society.

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**Anchor Paper – Document-Based Essay—Level 3 – B**

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*Eleanor Roosevelt and Thurgood Marshall were examples of people who helped change society for the better. Individuals like them helped American society become what it is today.*

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

- Develops all aspects of the task with some depth for Eleanor Roosevelt and for Thurgood Marshall
- Is more descriptive than analytical (*Roosevelt*: visited places with terrible conditions to increase publicity and create awareness of problem nationwide; fought for “forgotten woman” as New Deal programs were geared toward men; thought tolerating racism at home was wrong; helped desegregate a small segment of society; Truman’s Executive Order 9981 went further than her achievements; support for work of United Nations was an extension of her interest in civil rights; believed it was important that United States to join with other nations and participate in debate over apartheid, refugees, and women’s rights; *Marshall*: agreed that segregated schools contributed greatly to unwholesomeness and unhappy development of personality of African Americans; separation based on color could severely damage mental well-being of African Americans; wanted to desegregate schools and hopefully make African Americans more equal to whites; needed to protect rights of individual children denied access to best schools; knew children were the future and wanted them to get best opportunities)
- Incorporates some relevant information from documents 4, 5, 6, 7, and 8
- Incorporates limited relevant outside information (*Roosevelt*: nation’s first lady during national crises of Great Depression and a world war; understood “separate but equal” facilities for African Americans legalized by Supreme Court were unfair and impaired lives; when United States declared war patriotic African Americans volunteered to serve in World War II; African Americans fought in separate units and were segregated throughout armed forces; supported civil rights leaders trying to go further; would take until 1960s for civil rights to become a national priority with other presidents going further in support for civil rights; laws finally ended “separate but equal”; *Marshall*: believed segregation could affect how African Americans learn and their attitudes about going to school; felt segregation might eventually cause negative feelings toward white friends they played with outside of school)
- Includes some relevant facts, examples, and details (*Roosevelt*: toured Washington’s back alleys; worked with husband or Harry Hopkins; helped create a women’s division of Civil Works Administration which helped give thousands of jobs to women; directives issued forbidding designation of recreational areas by race and made government-owned and -operated buses available to every soldier regardless of race; *Marshall*: helped argue *Brown v. Board of Education* case; supported busing to integrate schools even across jurisdictional boundaries)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that summarize changes brought about by Eleanor Roosevelt and Thurgood Marshall to make society better

**Conclusion:** Overall, the response fits the criteria for Level 3. Documents frame the discussion of Eleanor Roosevelt and Thurgood Marshall. The analytic statements included in the discussion of each individual’s impact would have benefited from further development.

Throughout history, unfair conditions have been improved by the courage and persistence of individuals. Two of America's most treasured and impactful leaders of such positive change were Jane Addams and Thurgood Marshall. Jane Addams saw the issues of the urban housing and working conditions of the Industrial Age, and worked tirelessly to improve them. Additionally, Thurgood Marshall became one of the key members in the Civil Rights Movement and influenced the desegregation of schools and promotion of equality amongst the races. Ultimately, it was the persistent advocacy and labor of these two individuals that resulted in progress in their respective areas.

With the turn of the 19<sup>th</sup> century came a continued rise in industry and population, mirrored closely by the rise in unsafe housing and working conditions. After the Civil War, the Industrial Revolution and an influx of immigrants from southern & eastern Europe caused severe population increases in urban areas. Not knowing how to speak English and not having anyone to help them made many immigrant families desperate. Run-down buildings and few social services created a stressful situation for them. Such realities contributed to the growing anxiety about living conditions as "city slums emerged where families lived in crowded, unsanitary housing" (Document 1). Many older long time city residents also became concerned and started to leave the cities, fearing for their safety. Furthermore, the conditions grew worse and Jane Addams began to pioneer for a solution by co-founding the Hull House. Addams Hull House Movement promoted safer and more sanitary living conditions, and advocated tenement reforms like making

apartments have windows, improving lighting in hallways and requiring fire escapes and indoor plumbing. The Hull House began to improve conditions in Chicago specifically by implementing a garbage disposal system (Document 2a). Although such an addition may seem inconsequential, it had a rather large effect. Usually, if the garbage was not properly disposed of, the children of the tenement could easily fall sick and die (Document 2a). But by avoiding such causes, the result was often avoided. Ultimately, Jane Addam's work reached its success as she started a conversation about adequate living conditions and began investigations that would help the people living in tenements and working in factories. Conversations and investigations led to tenement codes and the beginning of factory inspections by Hull House resident Florence Kelley. Immigrant families and children working long hours would stand a better chance of being safer and healthier. (Document 2b).

Similarly, Thurgood Marshall greatly improved the lives of African Americans through his work as a lawyer and as Supreme Court Justice during the Civil Rights Movement. Marshall observed that "Children at a very early age are affected by and respond to discrimination and prejudices by developing feelings of insecurity and possibly failure. (Document 7). Such observations fueled Marshall's work to help the process of desegregating schools. Additionally, Marshall noticed that the children that state governments were keeping segregated, because of the Plessy v. Ferguson decision that "separate but equal" schools were legal, were friends anyway, thus proving that such segregation was unnecessary (Document 8a). In arguing for Brown v. Board of

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

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Education, Marshall helped to change U.S History and greatly progressed the civil rights movement by calling for the immediate desegregation of schools "with all deliberate speed". This idea shaped a more democratic public education system where African American students would have more opportunities to succeed. In the 1960s when voting rights were finally guaranteed, the United States became more democratic.

The United States was built upon, and has been sustained by the ideals of bravery and progress exhibited by individuals such as Jane Addams and Thurgood Marshall. Their work shaped the future of American Society.

### Anchor Level 3-C

#### The response:

- Develops all aspects of the task with some depth for Jane Addams and for Thurgood Marshall
- Is more descriptive than analytical (*Addams*: Hull-House promoted safer and more sanitary living conditions; if garbage not properly disposed of children could easily fall sick and die; began investigations to help people living in tenements and working in factories; immigrant families working long hours stood better chance of being safer and healthier; *Marshall*: influenced desegregation of schools and promotion of equality; observed that children were affected by discrimination and developed feelings of insecurity; noticed that segregated children were friends proving segregation unnecessary; *Brown* decision shaped a more democratic public education system where African American students had more opportunities)
- Incorporates some relevant information from documents 1, 2, 7, and 8
- Incorporates relevant outside information (*Addams*: continued rise in industry and population mirrored closely by rise in unsafe housing and working conditions; after Civil War the Industrial Revolution and influx of immigrants from southern and eastern Europe caused severe population increase in urban areas; many immigrant families desperate because they did not speak English and had no one to help them; many long-time city residents became concerned and started to leave cities fearing for safety; tenement reforms like making apartments have windows, improving lighting in hallways, and requiring fire escapes and indoor plumbing; *Marshall*: greatly improved lives of African Americans through work as lawyer and Supreme Court justice during civil rights movement; in 1960s voting rights finally guaranteed)
- Includes some relevant facts, examples, and details (*Addams*: emergence of city slums where families lived in crowded, unsanitary housing; cofounded Hull-House; Hull-House movement advocated tenement reforms; Hull-House began to improve conditions in Chicago by implementing a garbage disposal system; beginning of factory inspections by Hull-House resident Florence Kelley; *Marshall*: helped process of desegregating schools; presented arguments in Supreme Court case *Brown v. Board of Education*)
- Demonstrates a satisfactory plan of organization; includes an introduction that summarizes the work of Jane Addams and Thurgood Marshall and a conclusion that states Jane Addams and Thurgood Marshall worked to shape the future of American society

**Conclusion:** Overall, the response fits the criteria for Level 3. Document information frames the discussion and is supported by relevant outside information but in limited depth. Several statements, especially in the treatment of the impact of Thurgood Marshall's actions, would have been strengthened by further development and the addition of more supporting details.

Often times in history, when there is a problem in society, individuals who are passionate about this issue and are willing to do something about it cause social political or economic change that not only effect the American society of their time period but American society for future generations to come. Some of those people include but are not limited to Jane Adams and Elenor Roosevelt.

Jane Adams, famous for cofounding the Hull House and many other projects, lived in a time period in which poor living conditions for the working class was a social normality “families lived in crowded unsanitary housing Health care was non existant; disease was rampant. There were few schools, and children were sent to work in factories” (Document 1). In other words the living conditions of the working class for this time period was almost inhumane. As an outsider looking in, Addams saw these conditions and thus ignited her ambition to shift this normality with reform. Addams then proceeded to not only advocate for the working class but establish many things to improve the conditions an example of this is her involvement in the founding of Hull House which was the “nation’s first settlement house and one of the earliest community-based nonforprofits.” (Doc. 3) Addams not only worked on providing adequate housing to the working class but she also “worked to end child labor, support unions and workers rights” (Document, 3) amongst other things. Their efforts in conjunction with her drive helped establish some of the housing rules and regulations we have today in conjunction with many other regulations that protect our rights and have become normalities in the United States today.

A second women who passionate enough to enforce change was

Eleanor Roosevelt. Roosevelt was the wife to a president who was head of an America where there were “young jobless women” (4) and racism amongst many other issues. These societal issues caused Roosevelt to utilize her power as first lady to bring about change and aid in whatever way she can. One way she was successful in doing so was with the aid of Harry Hopkins establishing the CWA and “providing ...CWA jobs for 100,000 women.” Roosevelt’s fight didn’t stop there. She made many public speeches trying to convey her passion and thoughts on subjects in American society in hopes to inspire others to do the same. She also became an advocate for universal human rights insisting that “America could not fight racism abroad while tolerating it at home” (Doc 5). Her fight for universal human rights resulted in government-owned busses being available to any soldier regardless of race amongst other things.

Both Eleanor Roosevelt and Jane Addams felt moved by the societal issues of their time to fight for change and in doing so, created many of the societal normalities of our society today.

## Anchor Level 2-A

### The response:

- Develops all aspects of the task in little depth for Jane Addams and for Eleanor Roosevelt
- Is primarily descriptive (*Addams*: lived in a time period when poor living conditions for the working class were a social normality; living conditions of working class for this time period almost inhumane; advocated for working class and established many things to improve conditions; efforts and her drive helped established some of the housing rules and regulations we have today that protect our rights and have become standard; *Roosevelt*: utilized her power as first lady to bring about change; made many public speeches trying to convey her passion and thoughts hoping to inspire others; became an advocate for universal human rights insisting racism could not be fought abroad while it was tolerated at home)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Addams*: cofounded Hull-House; families lived in crowded unsanitary housing; health care nonexistent and disease rampant; few schools and children sent to work in factories; Hull-House nation's first settlement house and one of earliest community-based nonprofits; worked to end child labor and support unions and workers' rights; *Roosevelt*: young, jobless women and racism; established Civil Works Administration with help of Harry Hopkins providing jobs for 100,000 women; government-owned buses available to any soldier regardless of race)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state the actions of Jane Addams and Eleanor Roosevelt caused changes that affected future generations

**Conclusion:** Overall, the response fits the criteria for Level 2. Interpretation of document information leads to basic but accurate conclusions that demonstrate a fundamental knowledge of the work of Jane Addams and Eleanor Roosevelt. A few analytic statements are scattered throughout the response but lack of outside information and/or additional supporting facts and details from the documents detracts from their effectiveness.

In the United States history, several individuals have taken action to address political, economic, and social issues faced by the country. Their actions have had major impacts on American society and the United States as a whole. Two of these individuals are Jane Addams and Thurgood Marshall.

In the late 19<sup>th</sup> century, Jane Addams identified a major issue in American cities, people were poor and living in unsanitary and unsafe homes. She soon began work to reform this issue through settlement homes, and assigning people safe and sufficient homes. The major reason for her doing this was because "City slums emerged where families lived in crowded, unsanitary housing" (Document 1) Addams did not think these were sufficient living conditions especially for young children, and therefore worked to make a change. She worked to provide better homes and safer areas for people to live in. She wanted to help and her work, in the end, impacted many people and the American society as a whole. For example they, "Established first citizenship preparation classes in the United States." (Document 2b) These Hull-Houses she created for people helped change numerous lives in very positive ways. Many people were able to thrive and lived more successful lives now. Overall, people were now able to live much safer and successful lives.

Thurgood Marshall is another individual who found an issue in society and fought to change it. Marshall found an issue in the education system, schools were segregated which meant that some children (whites) were provided with more opportunities than others (African Americans). In his time as a Supreme Court Judge, Marshall fought for desegregated schools and equality of all children. He felt

that the segregation of schools impacted the children negatively, “give the Negro feelings of insecurity, self-hate, undermine his ego, make him feel inferior...” (Document 7) Marshall felt it was wrong for children to have to experience this kind of segregation and fought against it. In his life, Marshall made major impacts and improvements to fix this social issue, “The scope of Marshall’s achievements in American law, however, was wider than the black American civil rights movements” (Document 9) From this, it is clear that Marshall had a major impact on American society and was able to desegregate schools because he believed in the rights of every American citizen, and everyone had the right to equal opportunities.

Overall, both Addams and Marshall fought to amend social issues and, in the end, had major impacts on society in their time, and still today. Throughout American history, there have been numerous people who fought for changes and to fix many issues facing the country and there will continue to be many more who will have major impacts like Addams and Marshall.

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## Anchor Level 2-B

### The response:

- Develops all aspects of the task in little depth for Jane Addams and for Thurgood Marshall
- Is primarily descriptive (*Addams*: in late 19th century people were poor and living in unsanitary and unsafe homes; used settlement houses to assign people safe and sufficient homes; worked to provide better homes and safer areas for people to live in; her work helped people to thrive and lead more successful lives; *Marshall*: segregated schools meant some children (whites) were provided with more opportunities than others (African Americans); felt segregation of schools impacted children negatively giving African Americans feelings of insecurity and making them feel inferior; scope of achievements wider than civil rights movement; believed in rights of every American citizen and that everyone had right to equal opportunities); includes faulty application (*Marshall*: desegregated schools)
- Incorporates limited relevant information from documents 1, 2, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Addams*: city slums emerged where families lived in crowded unsanitary housing; Hull-House established the first citizenship preparation classes in United States; *Marshall*: as a Supreme Court judge he fought for desegregated schools and equality for all children)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Most of the response focuses on a basic interpretation of document information that addresses all aspects of the task, although the impact of both Addams's and Marshall's actions is limited to general statements. While an awareness of relevant information is evident, its application is weak and lacks supporting facts and details.

Throughout history there have been many individuals who have taken action to address political, economic and social issues their nation is facing. Eleanor Roosevelt fought for human rights, especially for African Americans and women. Thurgood Marshall fought for desegregation. Both Eleanor Roosevelt and Thurgood Marshall believed that we should fight for equal rights and representation. They have both taken action to address social issues that America was facing.

Eleanor Roosevelt helped women obtain jobs. When Theodore Roosevelt launched the New Deal his objective was to get people working again so that they could support themselves. During the Great Depression, many people were fired, women were fired first because they weren't considered the major source of income. When Roosevelt became president he created the New Deal which helped the jobless. The deals were geared to men and Eleanor Roosevelt realized that, so she fought for women. "...set up the women's division of Civil Works Administration, providing, by the end of 1933, CWA jobs for 100,000 women." (Text 4) Additionally, she fought for the rights of all people believing that they should be equal. She believed that, "...America could not fight racism abroad while tolerating it at home..." (text 5) To support her argument she chaired the United Nations Human Rights commission which led to the Universal Declaration of Human Rights. (text 6b) Eleanor Roosevelt worked hard to achieve equality by exposing the truth behind it. She was able to help women gain admission into the workforce, as well as African American desegregation.

In the fight to end segregation in society Thurgood Marshall

fought to end segregation in schools. He wanted to protect the right of individual children who were being denied access to the best schools. (text 9). Additionally, he supported Brown in the court case Brown v. Board of Education. During the court case, it was argued that students no matter the race should have the same education in the same schools. Eventually, the supreme court voted for desegregation. (text 8b). The court case fought and made it clear that we do not stand for this in our constitution. Thurgood Marshall had worked towards desegregation in schools and it was accomplished that. He impacted the way people viewed one another. They were now equal and given the same rights we could now start to help to stop racism in other countries because us ourselves have started to end it. Thurgood Marshall fought for equal schooling which was achieved.

Eleanor Roosevelt and Thurgood Marshall worked to gain civil rights for society. They fought and stood up for what they believed in. They took action and impacted society in a way no one else had done before. Furthermore, they impacted society and other societies in hopes to change them. They brought about change.

## Anchor Level 2-C

### The response:

- Minimally develops all aspects of the task for Eleanor Roosevelt and for Thurgood Marshall
- Is primarily descriptive (*Roosevelt*: realized New Deal programs geared towards men so she fought for women; believed America could not fight racism abroad while tolerating it at home; able to help women gain admission into workforce as well as African American desegregation; *Marshall*: fought to end segregation in schools; wanted to protect rights of individual children denied access to best schools; *Brown* case made it clear that Constitution does not support segregation; we could start to help end racism in other countries as we had started to end it ourselves)
- Incorporates limited relevant information from documents 4, 5, 6, 8, and 9
- Presents little relevant outside information (*Roosevelt*: objective of New Deal to get people working again so they could support themselves; during Great Depression many people were fired; women fired first because not considered a major source of income)
- Includes few relevant facts, examples, and details (*Roosevelt*: helped women obtain jobs; helped set up women's division of Civil Works Administration providing jobs to 100,000 women by the end of 1933; chaired United Nations Human Rights Commission which led to Universal Declaration of Human Rights; *Marshall*: supported Brown in court case *Brown v. Board of Education*); includes an inaccuracy (*Roosevelt*: Theodore Roosevelt launched the New Deal)
- Demonstrates a general plan of organization; includes an introduction that states Eleanor Roosevelt fought for human rights and Thurgood Marshall fought for desegregation and a conclusion that states both Roosevelt and Marshall fought for and stood up for what they believed in

**Conclusion:** Overall, the response fits the criteria for Level 2. Brief explanations of document information, document quotations, a few statements of outside information, and generalizations demonstrate a somewhat limited understanding of the task. Although a few analytic statements are included, they are somewhat repetitive and not developed.

Throughout United States history, individuals have taken actions to address political, economic, and social issues facing the nation. They have had an impact in the United States and American society. Two of the individuals that stood out was Jane Addams and Thurgood Marshall. Both of these figures have strongly believed that conditions in America have not met their standards. It was their duty to exchange the poor conditions to a better revised situation.

Jane Addams accomplished many things and became one of the nation's most effective reform leaders. She became very powerful in a positive way and used her power to good use. In Document 3, it states "cofounded Hull House, the nation's first settlement house in Chicago. She worked to end child labor, support unions and worker's rights, protect free speech and civil rights." The impact would be spreading peace around America.

Thurgood Marshall was a powerful advocate for opposition of segregated schools. He believed that because children of all races play together, go down the road together they shouldn't be denied access to great schools. In Document 9, it states "his support of busing to integrate schools, even across jurisdictional boundaries, was based on the need to protect the rights of individual children who were being denied access to great schools.

In conclusion, these two individuals sparked great impact of American and its people. Without them they wouldn't have been able to expand the positivity of America.

## Anchor Level 1-A

### **The response:**

- Minimally addresses most aspects of the task for Jane Addams and for Thurgood Marshall
- Is descriptive (*Addams*: became very powerful in a positive way and put her power to good use; worked to end child labor, support unions and workers' rights, and protect free speech and civil rights; spread peace around America; *Marshall*: powerful advocate for opposition to segregated schools; believed because children of all races play together and go down the road together they should not be denied access to great schools; needed to protect rights of individual children who were being denied access to great schools)
- Includes minimal information from documents 3, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Addams*: cofounded Hull-House, nation's first settlement house in Chicago; *Marshall*: supported busing to integrate schools even across jurisdictional boundaries)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state Addams and Marshall felt it was their duty to change poor conditions so things would be better

**Conclusion:** Overall, the response fits the criteria for Level 1. The impact of Marshall's action is not clearly addressed and only a general statement refers to the impact of Addams's action. However, a few document quotations and relevant information demonstrate a basic understanding of the task.

Throughout American history, individuals have taken actions to address issues upon the nation. These issues include political, economic, and social. These individuals such as Eleanor Roosevelt and Thurgood Marshall have impacted greatly to the United States due to their leadership.

Eleanor Roosevelt's actions have influenced American society. According to Doc. 5, the conditions that led ER to take action was the fact that "segregation itself impaired the lives of the negro population". The impact of ER's actions on the U.S is found evident in Doc. 6b, where she took to advance the cause of universal human rights by chairing the United Nations Human Rights Commission.

Thurgood Marshall's actions have impacted the U.S. The conditions that led Thurgood to take action is the effects that segregated schools had on African-Americans, found in Doc. 7. The impact he had was supporting individual rights for all. One example can be his support of busing, found in Doc. 9.

Although the United States has faced political, economic, and social issues, individuals such as Eleanor Roosevelt and Thurgood Marshall have taken actions which have had impact on American society. Therefore, these leaders have had great effects upon addressing the issues on the nation.

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## Anchor Level 1-B

### The response:

- Minimally addresses some aspects of the task for Eleanor Roosevelt and for Thurgood Marshall
- Is descriptive (*Roosevelt*: took action because segregation impaired lives of African American population; advanced the cause of universal human rights; *Marshall*: segregated schools affected African Americans; supported individual rights for all)
- Includes minimal information from documents 5, 6, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Roosevelt*: chaired United Nations Human Rights Commission; *Marshall*: supported busing)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. Basic isolated summaries of document information are the focus of the response. Although parts of the task are addressed, the development is simplistic and lacks any details.

As seen in U.S history, it takes strong individuals to create change in society. The United States has been home to numerous deserving individuals. Women such as Jane Addams and Eleanor Roosevelt had stepped up to make a difference and fight for what was right. These influential figures impacted America deeply which brings us to believe that America might be different today without them.

Though the industrialization of the Gilded Age brought great economic growth to America society, it also resulted in many problems. Overcrowded cities due to an influx of European immigration, industrialization, and urbanization is just one effect of the Gilded Age. Immigrants often lived with others who had come from the same region in ethnic neighborhoods, such as Little Italy and Little Poland in cities such as Chicago. Racial discrimination was common during this time period as well as urban poverty that was demonstrated by terrible living conditions. Jane Addams was one of the original settlement house movement founders who focused on reform through social justice as well as fighting against racial discrimination as one of the founders of the NAACP (Doc 1). As a result of her work the quality of life for people in the neighborhood around Hull-House improved greatly. In the Chicago Hull-House, "a small incinerator (garbage burner)" (Doc 2a) was established which helped with the terrible stench from the garbage dumps. Moreover, the residents of Hull-House performed investigations for the first time to find solutions to problems faced by tenement residents such as the spread of illnesses like "typhoid fever". A solution might mean that children would not sicken and die. (Doc 2a). Children's reading programs would help them adapt to American culture and learn

English (Doc 2b). Addams became one of the country's most effective reform leaders. Her impact went further than just cleaning up the streets. In fact, she worked to protect and expand democracy by campaigning for women's suffrage. She gave hundreds of speeches on social justice topics that made her value free speech and work hard to protect it. The civil liberties of all were important to her – men, women, workers, children, African Americans, and immigrants. She supported respect for all people no matter what their ethnic, racial, or economic background. Addams moved society to a better place and encouraged other women to fight for justice. Other women who fought for justice such as Eleanor Roosevelt, were often compared to Addams, as she also was one of the first well-known and effective leaders.

Despite the passage of tenement and sanitation codes in cities such as Chicago (Doc 2b), the terrible conditions of the 19<sup>th</sup> century slums continued into the 20<sup>th</sup> century. Conditions were actually getting worse in some cities because of the depression that began after the stock market crashed. Eleanor Roosevelt like Jane Addams was concerned about the living conditions of the poor. Early in her husband's first term, Eleanor Roosevelt reinvented herself and the job of first lady. She became a reform leader that many Americans came to know and respect. She toured back alleys in Washington DC to "publicize the conditions of these slums" (Doc 4). She also toured the nation to publicize the harsh living conditions faced by families as they struggled to get by during the Depression. The suffering she saw was a dire issue that required more attention. New Deal programs helped people but not enough. She believed the government could do more. She helped "start a CCC – type camp for young jobless women"

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**Document-Based Essay—Practice Paper – A**

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(Doc 4). This initiative during the Great Depression that included women would hopefully lead to other programs offering help for women. In addition to helping remove barriers for women and others, Roosevelt saw the distinction of America as its own nation and as a world power. During World War II, America was fighting a war against nations that did not respect the natural rights of its citizens. For example, Germany was overcome by Nazi rule. The Nazis had exterminated around 6 million people because of their religious and cultural beliefs. America, who was against these horrors, still incorporated a "seperate but equal" system for African Americans. Roosevelt, increasingly bothered by this contradictory situation urged government officials to issue two directives that forbade racial segregation in recreational areas and on buses for soldiers (Doc 5). Later, she became a Chairman of the United Nations Human Rights Commission (Doc 6b) and continued her journey on making the world a safer and more anti-discriminatory place by helping to create the Universal Declaration of Human Rights (Doc 6b).

Without women like Jane Addams or Eleanor Roosevelt, America would not have progressed as far. The slums could still be insanely overcrowded and the nation could still be segregated. These women effectively impacted society and definitely influenced future reform leaders.

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Individual freedoms are cherished in many parts of the world, not simply in the United States. Political, economic, and social issues often create the need for reform within society. There are notable figures in United States history whose actions have led to improved living standards and better futures for many individuals. Jane Addams and Thurgood Marshall were pioneers in the quest for better conditions and more equality. They had a vision for what the United States should stand for.

The Industrial Revolution paved the way for technological advancement and new systems for organizing businesses such as vertical and horizontal consolidation. Monopolies decreased competition and led to big profits for men like John D. Rockefeller. At the same time, new job opportunities for unskilled workers led to the migration of many immigrants from southern and eastern Europe to cities such as Chicago. Hoping for a better life, many “new” immigrants often found a more difficult life in tenements on streets such as Halstead. Realizing that immigrants needed help understanding how to assimilate and how to deal with “crowded, unsanitary housing” where “disease was rampant” (Document 1), Jane Addams helped to establish a settlement house in the Halstead neighborhood. Struggling families could go there to stay healthy, learn English, and take citizenship classes (Document 2). Through Addams’ leadership, social and economic problems that significantly reduced the quality of life were researched and addressed. Jane Addams was able to see problems such as illiteracy, racial discrimination, and child labor, and rise from the grittiness and bring new ideas and solutions to the table; what a difference it would

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**Document-Based Essay—Practice Paper – B**

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make if all of these injustices and unfortunate situations could be resolved? Hull-house volunteers helped children and adults learn to read and speak English. Addams encouraged racial equality in her work with the NAACP, and worked with other reformers, such as Florence Kelley, to publicize sweat shop conditions and abusive child labor practices. Some of the first factory laws protecting women and children were passed by Illinois state legislators after being lobbied by the social workers at Hull-house. With Addams co-founding of Hull-house and the hard-won reforms (immigrant aid, sanitation, disease control) that came from her work, she was able to “promote conditions that nurtured human potential and therefore, she believed, the spread of peace” (Document 3). This mindset bled into her strong support for neutrality before WWI, rather than our involvement in a war that would lead to the deaths of many young people. Not only did she advocate for peace and better living and working conditions that each person, as a human being, deserves, but she also was a driving factor in the fight for women’s rights and, specifically, women’s right to vote. Women had to be able to support issues that were important to their families. Addams’ life work influenced reform advocates such as Eleanor Roosevelt during and after her time, as her dedication and accomplishments helped to transform society.

Thurgood Marshall also worked with the NAACP to help African Americans achieve equality. He utilized the law and the court system to oppose racist attitudes and segregation laws. Since the end of the 19th century, segregation, especially in the South, was, unfortunately, a constant occurrence of everyday life. Even in schools, places where children learn and develop, there was separation in

accordance to race. He compared school segregation laws to the Black Codes which southern states passed after the Civil War to keep African Americans "in their place." African American children who were segregated saw and experienced the feeling of not being as good as whites every day, bringing them "feelings of insecurity, self-hate," and a sense of "organized society" that would "determine the type[s] of adult[s] [they] will become" (Document 7). This was a major argument within Marshall's reasoning; it would be difficult to create a functioning, healthy society if future generations of African Americans are so negatively affected by what is ultimately racial prejudice. If children of different races can play together outside of school they could certainly be in classrooms learning together. Marshall's arguments helped the Supreme Court reach a unanimous verdict in the "Brown v Board" decision that school segregation violated the 14th Amendment. This meant that eventually maybe all Jim Crow laws might be found unconstitutional. This decision helped to encourage acts of civil disobedience by Rosa Parks and Martin Luther King Jr. which led to a larger civil rights movement. Eventually, Marshall became the first African American Justice on the U.S. Supreme Court, where "Justice Marshall also cast his opinions as statements of individual rights, not simply as class action for all black people." "Equal footing" for blacks and whites would mean more equality for all. This meant support for affirmative action programs that would help African Americans catch up after many years of discrimination. These programs became controversial because some thought they discriminated against whites. The resentment whites felt about this sometimes affected their attitudes towards African

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**Document-Based Essay—Practice Paper – B**

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Americans (Document 9). Although Thurgood Marshall's legal actions were sometimes controversial, they resulted in the beginning of school desegregation which has still not been completely achieved. Although de facto segregation exists in schools throughout the country, Marshall's work helped spread tolerance throughout many areas of every day life, hopefully helping to build a society where things such as racism are not tolerated.

Today, there are still reforms that need to be considered. Many individuals and groups still advocate for better conditions for the poor not only here, but in other countries as well. Individuals such as Jane Addams and Thurgood Marshall helped build the foundation that would improve society in the long-run.

People are remembered for their impact. Individual accomplishments and comparisons are often made. As an example, Eleanor Roosevelt and Thurgood Marshall both have helped pave the road to greater equality.

Before Eleanor Roosevelt, most first ladies viewed their role as traditional just the way many married women have throughout our history. Because of personal and national circumstances she expanded the role of first lady. Eleanor Roosevelt was very different. She seemed to be everywhere at once because FDR's disability did not allow him to be. It was important for her to examine and publicize issues, discuss them with him, and then get him to act. She became a strong supporter of women, the hungry, the homeless, African Americans, and the jobless (Doc. 4). The Great Depression occurred after the roaring 20s party life and left many people hopeless and wanting a new president with new ideas. She helped her husband win his election and while her husband worked on the New Deal, she decided she wanted to make life better for people who lived in Washington slums and who were victims of the Depression. Rather than killing pigs as part of the AAA program she wanted them to be used to feed people who had no food. She believed her husband's New Deal should help men and women equally. She "prodded" FDR to do the right thing and convinced him to expand his economic programs. As a result the New Deal became more inclusive and helped more people. She promoted civil rights by understanding "that the fact of segregation itself impaired the lives of the Negro population", (Doc. 5). Wherever "separate but equal" was, it was not equal. Her focus on equality prompted President Harry S. Truman to end segregation in the armed forces

after World War II, (Doc. 5) and this led to African American veterans joining organizations such as Thurgood Marshall's NAACP to push for further equality. Her actions sparked even more opportunities for peace by helping the American people embrace the role of world leadership through United States membership in the United Nations. Her reasoning was "that America had been "spared for a purpose" from the war's destruction and help them understand the implications if the United States didn't take up the role. Another country could become tyrannical in leading countries on important issues such as atomic energy and arms control (Doc. 6a). Eleanor Roosevelt's actions inspired other first ladies such as Hillary Clinton and Michelle Obama to become activists for causes they believed in.

Thurgood Marshall also knew that segregation was wrong and pondered about how it could be ended. Social scientists had seen the effects of discrimination and prejudice first hand and concluded that the negative attitudes experienced by school children might be taken into adulthood with harmful effects. It seemed that if African American and white children in the South could spend their time playing together outside of school without incident they could go to the same schools without incident. Early on, segregation in schools often caused insecurity and sometimes self-hate in African American children. (Doc. 7). Similar to the caste system in India, African Americans had almost no hope of switching "castes" because the caste one was born in, was the one they were stuck in for life. This was in part because of spending years in segregated schools. Jim Crow laws were a list of rules segregating African Americans and making their lives tough. There were segregated drinking fountains and

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**Document-Based Essay—Practice Paper – C**

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beaches, segregated buses, restaurants, and towns. According to Marshall, the fourteenth Amendment was written to go legally against this sentiment (Doc. 8a). To combat racism Thurgood Marshall had to work legal magic. If one couldn't sway the unemphathetic people in Congress maybe the courts would work. The *Brown v. Board of Education* Supreme Court Case resulted in a unanimous verdict for civil rights. Mr. Marshall's tireless work on this court case payed off as seen in the 1955 political cartoon. It depicts Thurgood Marshall as the conductor of "NAACP's Desegregation Special" train alluding to school desegregation happening with all diliberate speed," (Doc. 8b). As a result many other people both African American and white would join together and continue the fight for equality and the end to all Jim Crow laws.

Eleanor Roosevelt and Thurgood Marshall will be remembered for their actions and the changes they created in the world. Today they continue to inspire leaders and their message of the possibility of a brighter future still remains a goal.

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**Document-Based Essay—Practice Paper – D**

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During American history, different leaders have taken different approaches to face the economic, political, and social issues facing the nation at hand. Their actions have changed United States history. Two of these leaders include Jane Addams and Eleanor Roosevelt.

Jane Addams was a key leader to this movement because of the things she did. (Doc 3) Addams had cofounded the Hull House which helped improve conditions in Chicago. (Doc 2b) It had established the first public playground in Chicago and established first college extension courses in Chicago.

Eleanor Roosevelt had also been a key leader in this movement. According to Document 4, she had toured back alleys to publicize the conditions of the slums in hopes of someone recognize how bad the conditions were and that someone would do something about it. She also insisted that America could not fight racism abroad while they were also tolerating it at home. She had relentless pressure on war department officials for the issuance of the two directives that forbade the designation of recreational areas by race. This shows how she was not tolerating racism in American while America was trying to fight it somewhere else in the world.

So as you can see, segregation and racism would soon be coming to an end because of the movement held by these powerful leaders.

Sometimes in history, people may not realize just how influential their actions and statements really are. Throughout the Progressive Era (major time for social, economic and political reforms) Jane Addams and Eleanor Roosevelt made major contributions to society, and many of which, are still relevant today.

A woman like Jane Addams (known for the Hull House) was around during the height of the Progressive Era. During this era we saw “an influx in immigrants” which (with other factors) directly led to the creation of settlement houses (Doc 1). Her Hull House provided Chicago with many firsts (all of which made a major impact on society) including, “first public playground in Chicago” and, “Initiated investigations that led to creation of first model tenement code.” (Doc 2b) All of which would have her go down as one of the most influential women. Additionally, Jane Addams also served on many boards advocating on civil rights and liberties, and, even rumored to run for president. (Doc 3)

Eleanor Roosevelt is another prime example of someone who led the action to significant social reformation. Roosevelt urged Americans to assume world leadership because we depend on the world, and the rest of the world depends on us. (Doc 6c) She also fought hard to end discrimination in the military because, the military has had discrimination in it since the Civil War. (Doc 5) She also was head of the UN Human Rights Commission and helped create the Universal Declaration of Human Rights. She wanted her voice to be heard, and she, (along with Jane Addams) went down in history as one of the most influential women in the world.

It doesn't matter if you're male, female, black, white, red, brown, crippled, or yellow, you can influence the nation for the better. If you

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**Document-Based Essay—Practice Paper – E**

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stand for what you believe in, much like what these two brave women did, you can change it. Always remember, a little goes a long way.

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

- Develops all aspects of the task with some depth for Jane Addams and for Eleanor Roosevelt
- Is more descriptive than analytical (*Addams*: focused on reform through social justice as well as fighting against racial discrimination; helped improve quality of life for people in neighborhood around Hull-House; Hull-House residents performed investigations to find solutions to problems faced by tenement residents; worked to protect and expand democracy by campaigning for woman’s suffrage; valued free speech and worked hard to protect it; supported respect for all no matter their ethnic, racial, or economic background; *Roosevelt*: despite passage of tenement and sanitation codes terrible conditions of 19th century slums continued into 20th century; early in husband’s first term she reinvented job of first lady; toured nation to publicize harsh living conditions faced by families during Depression; New Deal programs helped people but she believed government could do more; hoped initiatives during Great Depression would lead to other programs offering help for women; helped remove barriers for women and others; saw distinction of America as its own nation and a world power; bothered that America was fighting against horrors of Nazi Germany but still incorporated “separate but equal”)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*Addams*: industrialization of Gilded Age brought great economic growth to American society but also resulted in problems such as overcrowded cities due to influx of European immigration; immigrants often lived with others from same region in ethnic neighborhoods such as Little Italy and Little Poland; reading programs for children to help them adapt to American culture and learn English; *Roosevelt*: often compared to Addams in fight for justice; conditions in some cities worse because of Depression that began after stock market crashed; during World War II America fighting against nations who did not respect natural rights of citizens; Germany overcome by Nazi rule; Nazis exterminated around six million people because of religious and cultural beliefs)
- Includes some relevant facts, examples, and details (*Addams*: one of founders of settlement house movement and NAACP; small incinerator established at Hull-House helped with terrible stench from garbage dump; gave hundreds of speeches on social justice topics; *Roosevelt*: toured back alleys in Washington DC to publicize conditions of slums; helped start Civilian Conservation Corps-type camp for young jobless women; urged government officials to issue two directives that forbade racial segregation in recreational areas and on buses for soldiers; chaired United Nations Human Rights Commission; helped create Universal Declaration of Human Rights)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses how both Jane Addams and Eleanor Roosevelt stepped up to make a difference and fight for what they believed was right and a conclusion that states both Addams and Roosevelt influenced future reform leaders

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates a good understanding of the linkage between the work of Jane Addams and Eleanor Roosevelt. Analytic statements lead to some thoughtful conclusions, but a lack of further development weakens their effectiveness.

## Practice Paper B—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Jane Addams and for Thurgood Marshall
- Is more analytical than descriptive (*Addams*: Industrial Revolution paved way for technological advancement; realized immigrants needed help understanding how to assimilate; able to see problems and bring new solutions to table; encouraged racial equality in work with NAACP and worked with Florence Kelly to publicize sweatshop conditions and abusive child labor practices; advocated for peace; driving factor in fight for women’s rights, specifically right to vote; influenced reform advocates such as Eleanor Roosevelt; *Marshall*: segregated African American children experienced feeling of not being as good as whites; believed it was difficult to create functioning, healthy society if future generations of African Americans are negatively affected by racial prejudice; according to *Brown* decision school segregation violated 14th amendment; legal actions resulted in beginning of school desegregation which is still not completely achieved)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Addams*: Industrial Revolution paved way for vertical and horizontal consolidation; monopolies decreased competition and led to big profits for men like John D. Rockefeller; new job opportunities for unskilled workers led to migration of many immigrants from southern and eastern Europe; some of first factory laws protecting women and children passed by Illinois state legislators; supported neutrality before World War I rather than involvement in a war that would lead to many deaths; believed women had to be able to support issues important to their families; *Marshall*: compared school segregation laws to Black Codes passed after Civil War; *Brown* decision meant maybe all Jim Crow laws might be found unconstitutional; *Brown* decision helped encourage acts of civil disobedience by Rosa Parks and Martin Luther King Jr. which led to larger civil rights movement; affirmative action programs controversial because some thought they discriminated against whites which sometimes affected attitudes toward African Americans; although de facto segregation exists in schools throughout country Marshall’s work helped spread tolerance throughout everyday life)
- Richly supports the theme with many relevant facts, examples, and details (*Addams*: helped to establish a settlement house in Chicago; struggling families could go to settlement house to stay healthy, learn English, and take citizenship classes; cofounded Hull-House; *Marshall*: utilized law and court system to oppose racist attitudes and segregation laws; cast opinions as statements of individual rights not simply as a class action for all African Americans; worked with NAACP to help African Americans achieve equality; separation in schools in accordance with race)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss the impact of the work of Jane Addams and Thurgood Marshall

**Conclusion:** Overall, the response fits the criteria for Level 5. Substantive historical details are used to establish an economic context for the discussion of Jane Addams’s work. The treatment of the impact of Thurgood Marshall’s actions demonstrates a good understanding of the diverse impact his work had on American society.

## Practice Paper C—Score Level 4

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Eleanor Roosevelt more thoroughly than Thurgood Marshall
- Is both descriptive and analytical (*Roosevelt*: expanded role of first lady because of personal and national circumstances; wanted to make life better for people living in Washington slums and victims of Depression; rather than killing pigs as part of Agricultural Adjustment Administration program she wanted them to be used to feed people; believed New Deal should help men and women equally; understood “separate but equal” not equal; helped Americans embrace role of world leadership and understand implications if United States did not take role; *Marshall*: social scientists saw effects of discrimination and prejudice first hand and concluded negative attitudes experienced by school children might be taken into adulthood with harmful effects; seemed that if African Americans and white children in South could play together outside of school then they could go to same schools without incident; early on segregation in schools often caused insecurity and sometimes self-hate in African American children; 14th amendment written to legally go against segregation; to combat racism he had to work legal magic since un-empathetic people in Congress could not be swayed)
- Incorporates relevant information from documents 4, 5, 6, 7, and 8
- Incorporates relevant outside information (*Roosevelt*: before her most first ladies viewed role as traditional; seemed to be everywhere as President Roosevelt’s disability did not allow him to be; important for her to examine and publicize issues, discuss them with President Roosevelt, and get him to act; Great Depression occurred after Roaring Twenties and left many people wanting new president with new ideas; helped her husband win his election; convinced President Roosevelt to expand economic programs and as a result New Deal was more inclusive; African American veterans joined organizations such as Marshall’s NAACP; inspired other first ladies such as Hillary Clinton and Michelle Obama to become activists; *Marshall*: similar to caste system in India, African Americans had almost no hope of switching castes because the caste one is born in one is stuck in; Jim Crow laws list of rules segregating African Americans and making their lives tough; segregated drinking fountains, beaches, buses, restaurants, and towns; both African Americans and whites would join together and fight for equality and an end to all Jim Crow laws)
- Supports the theme with relevant facts, examples, and details (*Roosevelt*: strong supporter of women, the hungry, homeless, jobless, and African Americans; Truman ended segregation in armed forces after World War II; United States joined United Nations; *Marshall*: decision in *Brown v. Board of Education* resulted in unanimous verdict for civil rights; school desegregation to happen with “all deliberate speed”)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how Eleanor Roosevelt and Thurgood Marshall helped pave the road to equality and a conclusion that states Roosevelt and Marshall continue to inspire leaders with their message for a brighter future

**Conclusion:** Overall, the response fits the criteria for Level 4. Good relevant outside information is employed for the discussion of both Eleanor Roosevelt and Thurgood Marshall. The information included for Roosevelt effectively demonstrates her nontraditional approach to her role as first lady. Analytic statements would have benefited from additional facts and details, especially in the treatment of Marshall.

## Practice Paper D—Score Level 1

### The response:

- Minimally addresses some aspects of the task for Jane Addams and for Eleanor Roosevelt
- Is descriptive (*Addams*: Hull-House helped improve conditions in Chicago; *Roosevelt*: toured back alleys to publicize conditions of slums in hopes someone would recognize how bad conditions were and do something about them; insisted America could not fight racism abroad while they were also tolerating it at home; put relentless pressure on War Department to forbid designation of recreational areas by race)
- Includes minimal information from documents 2, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Addams*: cofounded Hull-House; Hull-House established first public playground and first college extension courses in Chicago; *Roosevelt*: issuance of two directives by War Department)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that generalizes segregation and racism would be coming to an end because of the work of Jane Addams and Eleanor Roosevelt

**Conclusion:** Overall, the response fits the criteria for Level 1. An attempt is made to address some aspects of the task with relevant statements of document information. Generalizations and a lack of explanation further detract from the effort.

## Practice Paper E—Score Level 2

### The response:

- Minimally develops most aspects of the task for Jane Addams and for Eleanor Roosevelt
- Is primarily descriptive (*Addams*: influx of immigrants and other factors led to creation of settlement houses; she served on many boards advocating for civil rights and liberties and was rumored to run for president; *Roosevelt*: urged Americans to assume world leadership because we depend on the world and the rest of the world depends on us; fought hard to end discrimination in the military); includes weak application (*Roosevelt*: discrimination in the military since the Civil War)
- Incorporates limited relevant information from documents 1, 2, 3, 5, and 6
- Presents little relevant outside information (*Addams*: around during the height of the Progressive Era)
- Includes few relevant facts, examples, and details (*Addams*: known for Hull-House; Hull-House provided Chicago with many firsts; first public playground in Chicago; initiated investigations that led to creation of first model tenement code; *Roosevelt*: head of the United Nations Human Rights Commission which helped create the Universal Declaration of Human Rights)
- Demonstrates a general plan of organization; includes an introduction that states Addams and Roosevelt made major contributions to society which are still relevant today and a conclusion that states if you stand up for what you believe you could change things

**Conclusion:** Overall, the response fits the criteria for Level 2. A basic understanding and application of document information is demonstrated; however, the statements concerning the conditions that led Addams and Roosevelt to take action weaken the effort. The attempt to draw conclusions is generally unsuccessful because of the narrow interpretation of documents.

# United States History and Government Specifications January 2020

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Foreign Policy; Presidential Decisions and Actions; Civic Values	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Civic Values; Reform Movements; Individuals, Groups, Institutions; Citizenship	Standards 1, 2, 4, and 5: United States and New York History; World History; Economics; Civics, Citizenship, and Government

### *Notes:*

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 January 2020 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.**

### **Submitting Teacher Evaluations of the Test to the Department**

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

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

**Regents Examination in United States History and Government – January 2020**

**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 43 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	13	17	20	24	29	33	37
	1	1	4	7	10	14	18	22	26	30	34	39
	2	2	5	8	12	15	19	23	27	32	36	40
	3	3	6	9	13	17	20	24	29	33	37	42
	4	4	7	10	14	18	22	26	30	34	39	43
	5	5	8	12	15	19	23	27	32	36	40	45
	6	6	9	13	17	20	24	29	33	37	42	46
	7	7	10	14	18	22	26	30	34	39	43	47
	8	8	12	15	19	23	27	32	36	40	45	49
	9	9	13	17	20	24	29	33	37	42	46	50
	10	10	14	18	22	26	30	34	39	43	47	52
	11	12	15	19	23	27	32	36	40	45	49	53
	12	13	17	20	24	29	33	37	42	46	50	55
	13	14	18	22	26	30	34	39	43	47	52	56
	14	15	19	23	27	32	36	40	45	49	53	58
	15	17	20	24	29	33	37	42	46	50	55	59
	16	18	22	26	30	34	39	43	47	52	56	60
	17	19	23	27	32	36	40	45	49	53	58	62
	18	20	24	29	33	37	42	46	50	55	59	63
	19	22	26	30	34	39	43	47	52	56	60	65
	20	23	27	32	36	40	45	49	53	58	62	66
	21	24	29	33	37	42	46	50	55	59	63	67
	22	26	30	34	39	43	47	52	56	60	65	69
	23	27	32	36	40	45	49	53	58	62	66	70
	24	29	33	37	42	46	50	55	59	63	67	71
	25	30	34	39	43	47	52	56	60	65	69	72
	26	32	36	40	45	49	53	58	62	66	70	74
	27	33	37	42	46	50	55	59	63	67	71	75
	28	34	39	43	47	52	56	60	65	69	72	76
	29	36	40	45	49	53	58	62	66	70	74	77
	30	37	42	46	50	55	59	63	67	71	75	79
	31	39	43	47	52	56	60	65	69	72	76	80
	32	40	45	49	53	58	62	66	70	74	77	81

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	33	42	46	50	55	59	63	67	71	75	79	82
	34	43	47	52	56	60	65	69	72	76	80	83
	35	45	49	53	58	62	66	70	74	77	81	84
	36	46	50	55	59	63	67	71	75	79	82	85
	37	47	52	56	60	65	69	72	76	80	83	86
	38	49	53	58	62	66	70	74	77	81	84	87
	39	50	55	59	63	67	71	75	79	82	85	88
	40	52	56	60	65	69	72	76	80	83	86	89
	41	53	58	62	66	70	74	77	81	84	87	90
	42	55	59	63	67	71	75	79	82	85	88	91
	43	56	60	65	69	72	76	80	83	86	89	92
	44	58	62	66	70	74	77	81	84	87	90	93
	45	59	63	67	71	75	79	82	85	88	91	94
	46	60	65	69	72	76	80	83	86	89	92	95
	47	62	66	70	74	77	81	84	87	90	93	96
	48	63	67	71	75	79	82	85	88	91	94	97
	49	65	69	72	76	80	83	86	89	92	95	97
	50	66	70	74	77	81	84	87	90	93	96	98
	51	67	71	75	79	82	85	88	91	94	97	98
	52	69	72	76	80	83	86	89	92	95	97	98
	53	70	74	77	81	84	87	90	93	96	98	98
	54	71	75	79	82	85	88	91	94	97	98	98
	55	72	76	80	83	86	89	92	95	97	98	98
	56	74	77	81	84	87	90	93	96	98	98	99
	57	75	79	82	85	88	91	94	97	98	98	99
	58	76	80	83	86	89	92	95	97	98	98	99
	59	77	81	84	87	90	93	96	98	98	99	99
	60	79	82	85	88	91	94	97	98	98	99	99
	61	80	83	86	89	92	95	97	98	98	99	99
	62	81	84	87	90	93	96	98	98	99	99	99
	63	82	85	88	91	94	97	98	98	99	99	100