

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

Friday, August 17, 2012 — 8:30 to 11:30 a.m., only

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Part I

Answer all questions in this part.

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

- 1 The original settlements in the thirteen British colonies were all located
- (1) east of the Appalachian Mountains
 - (2) along the Gulf Coast
 - (3) on the Great Plains
 - (4) west of the Mississippi River

Base your answer to question 2 on the chart below and on your knowledge of social studies.

Urban and Rural Population of the United States, 1800–1920

Year	Total Population	Percent Urban	Percent Rural
1800	5,308,483	6.1	93.9
1820	9,638,453	7.2	92.8
1840	17,063,353	10.8	89.2
1860	31,443,321	19.8	80.2
1880	50,189,209	28.2	71.8
1900	76,212,168	39.6	60.4
1920	106,021,537	51.2	48.8

Source: U.S. Census Bureau

- 2 Which generalization can best be supported by the information in this chart?
- (1) Migration to urban areas slowed by 1920.
 - (2) By 1900, a majority of Americans worked in factories.
 - (3) Between 1800 and 1900, the United States population was primarily rural.
 - (4) From 1800 to 1920, the percentage of farm workers in the labor force steadily increased.
-
- 3 What was a main reason large plantations developed in the South during the colonial period?
- (1) British laws discouraged tenant farming.
 - (2) Cotton could only be grown in wetlands.
 - (3) Southern mountains led to the development of isolated, self-sufficient farms.
 - (4) The coastal plain in the South contained large areas of fertile soil.
- 4 Which statement about the British colonial policy of mercantilism is most accurate?
- (1) Raw materials from the colonies were shipped to England.
 - (2) England encouraged the colonies to seek independence.
 - (3) The colonies were required to send manufactured goods to Europe.
 - (4) The British opposed the use of slave labor in the colonies.
- 5 In colonial America, the House of Burgesses, the Mayflower Compact, and town hall meetings were all developments that led to the
- (1) regulation of trade with Native American Indians
 - (2) protection of the rights of women
 - (3) elimination of the power of the upper classes
 - (4) creation of representative government
- 6 During the early 1770s, how did the British government respond to increasing American protests of British colonial policy?
- (1) It offered self-government to the colonists.
 - (2) It increased efforts to maintain order and enforce laws.
 - (3) It agreed to grant the colonies representation in Parliament.
 - (4) It asked France for help in controlling the colonists.

- 7 Which constitutional principle best protects the public from abuse by one branch of government?
- (1) equality
 - (2) federalism
 - (3) executive privilege
 - (4) checks and balances

- 8 • A bicameral legislature is created in which states have equal representation in the Senate, but representation in the House depends on population.
- An enslaved person is counted as three-fifths of one person for purposes of both representation and taxation.

These two statements describe

- (1) grievances included in the Declaration of Independence
- (2) provisions found in the Articles of Confederation
- (3) compromises reached at the Constitutional Convention
- (4) amendments included in the Bill of Rights

Base your answer to question 9 on the passage below and on your knowledge of social studies.

... Europe has a set of primary interests which to us have none or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate [connect] ourselves by artificial ties in the ordinary vicissitudes [changes] of her politics or the ordinary combinations and collisions of her friendships or enmities [antagonisms]....

— President George Washington, *Farewell Address*, 1796

- 9 According to the passage, President Washington believed that the United States should
- (1) seek financial aid from European nations
 - (2) end all existing European friendships
 - (3) avoid involvement in the political disputes of Europe
 - (4) discontinue commercial relations with Europe

- 10 Many critics of the electoral college system point out that it
- (1) penalizes the states with the smallest population
 - (2) encourages the formation of minor political parties
 - (3) grants too much influence to the United States Senate
 - (4) might not select the candidate with the largest number of popular votes

- 11 The establishment of judicial review in *Marbury v. Madison* (1803) gave federal courts the authority to
- (1) decide whether a law is constitutional
 - (2) create lower courts
 - (3) approve foreign treaties
 - (4) appoint judges to lifetime terms

- 12 A major reason for purchasing the Louisiana Territory (1803) was to
- (1) gain access to the Ohio Territory
 - (2) remove the British from the borders of the United States
 - (3) secure control of the port of New Orleans
 - (4) open the Rocky Mountains to miners

- 13 In the 1840s, President James K. Polk's belief in Manifest Destiny led to
- (1) a war with Mexico
 - (2) an alliance with several South American nations
 - (3) the establishment of new colonies in the Caribbean
 - (4) a ban on the activities of northern abolitionists

- 14 The principle of popular sovereignty was an important part of the
- (1) Indian Removal Act
 - (2) Kansas-Nebraska Act
 - (3) Homestead Act
 - (4) Dawes Act

Base your answer to question 15 on the table below and on your knowledge of social studies.

Total Enslaved Persons (1820–1860)

Selected States	1820	1840	1860
Alabama	47,449	253,532	435,080
Georgia	149,656	280,944	462,198
Kentucky	126,732	182,258	225,483
Louisiana	69,064	168,452	331,726
Mississippi	32,814	195,211	436,631
Missouri	10,222	58,240	114,931
North Carolina	205,017	245,817	331,059
South Carolina	251,783	327,038	402,406
Tennessee	80,107	183,059	275,719
Virginia	425,153	449,087	490,865

Source: Historical Census Browser, University of Virginia, Geospatial and Statistical Data Center (adapted)

- 15 Which inference is most clearly supported by the information in this table?
- (1) Slavery decreased throughout the South with the end of the African slave trade.
 - (2) The enslaved population began to decline after 1840.
 - (3) The transcontinental railroad spread slavery outside the South.
 - (4) Slavery would likely have continued to grow had there not been a civil war.
-
- 16 A primary reason for the passage of the 14th amendment in 1868 was to
- (1) prohibit the secession of states
 - (2) uphold the legality of the Black Codes
 - (3) continue the presidential plan for Reconstruction
 - (4) guarantee citizenship rights to the newly freed slaves
- 17 After the Civil War, white Southern landowners used sharecropping to
- (1) set up schools to educate formerly enslaved persons
 - (2) encourage freedmen to migrate north
 - (3) maintain a cheap labor supply
 - (4) sell their plantations to formerly enslaved persons

Base your answers to questions 18 and 19 on the speakers' statements below and on your knowledge of social studies.

Speaker A: Until the 1880s, most immigrants came from the same European countries where colonial immigrants originated.

Speaker B: "New" immigrants of the late 1800s often experienced discrimination.

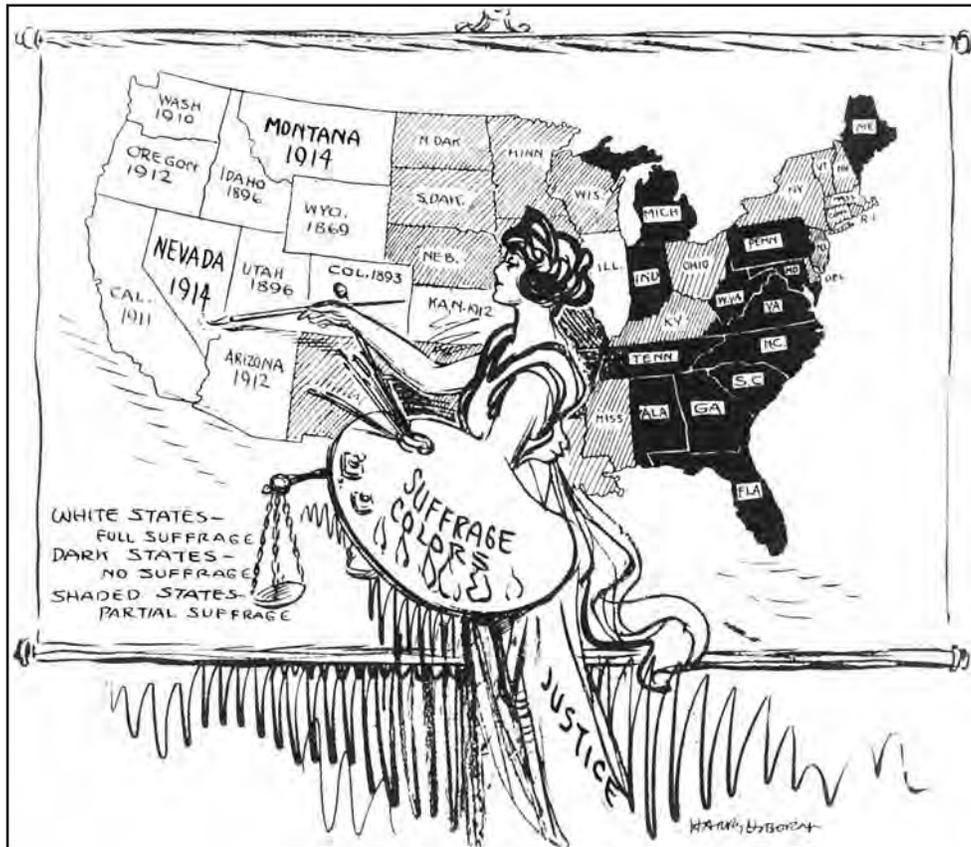
Speaker C: The use of a quota system is the best way to address the issues of immigration.

Speaker D: Today's immigrants take too many jobs away from those who were born in America.

- 18 Which two speakers are expressing an opinion related to United States immigration?
- (1) A and B
 - (2) A and C
 - (3) B and D
 - (4) C and D
- 19 The "new" immigrants referred to by *Speaker B* came mainly from
- (1) western and northern Europe
 - (2) southern and eastern Europe
 - (3) Africa and Asia
 - (4) Central America and South America
-
- 20 The Supreme Court decision in *Plessy v. Ferguson* (1896) affected African Americans by
- (1) granting voting rights
 - (2) expanding civil rights
 - (3) upholding racial segregation
 - (4) guaranteeing equal wages
- 21 The explosion of the USS *Maine* and the practice of yellow journalism played a significant role in the
- (1) public's support for the Spanish-American War
 - (2) creation of the Open Door policy
 - (3) acquisition of Florida
 - (4) purchase of Alaska
- 22 President Theodore Roosevelt's conservation efforts were influenced by a desire to
- (1) protect natural resources for the future
 - (2) increase revenues through land sales
 - (3) reduce the role of the federal government
 - (4) return tribal lands to Native American Indians

Base your answer to question 23 on the cartoon below and on your knowledge of social studies.

TWO MORE BRIGHT SPOTS ON THE MAP



Source: Harry Osborn, *Maryland Suffrage News*, November 14, 1914 (adapted)

- 23 Information in the cartoon most clearly supports the conclusion that by 1914
- (1) states along the East Coast had granted full voting rights to women
 - (2) women could vote only in state elections
 - (3) most states had approved at least some voting rights for women
 - (4) complete national suffrage for women had been achieved

- 24 The actions of muckrakers in the late 19th century and early 20th century resulted in
- (1) Supreme Court decisions that expanded the right to vote
 - (2) government regulation of unfair business practices
 - (3) increases in the power of monopolies
 - (4) reduction of the president's power to manage the economy

- 25 The United States Senate refused to ratify the Treaty of Versailles after World War I because many senators believed
- (1) President Woodrow Wilson was too ill to sign the treaty
 - (2) most Americans had sympathized with Germany during the war
 - (3) the treaty would not require reparations from Germany
 - (4) the League of Nations could draw the United States into future wars

26 What was one feature of the United States economy during the 1920s that contributed to the Great Depression?

- (1) increase in federal regulation
- (2) expansion of easy credit
- (3) growth of the trade deficit
- (4) influence of foreign corporations

27 Duke Ellington, Langston Hughes, and Bessie Smith are most closely associated with efforts to

- (1) expand the Back to Africa movement
- (2) fight discrimination through the judicial system
- (3) promote the cultural identity of African Americans through the arts
- (4) establish the National Association for the Advancement of Colored People

Base your answers to questions 28 and 29 on the photograph below and on your knowledge of social studies.



Source: National Oceanic & Atmospheric Administration

28 In which geographic region of the nation was this 1935 photograph taken?

- (1) New England
- (2) Southeast
- (3) Pacific Northwest
- (4) Great Plains

29 The conditions shown in the photograph were mainly the result of

- (1) government subsidies to increase crop production
- (2) migrations from farms to cities
- (3) poor farming methods and sustained drought
- (4) reduced tariffs on farm machinery and crops

30 Which factor contributed most to the repeal of national Prohibition in 1933?

- (1) the inability of government to enforce the law
- (2) an improvement in the economy
- (3) a decline in organized crime
- (4) the start of World War II

- 31
- Banning loans to nations at war
 - Prohibiting the sale of armaments to nations at war
 - Limiting travel by United States citizens on ships of belligerent nations

These governmental actions of the 1930s were similar in that each was intended to

- (1) support efforts of the Munich Conference
- (2) protect United States colonies from foreign aggression
- (3) limit the influence of Japan in Asia
- (4) keep the United States out of international conflicts

Base your answer to question 32 on the chart below and on your knowledge of social studies.

Average American Family Income, Selected Cities, 1938 and 1942

City	1938	1942
Washington, DC	\$2,227	\$5,316
Hartford, CT	\$2,207	\$5,208
New York, NY	\$2,760	\$4,044

Source: Jennings and Brewster, *The Century*, Doubleday, 1998 (adapted)

32 What is the most likely explanation for the changes in income shown in the chart?

- (1) World War II veterans benefited from an economic boom following the war.
- (2) Conversion to a wartime economy created new jobs.
- (3) New laws were passed that permitted child labor in wartime.
- (4) Membership in labor unions was prohibited during wartime.

Base your answer to question 33 on the poster below and on your knowledge of social studies.



Source: J. Howard Miller, War Production Co-Ordinating Committee

- 33 This World War II poster recognizes the
- (1) return of women to the workforce after the war
 - (2) contributions of women to wartime defense
 - (3) role of women as military officers
 - (4) legal equality of women
-
- 34 The major reason for President Harry Truman's decision to use atomic bombs against Japan was the
- (1) potential loss of American lives from an invasion of Japan
 - (2) need to defeat Japan before defeating Germany
 - (3) plan to bring democratic government to Japan after the war
 - (4) failure of the island-hopping campaign against Japan

Base your answer to question 35 on the passage below and on your knowledge of social studies.

... War criminals and those who have participated in planning or carrying out Nazi enterprises involving or resulting in atrocities or war crimes shall be arrested and brought to judgment. Nazi leaders, influential Nazi supporters and high officials of Nazi organizations and institutions and any other persons dangerous to the occupation or its objectives shall be arrested and interned....

— Protocol of the Proceedings, Potsdam Conference, August 1945

- 35 This agreement made at the Potsdam Conference led directly to the
- (1) creation of the North Atlantic Treaty Organization (NATO)
 - (2) trials in Nuremberg, Germany
 - (3) announcement of the Truman Doctrine
 - (4) division of Germany into occupation zones
-
- 36 Which factor directly contributed to the growth of suburban communities after World War II?
- (1) Mass transit systems closed.
 - (2) Property taxes were eliminated in many towns.
 - (3) Returning veterans created a demand for housing.
 - (4) Widespread mortgage foreclosures caused farmers to leave rural areas.
- 37 Which event marked the beginning of the space race with the Soviet Union?
- (1) U-2 spy plane incident
 - (2) launch of *Sputnik*
 - (3) Berlin airlift
 - (4) creation of the space shuttle program

Base your answers to questions 38 and 39 on the letter to President Dwight D. Eisenhower below and on your knowledge of social studies.

May 13, 1958

The President
The White House
Washington, D. C.

My dear Mr. President:

I was sitting in the audience at the Summit Meeting of Negro [African-American] Leaders yesterday when you said we must have patience. On hearing you say this, I felt like standing up and saying, "Oh no! Not again." ...

17 million Negroes cannot do as you suggest and wait for the hearts of men to change. We want to enjoy now the rights that we feel we are entitled to as Americans. This we cannot do unless we pursue aggressively goals which all other Americans achieved over 150 years ago.

As the chief executive of our nation, I respectfully suggest that you unwittingly crush the spirit of freedom in Negroes by constantly urging forbearance [delay] and give hope to those pro-segregation leaders like Governor [Orval] Faubus who would take from us even those freedoms we now enjoy. Your own experience with Governor Faubus is proof enough that forbearance and not eventual integration is the goal the pro-segregation leaders seek....

Respectfully yours,

Jackie Robinson

Source: National Archives & Records Administration

- 38 Which action by the federal government would Jackie Robinson most likely have supported to achieve his stated goals?
- (1) federal assistance to expand segregated facilities
 - (2) creation of additional job training programs
 - (3) appointment of a commission to study the causes of urban race riots
 - (4) faster implementation of the decision in *Brown v. Board of Education of Topeka* (1954)
- 39 When Jackie Robinson mentions President Dwight D. Eisenhower's experience with Governor Faubus, he is referring to the action the president took in
- (1) hiring minority workers to build the interstate highway system
 - (2) sending federal troops to Central High School in Little Rock, Arkansas
 - (3) supporting the Montgomery bus boycott
 - (4) ordering that all military bases located in southern states be integrated
-

- 40 A major goal of the Great Society programs begun under President Lyndon B. Johnson was to
- (1) stimulate oil production in the United States
 - (2) provide tax concessions to manufacturers
 - (3) reduce poverty in the nation
 - (4) increase the size of the armed forces

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

... Just over a month ago, General Secretary Gorbachev [of the Soviet Union] and I met for the first time in Geneva. Our purpose was to begin a fresh chapter in the relations between our two countries and to try to reduce the suspicions and mistrust between us. I think we made a good beginning. Mr. Gorbachev and I spent many hours together, speaking frankly and seriously about the most important issues of our time: reducing the massive nuclear arsenals on both sides, resolving regional conflicts, ensuring respect for human rights as guaranteed under international agreements, and other questions of mutual interest. As the elected representative of the American people, I told Mr. Gorbachev of our deep desire for peace and that the American people do not wish the Soviet people any harm....

— President Ronald Reagan, January 1, 1986

- 41 One major issue that dominated United States–Soviet relations at this time was the
- (1) war in Southeast Asia
 - (2) use of apartheid in South Africa
 - (3) danger of nuclear destruction
 - (4) threat from al Qaeda in the Middle East
-
- 42 Passage of the Americans with Disabilities Act (1990) improved conditions for the disabled by
- (1) making it illegal to criticize or fire handicapped persons
 - (2) mandating easier access to employment and public facilities
 - (3) sponsoring Olympic games for the handicapped
 - (4) requiring separate classrooms for disabled students

Base your answer to question 43 on the quotation below and on your knowledge of social studies.

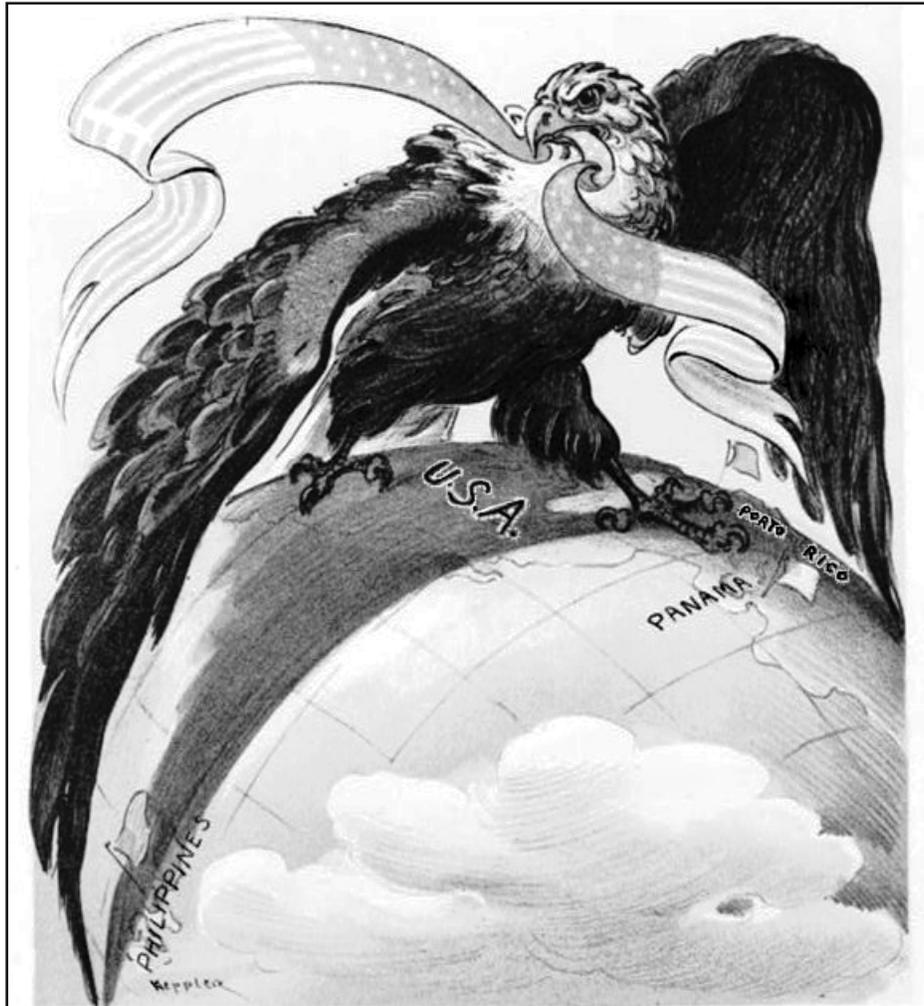
... After 20 months of negotiations, I ordered my Trade Representative, Ambassador Kantor, to impose sanctions on Japan unless they agreed to open these markets. Today Japan has agreed that it will begin to truly open its auto and auto parts markets to American companies....

— President Bill Clinton, Remarks on the Japan–United States Trade Agreement, June 28, 1995

- 43 President Clinton’s actions were a reaction to
- (1) an ongoing trade deficit with Japan
 - (2) a threat of war with Japan
 - (3) the refusal of Japan to import Alaskan oil
 - (4) tension over having to protect Japan from Chinese aggression
-
- 44 Which development led to the other three?
- (1) United States invasion of Afghanistan
 - (2) increased security at airports
 - (3) creation of the Department of Homeland Security
 - (4) September 11, 2001 attacks on the United States
- 45 • Battle of Saratoga (1777)
• Battle of Gettysburg (1863)
• Battle of Midway (1942)
- One way in which these battles are similar is that in each battle
- (1) American forces suffered serious defeats
 - (2) large numbers of civilian casualties led to renewed peace efforts
 - (3) a United States victory was a turning point in the war
 - (4) the general in command later became president

Base your answers to questions 46 and 47 on the cartoon below and on your knowledge of social studies.

**HIS 128TH BIRTHDAY.
“Gee, but this is an awful stretch!”**

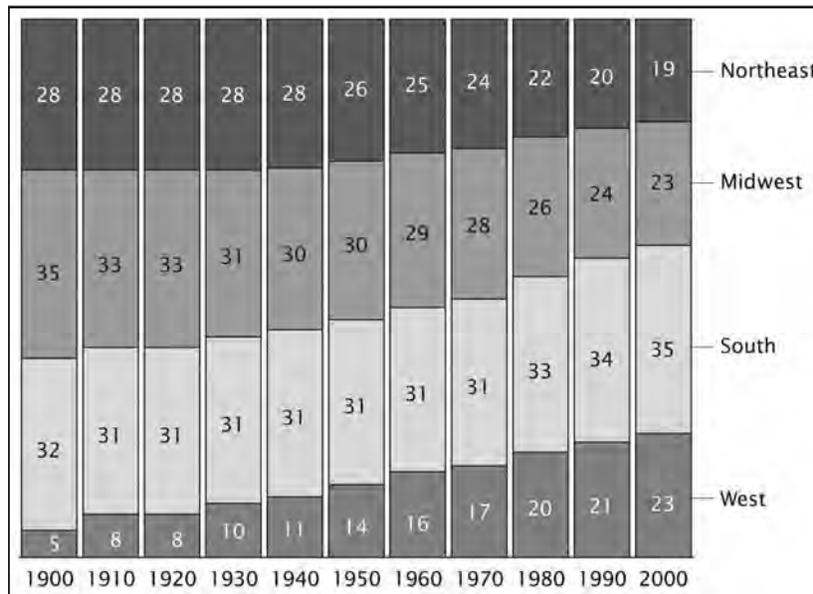


Source: Udo J. Keppler, *Puck*, June 29, 1904 (adapted)

- 46 Which United States foreign policy is the subject of this 1904 cartoon?
- (1) imperialism
 - (2) neutrality
 - (3) isolationism
 - (4) containment
- 47 The cartoonist is expressing concerns about the ability of the United States to
- (1) accept citizens from foreign countries
 - (2) control territories spread out over vast distances
 - (3) support human rights around the world
 - (4) maintain a trade surplus with new trading partners
-

Base your answer to question 48 on the graph below and on your knowledge of social studies.

Percentage Distribution of Seats in the U.S. House of Representatives by Region: 1900 to 2000



Source: U.S. Census Bureau (adapted)

48 What accounts for the changes that took place in the distribution of seats in the House of Representatives between 1900 and 2000?

- (1) The population in certain regions grew more quickly than in other regions.
- (2) Supreme Court decisions expanded the power of Congress.
- (3) The Democratic Party majority increased in strength during the 20th century.
- (4) Constitutional amendments gave large states more representation in the Senate than small states.

49 A valid generalization about presidential elections since 1960 is that

- (1) campaign finance laws have reduced spending by candidates
- (2) most of the winning candidates have come from New England
- (3) more than 90 percent of eligible voters have participated in each election
- (4) candidates have used new forms of mass media to reach voters

50 During the Great Depression of the 1930s and the economic crisis of 2008–2010, the federal government initiated reforms in the banking system to

- (1) strengthen federal control over the financial system
- (2) eliminate the flow of capital to foreign countries
- (3) promote laissez-faire business practices
- (4) provide for a more equitable distribution of wealth

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Reform Movements (Industrialization)

After the Civil War, the United States developed an increasingly industrialized economy. Industrialization provided many benefits for the nation; however, it also created serious problems that required action by the government, groups, or individuals.

Task:

Select **two** problems that resulted from industrialization in the United States and for **each**

- Explain how this problem resulted from industrialization
- Describe an attempt by the government, groups, or individuals to address the problem
- Discuss the extent to which this attempt was successful in addressing the problem

You may use any problem that was created by industrialization from your study of United States history. Some suggestions you might wish to consider include corruption in government, exploitation of workers, overcrowding of cities, establishment of trusts, production of unsafe consumer goods, destruction of the natural environment, and increase in anti-immigrant attitudes.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to

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

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

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

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

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

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

At various times in United States history, the federal government has taken controversial actions that have limited civil liberties. Three such actions were the **passage of the Espionage and Sedition Acts (1917–1918)**, **issuing Executive Order 9066 relocating Japanese Americans (1942)**, and the **passage of the USA Patriot Act (2001)**.

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** actions taken by the federal government that are mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding the action
- Discuss an argument used by the government to **support** its action
- Discuss an argument used by those who **opposed** the government’s action

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

The Espionage Act was passed in 1917. The Sedition Act was passed in 1918.

... Before the war [World War I], the government had had no power to interfere with free speech. During the neutrality years and on into the first months of war, pessimistic rumors, criticism of America's military preparations, and overtly [openly] pro-German propaganda had all gone unchecked. Democrats' moves to introduce press censorship as part of wider antiespionage legislation had been blocked by Republicans claiming that censorship could be used by the President to screen himself from criticism.

But with war fever mounting all the time, a modified Espionage Act (subsequently to be supplemented with the even more stringent [strict] Sedition Act) became law in June 1917. Suddenly, any statement that might interfere with the success of the armed forces, incite disloyalty, or obstruct recruiting to the Army became a punishable offense. A crucial weapon had been added to the government's armory. It now had the legal power to control what its citizens said in public. And rather than simply trusting newspaper editors to be discreet, it had the power to suppress their publications if they spoke out too roughly. In some cases, suppression was temporary; for others, it was permanent. Postmaster General Albert Burleson was given the power to ban offensive material from circulating through the mail. Under postal regulations, if a journal missed one issue, for whatever reason, it automatically lost its second-class mailing privilege—and for a great many publications, this spelled financial death....

Source: Harries and Harries, *The Last Days of Innocence: America at War 1917–1918*, Random House, 1997

1 According to Harries and Harries, what were **two** reasons the Espionage and Sedition Acts were passed? [2]

(1) _____

Score

(2) _____

Score

Document 2

William H. Rehnquist was Chief Justice of the Supreme Court from 1986 to 2005.

... Charles T. Schenck was convicted [in 1918] of violating the act [Espionage Act] by printing and distributing to draftees leaflets that urged them to resist the draft. Schenck took his case to the Supreme Court, arguing that his conviction violated the First Amendment's guarantee of freedom of the press. The Supreme Court, in a unanimous opinion authored by Justice Oliver Wendell Holmes, upheld his conviction. It said that "When a nation is at war many things which might be said in time of peace are such a hindrance to its efforts that their utterance will not be endured so long as men fight.... No court could regard them as protected by any constitutional right." The Court said that since the leaflet could be found to have been intended to obstruct the recruiting for the armed forces, it was not protected by the First Amendment; its words created "a clear and present danger" of bringing about conduct that Congress had a right to prevent....

Source: William H. Rehnquist, *All the Laws but One: Civil Liberties in Wartime*, Vintage Books, 1998 (adapted)

- 2 According to William H. Rehnquist, what was **one** argument used by the United States Supreme Court to uphold Charles T. Schenck's conviction under the Espionage Act? [1]

Score

Document 3a

... I think all men recognize that in time of war the citizen must surrender some rights for the common good which he is entitled to enjoy in time of peace. But, sir, the right to control their own Government according to constitutional forms is not one of the rights that the citizens of this country are called upon to surrender in time of war.

Rather, in time of war, the citizen must be more alert to the preservation of his right to control his Government. He must be most watchful of the encroachment [intrusion] of the military upon the civil power. He must beware of those precedents in support of arbitrary action by administration officials which, excused on the pleas of necessity in war time, become the fixed rule when the necessity has passed and normal conditions have been restored.

More than all, the citizen and his representative in Congress in time of war must maintain his right of free speech....

Source: Senator Robert M. La Follette, "Free Speech in Wartime," October 6, 1917

3a What is **one** argument *against* restricting free speech during wartime, according to Senator Robert M. La Follette? [1]

Score

Document 3b

The Sedition Act continued to be enforced after World War I.

SWAT THE FLY, BUT USE COMMON SENSE.



Source: Lute Pease, *Newark News*, reprinted in *Literary Digest*, March 6, 1920 (adapted)

3b What is the cartoonist's viewpoint of Uncle Sam's use of the Sedition legislation? [1]

Score

Document 4

... The entire nation was stunned by the Japanese attack on Pearl Harbor, but it seemed much closer to home on the west coast than elsewhere on the mainland. In February 1942, oil installations in the vicinity of Santa Barbara were shelled by a Japanese submarine. The military established a Western Defense Command, which consisted of the coastal portions of California, Oregon, and Washington.

Residents became fearful of ethnic Japanese among them. Japanese immigrants had begun to settle on the west coast shortly before the turn of the century but had not been assimilated into the rest of the population. Those who had emigrated from Japan were not allowed to become citizens; they were prohibited by law from owning land and were socially segregated in many ways. The first generation of Japanese immigrants—the Issei—therefore remained aliens. But their children—the Nisei—being born in the United States, were citizens from birth. Public officials, particularly in California—Governor Culbert Olson, Attorney General Earl Warren, and Los Angeles Mayor Fletcher Bowron—began to call for “relocation” of persons of Japanese ancestry in the interior of the country. There were more than one hundred thousand of these on the west coast if one counted both the Issei and the Nisei...

Source: William H. Rehnquist, *All the Laws but One: Civil Liberties in Wartime*, Vintage Books, 1998

- 4 According to William H. Rehnquist, what is **one** reason public officials in California called for the relocation of Japanese Americans? [1]

Score

Document 5a

The excerpt below is from Executive Order 9066, which resulted in the relocation of Japanese Americans.

Executive Order No. 9066

AUTHORIZING THE SECRETARY OF WAR TO PRESCRIBE MILITARY AREAS

WHEREAS the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U.S.C., Title 50, Sec. 104):

Source: President Franklin D. Roosevelt, Executive Order 9066, February 19, 1942

5a According to President Roosevelt, what is **one** reason for the relocation of Japanese Americans? [1]

Score

Document 5b

... The policy [relocation and internment of Japanese Americans] stemmed from a myriad of motives, including the insecurity of the army's west coast commander, the racism and hostility of the Pacific states' white population, bureaucratic ambitions, and the political advantages perceived by local, state, and federal officials. The affair involved a variety of officials and institutions, including high ranking military officers, heads and lower officials of the Department of Justice and the War Department, the FBI, the Supreme Court, and the president. Many of these officials knew at the time that the Japanese American community harbored very few disloyal persons; furthermore, knowledgeable parties in key agencies, such as the FBI and the Office of Naval Intelligence, long had been aware of those elements and knew that no military necessity existed to justify so Draconian [harsh] a measure....

Source: Stanley I. Kutler, "Review: At the Bar of History: Japanese Americans versus the United States," *American Bar Foundation Research Journal*, Spring 1985

5b According to Stanley Kutler, what was **one** motive behind the government's decision to intern Japanese Americans? [1]

Score

Document 6

MR. JUSTICE JACKSON, dissenting.

Korematsu was born on our soil, of parents born in Japan. The Constitution makes him a citizen of the United States by nativity, and a citizen of California by residence. No claim is made that he is not loyal to this country. There is no suggestion that, apart from the matter involved here, he is not law-abiding and well disposed. Korematsu, however, has been convicted of an act not commonly a crime. It consists merely of being present in the state whereof he is a citizen, near the place where he was born, and where all his life he has lived.

Even more unusual is the series of military orders which made this conduct a crime. They forbid such a one to remain, and they also forbid him to leave. They were so drawn that the only way Korematsu could avoid violation was to give himself up to the military authority. This meant submission to custody, examination, and transportation out of the territory, to be followed by indeterminate confinement in detention camps.

A citizen's presence in the locality, however, was made a crime only if his parents were of Japanese birth. Had Korematsu been one of four — the others being, say, a German alien enemy, an Italian alien enemy, and a citizen of American-born ancestors, convicted of treason but out on parole — only Korematsu's presence would have violated the order. The difference between their innocence and his crime would result, not from anything he did, said, or thought, different than they, but only in that he was born of different racial stock....

Source: Justice Robert Jackson, Dissenting Opinion, *Korematsu v. United States*, December 18, 1944

6 Based on this dissenting opinion in *Korematsu v. United States*, state **two** arguments made by Justice Robert Jackson against the conviction of Korematsu. [2]

(1) _____

Score

(2) _____

Score

Document 7

... The attacks in New York and Washington [on September 11, 2001], followed closely by the mysterious anthrax mailings and the swift war in Afghanistan, inevitably instigated [prompted] changes in law enforcement, intelligence operations, and security generally. As U.S. Supreme Court Justice Sandra Day O'Connor predicted on September 29, 2001: "We're likely to experience more restrictions on our personal freedom than has ever been the case in our country." The public strongly supported doing whatever was necessary. In fact, one poll showed 55 percent of citizens were worried that the government *would not go far enough* in fighting terrorism in order to protect civil liberties; only 31 percent were worried the government would go too far in fighting terrorism at the expense of civil liberties....

Source: Leone and Anrig, eds., *The War on Our Freedoms: Civil Liberties in an Age of Terrorism*, Century Foundation, 2003

7 According to this document, what was **one** reason for the passage of the USA Patriot Act? [1]

Score

Document 8

This is an excerpt of President George W. Bush's remarks upon signing the USA Patriot Act.

... For example, this legislation gives law enforcement officials better tools to put an end to financial counterfeiting, smuggling, and money laundering. Secondly, it gives intelligence operations and criminal operations the chance to operate not on separate tracks but to share vital information so necessary to disrupt a terrorist attack before it occurs.

As of today, we're changing the laws governing information-sharing. And as importantly, we're changing the culture of our various agencies that fight terrorism. Countering and investigating terrorist activity is the number one priority for both law enforcement and intelligence agencies.

Surveillance of communications is another essential tool to pursue and stop terrorists. The existing law was written in the era of rotary telephones. This new law that I sign today will allow surveillance of all communications used by terrorists, including emails, the Internet, and cell phones. As of today, we'll be able to better meet the technological challenges posed by this proliferation of communications technology...

Source: President George W. Bush, October 26, 2001

8a According to President George W. Bush, what is **one** way the USA Patriot Act will help law enforcement officials? [1]

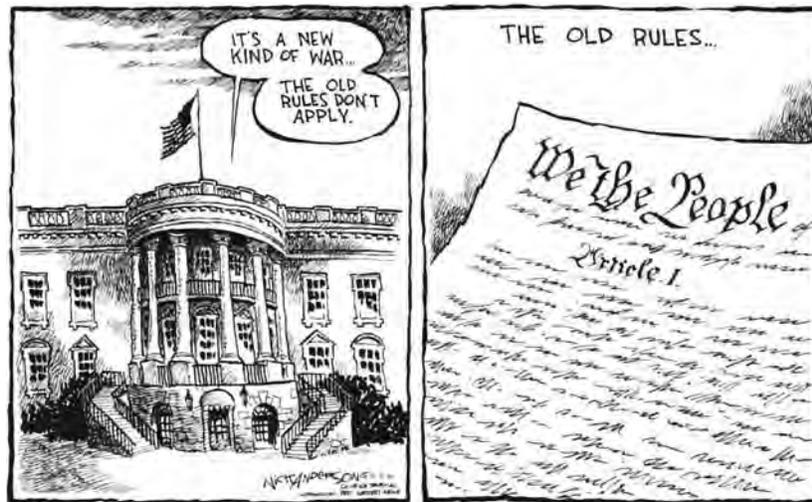
Score

b According to President George W. Bush, what is the *primary* goal of the USA Patriot Act? [1]

Score

Document 9a

War on Terrorism



Source: Nick Anderson, *Washington Post Writers Group*, November 7, 2001 (adapted)

Document 9b

... The war on terrorism may be launching a legal revolution in America. The changes pose these questions: How necessary are some of the reforms? Have [Attorney General] John Ashcroft and the Justice Department unraveled constitutional protections in trying to ensure our safety? "There is a significant civil-liberties price to be paid as we adopt various national-security initiatives," says Mary Jo White, a former U.S. Attorney in the Southern District of New York, whose office pursued some of the biggest terrorism cases of the 1990s. "For the most part, I think that price is necessary. But what I worry about is government officials who find the answers too easy in this arena." ...

Source: Richard Lacayo et al., "Civil Liberties: The War Comes Back Home," *Time*, May 12, 2003

9 Based on these documents, what is **one** criticism of measures taken to fight the war on terrorism? [1]

Score

Part B

Essay

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

Historical Context:

At various times in United States history, the federal government has taken controversial actions that have limited civil liberties. Three such actions were the **passage of the Espionage and Sedition Acts (1917–1918)**, **issuing Executive Order 9066 relocating Japanese Americans (1942)**, and the **passage of the USA Patriot Act (2001)**.

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

Select **two** actions taken by the federal government that are mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding the action
- Discuss an argument used by the government to **support** its action
- Discuss an argument used by those who **opposed** the government's action

Guidelines:

In your essay, be sure to

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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VOLUME
1 OF **2**
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

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

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay
August 2012

Theme: Reform Movements (Industrialization)

After the Civil War, the United States developed an increasingly industrialized economy. Industrialization provided many benefits for the nation; however, it also created serious problems that required action by the government, groups, or individuals.

Task: Select *two* problems that resulted from industrialization in the United States and for *each*

- Explain how this problem resulted from industrialization
- Describe an attempt by the government, groups, or individuals to address the problem
- Discuss the extent to which this attempt was successful in addressing the problem

You may use any problem that was created by industrialization from your study of United States history. Some suggestions you might wish to consider include corruption in government, exploitation of workers, overcrowding of cities, establishment of trusts, production of unsafe consumer goods, destruction of the natural environment, and increase in anti-immigrant attitudes.

You are not limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (explaining how *each* of *two* problems resulted from industrialization, describing an attempt by government, groups, or individuals to address *each* problem, and discussing the extent to which *each* attempt was successful).
2. The problem resulting from industrialization in the United States may be from any time period in United States history after the Civil War to the present.
3. The classification of attempts to address the problem as being undertaken by government, groups, or individuals does not need to be specifically identified as long as it is implied in the response.
4. Some responses may include more than one example of an attempt to address the problems of industrialization, e.g., an informative discussion about the production of unsafe consumer goods might discuss both the publication of *The Jungle* and the establishment of the Food and Drug Administration as attempts. However, the FDA may also be seen as a successful response to *The Jungle* by enforcing congressional legislation that increases the safety of food and drugs.
5. Attempts by the government may include federal, state, or local government actions.
6. In some cases, the same individuals or groups may be used to describe attempts to address the different problems so long as the information is separate and distinct for each, e.g., President Theodore Roosevelt establishing national parks and Roosevelt trust-busting the Northern Securities Company.
7. The discussion of the extent to which the attempt was successful in addressing the problem may be immediate or long term.
8. As is the case with many historical topics, the extent to which the attempt was successful in addressing the problem may be discussed from a variety of perspectives as long as the position taken is supported with accurate historical facts and examples.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing two problems that resulted from industrialization, an attempt by government, groups, or individuals to address each problem, and the extent to which each attempt was successful in addressing the problem
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *establishment of trusts*: connects the efforts of big businessmen to limit competition and maximize profits in large-scale industries to Congress's attempt to restore free enterprise by passing the Sherman Antitrust Act that declared combinations in restraint of trade illegal, but whose wording was so imprecise that it initially was more successful in curbing labor unions than in breaking up trusts; *production of unsafe consumer goods*: connects the mass production and lack of regulation of profit-driven industries to Upton Sinclair's muckraking exposé of the conditions in the meatpacking industry that led to congressional passage of the Meat Inspection Act and the Pure Food and Drugs Act as a major step in establishing a long-term federal commitment to food safety and consumer protection
- Richly supports the theme with relevant facts, examples, and details, e.g., *establishment of trusts*: robber barons; monopoly; John D. Rockefeller; Andrew Carnegie; interstate commerce; Standard Oil; horizontal organization; steel industry; vertical organization; undue influence over government; exploitation of workers; price fixing; Progressive movement; President Theodore Roosevelt; trustbuster; *United States v. E.C. Knight Co.*; injunctions; American Railway Union; Pullman strike; Clayton Antitrust Act; *production of unsafe consumer goods*: laissez-faire; Chicago slaughterhouses; Philip Armour; beef trust; socialist; *The Jungle*; Progressives; President Theodore Roosevelt; interstate commerce clause; Food and Drug Administration; product testing; truth in labeling; recalls of tainted products; e-coli; salmonella
- 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 problem of industrialization more thoroughly than the second problem *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *establishment of trusts*: discusses how industrialists limited competition and maximized profits, prompting congressional passage of the Sherman Antitrust Act to break up monopolies and restore competition, which proved difficult to enforce and did little to curtail the power of trusts; *production of unsafe consumer goods*: discusses how big business maximized profits through abusive labor policies that ignored sanitation and consumer safety, leading Upton Sinclair to write *The Jungle* about the bad working and sanitary conditions in the meatpacking industry, which resulted in swift passage of the Meat Inspection Act and the Pure Food and Drugs Act to protect consumers with labeling and testing
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Throughout the 19th century the U.S made the transition from an agricultural economy to an industrial economy. Industrialization increased the efficiency of production and provided many jobs. It also allowed some business men to become extremely rich. However, people attained riches through exploiting workers and industrialization led to the overcrowding of cities. It took individuals determined to illustrate the problems, and the government to solve the problems of the Industrial Age.

Due to industrialization many new businesses formed, and thus, many new jobs were created. However the economic benefits were not felt by all. While many businessmen were getting rich, the workers were barely getting by on their meager wages. Working in factories was also dangerous, and if workers were hurt and couldn't work they were simply replaced. To alleviate this problem some ~~women~~ workers started to form unions to protect their rights. As the business combinations became larger ~~and~~ and more powerful, workers realized that they ~~would~~ would have to combine their strengths to make demands against the owners. The Knights of Labor wanted to bring workers together in one national union. They held meetings and demonstrations to try to get reforms for American workers. For a long time however, unions were seen to be Anti-American. The idea of working together did not appeal to the American psyche, after all the American dream is to become successful through your own hard work. Events such as the Haymarket Square Bombing in Chicago also turned public support against unions like the Knight of Labor. The government sided with big business using court injunctions and troops to stop strikes. The problems of workers would not be solved by simply joining unions. Some journalists recognized the corruption in society and wanted something done about it. These people became known as muckrakers. One famous muckraker ~~was~~ was Upton Sinclair. His most famous work was The Jungle, a book detailing working conditions inside meatpacking.

plants. In addition to writing about the unsafe working conditions in the plants, Sinclair also wrote about how unsanitary the meat was. Sinclair ~~was~~ wrote the book hoping people would denounce capitalism, and see that socialism would be the cure for society's ills. However, the message that got through to people was the unsanitary condition of the meat. The book inspired Teddy Roosevelt to create the Food and Drug Administration and pass the Meat Inspection Act. However, the plight of the workers was still ignored by the government. It was not until Franklin D. Roosevelt's New Deal that ideas such as minimum wage and maximum work hours per week would become standards. Most importantly, the Wagner Act protected Unions' rights to organize and bargain collectively for higher wages and better working conditions. Unions were trying though in the twentieth century to bring about change.

Another problem brought about by industrialization was the rapid increase in urbanization. With factories becoming rampant, cities were where jobs could be found. An immigrant influx also contributed to urbanization, immigrants were most likely to find jobs in the cities. The living conditions in the cities were extremely difficult, large amounts of people living close together in tenements lead to an increase in the spread of disease. Higher percentages of people living in cities also leads to higher crime, which was made worse by the tensions between the "old" immigrants and the "new" immigrants. Most habitants of cities had factory jobs which paid less than ideal wages and required working in dangerous conditions. For the poor in the cities, life was not the dream everyone was seeking.

Individuals also hoped to bring attention to the horrid ^{living} conditions in cities. Jacob Riis was a photographer who photographed the poor in the cities. He eventually published a book How the Other Half Lives, hoping to bring attention to the poor. Another important activist was Jane Addams. Jane Addams started Hull House in Chicago which provided education, job training, language instruction and life skills to the poor. Settlement

houses like Hull House gave help to the poor and immigrants in a time when most people believed it was not the government's job to provide direct assistance to individuals. Jane Addams's work is still a model for modern social workers in large cities who help the homeless and the poor. Some individuals in the Gilded Age, like Jane Addams tried to better the living conditions of all, instead of only themselves. It would take the Great Depression to finally convince Americans that government should take more responsibility for the welfare of the people.

The Age of Industrialization in America eventually became known as the Gilded Age. This is because while some people benefitted greatly from industrialization, many were forced to live in below poverty conditions. The government was laissez-faire until people realized things had to change. It took both groups and individuals to bring attention to problems and for the government to solve them to bring America out of the Gilded Age.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the exploitation of workers and the overcrowding of cities that resulted from industrialization
- Is more analytical than descriptive (*exploitation of workers*: working in factories was also dangerous, and if workers were hurt and could not work, they were simply replaced; as the business combinations became larger and more powerful, workers realized that they would have to combine their strengths to make demands against the owner; for a long time, unions were seen to be anti-American; Sinclair wrote the book hoping people would denounce capitalism; socialism would be the cure for society's ills; *overcrowding of cities*: with factories becoming rampant, cities were where jobs could be found; people living in tenements led to an increase in the spread of disease; settlement houses like Hull House gave help to the poor and immigrants in a time when most people believed it was not the government's job to provide help to individuals; Jane Addams' work is still a model for modern social workers in large cities who help the homeless and the poor)
- Richly supports the theme with relevant facts, examples, and details (*exploitation of workers*: measly wages; Knights of Labor; national union; meetings and demonstrations; American dream; Haymarket Square; bombing in Chicago, court injunctions; troops; strikes; muckrakers; consumer protection acts; Franklin D. Roosevelt; New Deal; minimum wage; maximum work hours; Wagner Act; right to organize; bargain collectively; *overcrowding of cities*: urbanization; immigrant influx; crime; "old" immigrants; "new" immigrants; Jacob Riis; *How the Other Half Lives*; Gilded Age; Chicago; job training; language instruction; life skills; Great Depression)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that show an understanding of the connection between industrialization and social conditions

Conclusion: Overall, the response fits the criteria for Level 5. The strength of the response lies in its analysis of the problems of industrialization and the attempts at reform. It clearly demonstrates that the outcome is sometimes quite different from what the reformers anticipated and that many reforms take time to accomplish.

During the late 19th and early 20th centuries, the United States grew towards a more industrialized nation. New inventions and methods of manufacturing greatly facilitated production of goods. Although the economy was distinctly benefitted by industrialization, this did not come without a cost.

A major negative effect that came with the era of industrialization was the destruction of the natural environment. As factories were built, they required vast resources to maintain; this included coal and timber. Over-harvesting of lumber is an obvious malfactor to the environment; forests were destroyed, and with them the natural beauty of the land and many animal habitats. The mining and use of coal greatly contributed to the decline of the balance of many ecosystems. Coal was and still is mined from the sides of mountains. The most efficient use of coal during this period was in the use of steam power. Coal was burned to create steam, which powered many new inventions such as steamboats and trains. This however released the byproducts of burning coal; a significant amount of ash and smoke. These byproducts were known as pollution, and harmful to the environment. A step towards conservation occurred with the election of one of our first Progressive Presidents: Theodore Roosevelt. Roosevelt had faith in the American people that they, like he, believed in the protection of our environment. President Roosevelt encouraged conservation programs as part of his Square Deal. This included the preservation of many areas for the use of public nature parks. Working with Gifford Pinchot, Roosevelt set aside millions of acres as protected forest land. Today, national

parks are America's greatest treasures, and attempts to develop them have been resisted by environmentalists and the general public.

Theodore Roosevelt paved the way for his cousin and future President Franklin Delano Roosevelt. Like his cousin, FDR believed in the protection and conservation of the environment. As part of his New Deal, the Civilian Conservation Corps gave jobs to many unemployed young Americans in order to plant trees, prevent or even reverse erosion, and improve national parks. Both Roosevelts set an unheard of precedent for the conservationist front. Their ideals and programs have made a lasting impact even ^{to} today, as national parks attract millions of visitors each year.

Another negative impact of industrialization was the exploitation of workers. New factory jobs brought employment to many unskilled and semi-skilled workers, but this came with a cost. Most of these factory workers were forced to work long hours with little pay. If a worker were to be injured on the job, no compensation was given and they were quickly replaced by another worker. Some factories hired child labor, a cheap and efficient source of income. These children, like the adults, ^{were} forced to work under harsh conditions. Factory owners valued profit over the welfare of their employees. This exploitation continued with little to no public attention for many decades until a horrendous incident shined a spotlight on the factory owners; during work, the Triangle Shirtwaist Factory in New York City caught fire from the inside. The female employees tried to escape but were locked inside by their employer. With all the

publicity about so many women bearing to death in the factories, groups realized these workers had rights, and deserved protection. Unions like the American Federation of Labor, stood up for workers by demanding a full investigation. Unions demonstrated and lobbied to prevent such a tragedy from ever happening again. Their efforts resulted in the passage of improved building codes and safety regulations by the city and the state. These reforms became the guide for improving workers' safety from the Progressive Era to the present day. The use of unions is still evident today. Protection of rights and benefits are valued by most Americans.

Without the Industrial Revolution, the United States would not be the world power it is today. Although industrialization is considered by most to be beneficial, some effects with negative consequences can be avoided. As our nation continues on its intended path, we will continue to industrialize, but with new and improved technologies and ideals, hopefully we will not repeat our past mistakes.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the destruction of the natural environment and the exploitation of workers that resulted from industrialization
- Is more analytical than descriptive (*destruction of the natural environment*: the mining and use of coal greatly contributed to the decline of the balance of many ecosystems; President Theodore Roosevelt had faith in the American people that they believed in the protection of our environment; today, national parks are America's greatest treasures and attempts to develop them have been resisted by environmentalists and the general public; *exploitation of workers*: factory owners valued profit over the welfare of their employees; unions demonstrated and lobbied to prevent such a tragedy from ever happening again; these reforms became the guide for improving workers' safety from the Progressive Era through the present day)
- Richly supports the theme with relevant facts, examples, and details (*destruction of the natural environment*: factories; vast resources; overharvesting of lumber; forests were destroyed; animal habitats; steam power; byproducts of burning coal; ash and smoke; pollution; conservation programs; Square Deal; Gifford Pinchot; protected forestland; President Franklin Delano Roosevelt; New Deal; Civilian Conservation Corps; plant trees; reverse erosion; improve national parks; millions of visitors; *exploitation of workers*: new factory jobs; long hours with little pay; injured on the job; no compensation; child labor; Triangle Shirtwaist Company; New York City; female employees locked inside; American Federation of Labor; improved building codes; safety regulations)
- Demonstrates a logical and clear plan of organization; includes a brief introduction and conclusion that credit industrialization with making the United States a world power although with some negative consequences

Conclusion: Overall, the response fits the criteria for Level 5. This response discusses two presidential attempts to conserve the natural environment. It makes a conclusion about the success of Theodore Roosevelt's efforts and then combines these related attempts to come to one conclusion about the success of both presidents' programs. The response also provides good details that led to the success of early 20th-century reform efforts on worker safety.

After the Civil War, the United States experienced a period of rapid economic and industrial growth known as Industrialization. During this time the United States increased manufacturing. However, with great changes, such as this also came serious problems that required individuals, groups and even the government to act upon.

Great economic and industrial advances such as the ones that occurred during the Industrialization Era after the Civil War require a strong Federal and State government to achieve its potential. The government of the Post Civil War United States, however, became corrupt and greedy. Soon after industrialization began political machines took over political parties and political bosses took control of entire cities in some cases. Boss Tweed was one of the early bosses in New York City. He was the head of Tammany Hall, the political machine in New York City, and dominated the city for many years. By controlling city contracts for building in the quickly expanding city, Tweed lined his own pockets and gained support from businessmen. Immigrants' votes were purchased to keep him in power. However, soon following the beginning of political corruption came the ~~start~~^{start} of those trying to correct it. These people were called muckrakers. They were journalists who wrote columns, drew political cartoons and articles to give word to the public about the corruption of the government. Thomas Nast drew detailed political cartoons that clearly showed the general public how corrupt Boss Tweed was. Nast's powerful and damaging cartoons forced New York officials to investigate the corrupt Tweed

Ring Tweed was arrested for crimes committed thanks to the new awareness of the public brought by Thomas Nast. Tweed died penniless in prison, but political corruption continued to be an enormous problem during industrialization reaching ^{into} all levels of government. Great private wealth led to widespread use of bribes to Senators and even presidential cabinet members. Trusts got what they wanted from Congress. One reform that came out of this was the direct election of United States Senators. This was an attempt to give power back to the people.

Industrialization more often than not benefitted a country like the United States. Industries grew and the economy reflected the consumers buying and selling of goods. However, to keep up with the demand, goods were produced fast and sometimes in unsanitary conditions. Often profit-driven companies would worry more about fast production and quantity over quality. The meat packing scandal is an example of this. One journalist, concerned about the lives of immigrant workers, exposed the meat packing industry in a book called, "The Jungle." He wrote of the accidents that were disregarded by workers and supervisors in which a finger or appendage was cut off by a machine and contaminated the meat. He also told of the countless rodents, dead and alive, at the plant, as well as the unsanitary conditions. The public was appalled by the disgusting descriptions, and almost immediately, the F.D.A., or the Food and Drug Administration, was put into place by Progressives in Congress in order to set rules and regulations for food and drug companies to follow. "The Jungle"

and the FDA helped take a step in the right direction to end unsafe production of consumer goods.

In a post Civil War United States, industrialization greatly benefitted the economy and industries. As the economy grew, however, so did the severe problems that ensued. If not for the individuals, groups and government parties involved in putting an end to them, these problems may have gone on unchecked. With such great economic advances also gives way to great political and individual responsibility.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing corruption in government and the production of unsafe consumer goods, but is somewhat unclear in discussing the success of Sinclair's novel in addressing the problem
- Is both descriptive and analytical (*corruption in government*: soon after industrialization began, political machines took over political parties and political bosses took control over entire cities in some cases; Nast's powerful and damaging cartoons forced New York officials to investigate the corrupt Tweed Ring; Boss Tweed died penniless in prison, but political corruption continued to be an enormous problem during industrialization, reaching into all levels of government; *production of unsafe consumer goods*: profit-driven companies would worry more about fast production and quantity over quality; one journalist, concerned about the lives of immigrant workers, exposed the meatpacking industry in a book called *The Jungle*; *The Jungle* and the Food and Drug Administration helped take a step in the right direction to end unsafe production of consumer goods)
- Supports the theme with relevant facts, examples, and details (*corruption in government*: greedy; Tammany Hall; controlling city contracts; quickly expanding city; support from businessmen; immigrants' votes; bribes; direct election of Senators; *production of unsafe consumer goods*: unsanitary conditions; cutoff appendages contaminated the meat; countless rodents; public appalled; Progressives in Congress)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of political corruption in the Tweed Ring demonstrates a clear understanding of the era and includes ample detail. However, in discussing the issue of consumer protection, the response lacks some of the specific details related to the success of *The Jungle* in addressing the problem of meat contamination.

In the period after the Civil War, the United States went under what would be known as the Industrial Revolution. This industrialization was able to make America a world power in the late nineteenth and the twentieth centuries. It helped advance our country but it did have its detractions. Many problems resulted from industrialization, including the overcrowding of cities and the production of unsafe consumer goods.

During industrialization, many people flocked to cities to take advantage of the factory jobs available. These people were generally poor and immigrants. They set up house in what were known as tenements. These places were apartment buildings but were usually only one or two rooms per apartment and often had large families living in them. They had no plumbing and people threw wastes out into the streets. They had poor lighting and were so cramped you could hardly move. The sanitary conditions were horrible. Some social workers saw the plight of these workers and tried to reform their living conditions. These people included Jane

Addams and Lillian Wald, who set up settlement houses to teach English, find jobs for the unemployed, and provide basic medical care. The most famous of these houses was Addams' Hull House in Chicago. These settlement houses eased the suffering of a small percentage of urban poor, but there were not enough of these houses to help all the workers and the tenement dwellers. Their heroic efforts provided leadership for other reformers but could only do so much when faced with the huge numbers of poor in the cities.

Industrialization had made it so mass amounts of goods could be produced in a short amount of time. The problem was that these goods were not always safe, because businessmen were mostly interested in their profits. This was especially true in the markets of food and drugs. In the food market, goods were often produced in very unsanitary conditions and often contained harmful bacteria that caused disease in the

consumers. This was exposed in muckraker, Upton Sinclair's book, The Jungle, that focused on the deplorable conditions of the meat packing business. Sinclair described the filthy and disgusting meat that was sold to the public. Although he was trying to write about working conditions, the dangerous food was what caught people's attention. Also, in the drug market, companies were producing "quack" medicines that often harmed consumers rather than help them. These conditions caused many people to demand that the government do something. President Theodore Roosevelt's responses were the passage of the Meat Inspection Act and the Pure Food and Drugs Act which created the Food and Drug Administration (FDA) which was a watchdog for the food and drug businesses. The FDA agents inspect food goods and approve drugs to be sold. Today, the FDA is still important, because it tries to make sure that food is safe and that all the ingredients are listed on the label.

Now, medicines are tested before they are sold.

Industrialization had a large part in making America what it is today. It also lit a match in the hearts of people to work for reforms to problems industrialization had created. The problems affected the poor and people saw the horrors the workers were facing and did something about it. Some of the problems included the overcrowding of cities and the production of unsafe consumer goods. From the efforts of people like Jane Addams, Lillian Wald and Upton Sinclair these problems were helped to be solved. These reforms along with others would come together as what would be known as the Progressive Era and would create the spirit of reform America has today.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing the overcrowding of cities and the production of unsafe consumer goods
- Is both descriptive and analytical (*overcrowding of cities*: during industrialization, many people flocked to cities to take advantage of the factory jobs available; Jane Addams and Lillian Wald set up settlement houses to teach English, find jobs for the unemployed, and provide basic medical care; their heroic efforts provided leadership for other reformers, but could only do so much when faced with the huge number of poor in the cities; *production of unsafe consumer goods*: these goods were not always safe, because businessmen were mostly interested in their profits; although Upton Sinclair was trying to write about working conditions, the dangerous food was what caught peoples' attention; today, the FDA is still important because it tries to make sure that food is safe and that all ingredients are listed on the label)
- Supports the theme with relevant facts, examples, and details (*overcrowding of cities*: poor people and immigrants; tenements; no plumbing; poor lighting; cramped; social workers; Hull House; Chicago; *production of unsafe consumer goods*: unsanitary; muckraker; *The Jungle*; meatpacking business; filthy and disgusting meat; President Theodore Roosevelt; Meat Inspection Act; Pure Food and Drugs Act; watchdog; inspect food goods; approve drugs; medicines are tested)
- Demonstrates a logical and clear plan of organization; includes an introduction that states that industrialization made the United States a world power but resulted in many problems and a conclusion that credits the Progressive Era with creating a spirit of reform

Conclusion: Overall, the response fits the criteria for Level 4. The response provides an accurate evaluation of attempts to address the problems of industrialization, but it lacks the level of analysis consistent with a Level 5 paper.

The United States was greatly influenced by industrialization following the Civil War. More technological advances and economic boom proved beneficial to nation. - however, these advances, while having a positive impact, also resulted in negative effects.

Primarily the industrialization of the economy lead to a rapid increase in city populations. Immigrants flooded the cities in search of the "American Dream". Instead they lived in squalor - tenements where multiple families lived, cramped into a single dark, unclean room doing dangerous work for pennies a day. They faced prejudices that followed them in their everyday lives.

City living was a hard and merciless way to exist, especially for the newly arrived, non english speaking immigrants. Muckrakers, so termed because they 'raked the muck up' of society, exposed the hardships they faced. Literature such as "How the Other Half Lives" spotlighted these atrocities to the eyes of polite society. Jacob Riis' photographs of urban squalor gave Americans a clear picture of what poverty in New York City looked like. Americans could see for themselves poor and hungry children crowded into tiny rooms.

Following the exposition of the horrendous living conditions of immigrant workers and the disease that spread among them, reform movements were established. Put into place were

stricter building codes and regulations for housing multiple families. New York City passed laws saying that buildings needed windows in every room and running water in each apartment. These laws corrected some of the worst conditions, but poor housing is still found in all urban areas.

Also caused by the industrial boom was the establishment of trusts. A single person gaining a monopoly on an industry like Rockefeller in the oil business, was detrimental to economic prosperity. These trusts were collectively owned and operated—resulting in a single entity having complete control over an entire industry. Rockefeller was known for his ruthless and effective tactics against his competition and there were no laws to discourage him. While Rockefeller got a ~~bad~~^{bad} reputation, he was able to sell a good product at a cheaper price, which did benefit the public—and made him a very rich man.

Theodore Roosevelt was the first president who was bold enough to take on these powerful monopolies, determined to go after the "bad trusts" that were especially harmful. Roosevelt, known as the "trustbuster" put into effect several lawsuits using the Sherman Anti-Trust Act against the worst of these monopolies. He enjoyed his greatest victory against the railroad barons in the Northern Securities case. This was the first time that the Supreme Court agreed to use the Sherman Anti-Trust Act to roll back the power of the

trust.

In effect, following the Civil War the industrialization of America positively impacted the nation as well as individuals. However, in the face of prosperity the corrupt rise to power and measures must be taken against them.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing the overcrowding of cities and the establishment of trusts
- Is both descriptive and analytical (*overcrowding of cities*: immigrants lived in squalor; multiple families lived cramped into a single dark unclean room, doing dangerous work for pennies a day; faced prejudices that followed them in their everyday lives; literature such as *How the Other Half Lives* spotlighted these atrocities to the eyes of polite society; laws corrected some of the worst conditions, but poor housing is still found in all urban areas; *establishment of trusts*: these trusts were collectively owned and operated, resulting in a single entity having complete control over an entire industry; Rockefeller became a very rich man; President Roosevelt was the first president who was bold enough to take on these powerful monopolies, determined to go after the “bad trusts” that were especially harmful; he enjoyed his greatest victory against the railroad barons in the Northern Securities case; first time Supreme Court used the Sherman Antitrust Act to roll back the power of a trust)
- Supports the theme with relevant facts, examples, and details (*overcrowding of cities*: “American dream”; tenements; Jacob Riis’s photographs; New York City; poor hungry children; reform movements; stricter building codes; windows in every room; running water in each apartment; *establishment of trusts*: oil business; ruthless and effective tactics; trustbuster; several lawsuits)
- Demonstrates a logical and clear plan of organization; includes a brief introduction and conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response clearly describes two problems of industrialization and the attempts to address these issues, but the discussion of the effectiveness of these attempts is not sufficiently developed.

During the time period following the Civil War, industrialization dramatically increased, especially in the North. This great change caused a new array of problems in society. Many more people, and even women, worked in factories than before the Civil War. A multitude of immigrants began pouring into the country in search of industrial jobs. Industrialization resulted in the exploitation of workers and the rise of nativism sentiments.

The rise of industrialization expanded the job market. Men, women, immigrants, and children filled the need for a supply of labor. The conditions in the workplace were brutal due to large production quotas and very minimal government regulation. The work days were extremely long and the wages were incredibly low. Inside the factory, the environment was dangerous. There were many fire hazards and unsafe machinery. Workers were exploited and treated as machines, not human beings. In response to the harsh conditions, labor unions were organized. Such organizations were the American Federation of Labor and the Knights of Labor. Strikes and demonstrations were among the tactics they used to fight for their wants. Among those wants were shorter hours, better wages,

collective bargaining, and an end to child labor. The Haymarket Square Riot is an example of workers and unions protesting. The unions weren't all that successful. Owners blacklisted anyone trying to organize a union. The government supported management over organized labor. They sent troops to attack strikers and arrest union leaders. For many years, unions had little power and the public thought they were dangerous.

Industrialization caused an increase in anti-immigrant feelings. Immigrants came flooding into the country because of the new job opportunities. This caused them to become competition for citizens. Immigrants were more desirable to businesses because they would work for low wages and couldn't organize ^{into} unions due to language barriers. The American Federation of Labor represented skilled workers and opposed immigration from Asia. Samuel Gompers and other leaders supported restrictions on "new" immigration for many years. It wasn't until the 1920s that quotas were passed restricting immigration. Unions opposed immigrants but hadn't been able to do much to eliminate the competition. With the passage of the Immigration Quota Act, the numbers of immigrants from all areas dropped. This allowed the native-born Americans to take the jobs in industries and

Anchor Paper – Thematic Essay—Level 3 – A

Allowed unions to become more powerful
Industrialization caused problems in society. Workers
were put into dangerous conditions and immigrants
faced harsh opposition. The government was looked
to for help, but took minimal action.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth by discussing exploitation of workers and increase in anti-immigrant attitudes
- Is more descriptive than analytical (*exploitation of workers*: workers were exploited and treated as machines, not human beings; strikes and demonstrations were among the tactics they used to fight for their wants; for many years, unions had little power and the public thought they were dangerous; *increase in anti-immigrant attitudes*: immigrants came flooding into the country because of the new job opportunities; Samuel Gompers supported restrictions on “new” immigration; it was not until the 1920s that quotas were passed restricting immigration; allowed native-born Americans to take the jobs)
- Includes some relevant facts, examples, and details (*exploitation of workers*: minimal government regulation; fire hazards; unsafe machinery; American Federation of Labor; Knights of Labor; shorter work hours; better wages; collective bargaining; child labor; Haymarket Square riot; blacklisted; sent troops; arrested union leaders; *increase in anti-immigrant attitudes*: low wages; language barriers; unions opposed immigrants; American Federation of Labor; Immigration Quota Act)
- Demonstrates a satisfactory plan of organization; includes an introduction that notes the rise of nativism and a brief conclusion that criticizes the government for its inaction

Conclusion: Overall, the response fits the criteria for Level 3. The response has a good understanding of the task, discussing how early unions were unable to resolve the exploitation of workers and how, as unions became stronger, they actually contributed to the increase in anti-immigrant attitudes.

The United States built up an industrialized economy after the Civil War. Industrialization was a double-edged sword that both greatly benefitted the nation and caused grave problems that needed solving by individuals, groups, or the government. Two examples of such problems are the unsanitary and disgusting meat packing industry and the destruction of the natural environment. These industrial problems created the need for reform.

Chicago was the biggest city in the mid-west, the heart of middle American industry. The conditions of each industry varied, but none was more putrid than Chicago's meat packing industry. Not only was the condition of the industry unsanitary, to say the least, but the meat itself was ground up with dead rats, poisonous chemicals, insects, and dung. Industrialization stressed quantity, not quality; therefore, nobody cared about what was in the meat, but how much of it could they sell. Upton Sinclair's book *The Jungle* described the horrifying and rancid ~~to~~ meat packing industry so the readers would understand the conditions workers have to deal with. The message the readers

took, however, was of how toxic the meat was. This message spurred the government to take action; the Meat Inspection Act and the Food and Drug Administration were created to combat the conditions of Chicago's meat packing industry. This attempt was a success because ~~federal~~ federal ~~inspection~~ inspectors would now be checking the meat.

A second problem created by industrialization was the destruction of the natural environment. Industrialization was the root of this problem because factories had to be built on lands that were previously filled with unharmed plants and animal life. Deforestation and strip mining were also caused by ~~industrial~~ industries because resources were needed to keep factories going. President Theodore Roosevelt abhorred these practices and called for the creation of natural parks. These areas could not be tampered with and were meant to be preserved. John Muir, a friend of Theodore Roosevelt, fought to protect natural wonders like Yosemite and the giant Redwoods from destruction. Right here in New York, a big part of the Adirondacks and parts of the Catskills were protected by the state to keep

its water, used in cities, from ~~beginning~~ becoming totally polluted. The creation of national and state parks was a success because they preserved wildlife and prevented total destruction of the environment.

The industrial economy of the United States was not without its flaws. These problems, however, sparked the need for reform and resulted in a better America.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing production of unsafe consumer goods and destruction of the natural environment
- Is more descriptive than analytical (*production of unsafe consumer goods*: the conditions of each industry varied, but none was more putrid than Chicago's meatpacking industry; the message the readers took, however, was of how toxic the meat was; this attempt was a success because federal inspectors would now be checking the meat; *destruction of the natural environment*: deforestation and strip mining were also caused by industries because resources were needed to keep factories going; President Theodore Roosevelt abhorred these practices and called for the creation of national parks; part of the Adirondacks and the Catskills were protected by the state to keep water from being polluted; the creation of national and state parks was a success because they preserved wildlife and prevented total destruction of the environment)
- Includes some relevant facts, examples, and details (*production of unsafe consumer goods*: unsanitary; dead rats; poisonous chemicals; insects; dung; quantity not quality; Upton Sinclair; *The Jungle*; rancid meat; Meat Inspection Act; Food and Drug Administration; *destruction of the natural environment*: plant and animal life; John Muir; Yosemite; Redwoods; water used in cities)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response includes accurate generalizations about industrialization with some details to support these statements.

The United States developed an increasingly industrialized economy after the civil war. Although industrialization provided many benefits for the nation, it also created serious problems. These problems required actions by individuals, groups, and the government. Two problems that resulted from this time period were the establishment of trusts and the production of unsafe consumer goods.

The establishment of trusts were good for big business, but a major problem for competition. This problem resulted from industrialization because the United States became more urban as it became more modernized. Many factories were located in cities, and employees needed to be close to their jobs. As more businesses were created, competition got more fierce. To eliminate competition, corporations would combine into trusts. As trusts grew, they could eliminate any competitors with lower prices. One person who attempted to address this problem was Theodore Roosevelt. As President, he called for a stronger enforcement of the Sherman Anti-Trust Act. Before his presidency, this act did very little to eliminate trusts. Roosevelt's actions were successful. During his presidency, he used the Sherman Anti-trust Act to eliminate more trusts than all previous presidents combined. He became known as the "Trust Buster" for breaking up a few "bad trusts."

Another problem that resulted from industrialization was the production of unsafe consumer goods. This problem

resulted from industrialization this time period because competition in the economy greatly increased. Although there was heavy competition, there were no safety regulations. The result was many unsafe consumer goods. A group of people who addressed this problem were the muckrakers. These people were photographers, journalists, and writers that exposed all the problems of society to the public. For example, Upton Sinclair was the author of The Jungle which exposed all the problems of the Chicago meat packing industry. The actions of muckrakers resulted in government regulation of business to ensure safe goods. For example, the Food and Drug Administration was created due to their influence. Now food is tested and labeled.

Industrialization was just as good for society as it was bad. It provided many benefits, such as a strong economy and modernized goods. However, it brought political, social, and economic problems with it. The actions of groups and individuals influenced the government to take action.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing the establishment of trusts and the production of unsafe consumer goods
- Is more descriptive than analytical (*establishment of trusts*: good for big business but a major problem for competition; to eliminate competition, corporations would combine into trusts; trusts could eliminate any competitors with lower prices; as president, Theodore Roosevelt called for a stronger enforcement of the Sherman Antitrust Act; he became known as the “trustbuster” for breaking up a few “bad trusts”; *production of unsafe consumer goods*: although there was heavy competition, there were no safety regulations; muckrakers were photographers, journalists, and writers that exposed all the problems of society to the public; the actions of muckrakers resulted in government regulation of business to ensure safe goods); includes faulty application and analysis (*production of unsafe consumer goods*: this problem resulted from this time period because competition in the economy greatly increased)
- Includes few relevant facts, examples, and details (*establishment of trusts*: United States became more urban; factories were located in cities; *production of unsafe consumer goods*: Upton Sinclair; *The Jungle*; Chicago meatpacking industry; Food and Drug Administration; food is tested and labeled)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response includes broad generalizations regarding these problems of industrialization but lacks development and details, especially on the subject of trusts.

After the Civil War, the United States developed an increasingly industrialized economy. Industrialization provided many benefits for the nation; however, it also created serious problems that required action by the government, groups or individuals. Many of these problems had taken place in factories where products were made by machines and ~~people~~ people.

~~One~~ One major issue that had taken place in the factories were the working conditions. The factories were usually not clean and the work areas were quite dangerous.

~~Due to the factories and technology being fairly new,~~ Due to the factories and technology being fairly new, ~~the workers were at~~ the workers were at higher risk of getting injured because they don't have as much experience as one should have when operating such machinery. Also, in order to save money, the owners of these factories did not want to pay for medical help, nor the ~~cleanliness~~ cleanliness of their factories. As a result, of both working conditions, many workers would be injured and have

to continue working in dirty conditions. These conditions did not only effect the workers but ~~also~~ also the people ~~that~~ buying the products. For example, in factories that made food, ~~products~~ such as meat products, used sharp, dangerous machines to cut and chop the meat. As a result, many workers would get their fingers cut off, which would ~~then~~ end up in the meat, and be sold to the people. Also due to the dirty conditions, there would be rats around the food, contaminating it. Many people wrote books about these conditions. These people were called Muckrakers. They would write these books to expose the truth about the factories and their products. As a result of these books, the Meat Inspection Act was passed, where the meat had to be inspected before being packaged and sent out to be sold.

Another issue that took place ~~was~~ was child labor. Many families ~~that~~ that did not have money, had no choice but to have they're children

work to bring in extra money. Most children would work at factories because the ~~factories~~ factory owners would hire them to do jobs that adults were unable to do ~~like~~ like fitting into tight spaces to fix broken machines. The conditions that these children were working in were very seriously dangerous. Many children from ages ~~four~~ four to twelve would work twelve hours without a break, and earn less than half of the adult workers, while doing far more dangerous jobs. Many children would also become very sick due to the ~~bad~~ cleanliness of the factories. As the word spread about these conditions, muckrakers wrote many books on the ~~reality~~ truth of child labor, they included pictures to give more of an effect and to show what these children are going through. As a result of the muckrakers and the strikes on these conditions, the government passed child labor laws to keep the children

safer when working.
Although industrialization was amazing for the ~~United States' future~~ nation's future, it was very dangerous to the people during the time it was being introduced to the United States. But as time went on, the issues were fixed and ~~so~~ dealt with to create the nation we live in today.

Anchor Level 2-A

The response:

- Minimally develops some aspects of the task by describing poor working conditions that led to the production of unsafe consumer goods and to the use of child labor and mentioning an attempt to address each problem
- Is primarily descriptive (*production of unsafe consumer goods*: due to the dirty conditions, there would be rats around the food, contaminating it; muckrakers would write these books to expose the truth about the factories and their products; as a result of these books, the Meat Inspection Act was passed; meat had to be inspected before being packaged and sent out to be sold; *use of child labor*: many families that did not have money had no choice but to have their children work to bring in extra money; muckrakers included pictures to give more of an effect and to show what these children were going through; the government passed child labor laws to keep the children safer when working)
- Includes few relevant facts, examples, and details (*production of unsafe consumer goods*: sharp, dangerous machines; fingers cut off; *use of child labor*: ages four to twelve; worked 12 hours; earned less; dangerous jobs)
- Demonstrates a general plan of organization; lacks focus; includes an introduction that restates the theme and a conclusion that emphasizes the dangers of industrialization

Conclusion: Overall, the response fits the criteria for Level 2. The response uses poor working conditions as a base to discuss the production of unsafe consumer goods and the use of child labor but only provides minimal details about the attempts to solve these problems. Broad generalizations and a lack of development characterize this response.

After the civil war, the United States entered a period of industrialization. During this time immigrant rates rose immensely because people from all over the world were searching for a better economic status. These new immigrants migrated to major cities creating overcrowding and unsanitary conditions. The social conditions of the United States suffered so much, that the government was forced to step in and help.

Most immigrants settled in major cities on the coasts of America, like New York City. With the amount of people growing in ghettos within New York it became very overpopulated. Many immigrant families were forced to live more than one family in an apartment and the buildings and living conditions were becoming very unsanitary. In the beginning the ~~rest~~ rest of the country was pretty much oblivious to the ~~over~~ overcrowding problems in cities. But journalists, who showed America their flaws through writings and photographs, muckrakers, stepped in to alarm the government. The government soon stepped in to make living conditions more sanitary and healthy. ~~One~~ One example is the ^{creation} ~~passing~~ of building codes, which made it necessary for building owners to keep their establishments safe and clean for their customers or tenants. Building codes have remained very successful within the U.S., and we still abide by them today.

Since so many new immigrants came to America within a short time of industrialization, ^{industries} factories began producing everything they could, as quick as they could. This problem became especially dangerous in the meat packing industry. The workers would pack the meat quickly and carelessly in order to make more money. But while doing this, they ~~not~~ forgot about sanitation and safety, two concepts that are especially important while working with ~~the~~ consumer goods. ^{Especially with meat which bacteria can grow very quickly and cause deadly diseases.} Once again, the muckrakers showed America the grotesque conditions of this industry and the dangers it was causing the consumers. The government then stepped in and created the first acts for consumer protection: the Pure Food and Drug Act and the Meat Inspection Act. Both acts made great progress in making the meat packing industry, along with ~~many~~ other similar industries, safe for the ~~American~~ consumer. In America we still abide by rules stated in these acts, and unsanitary or unsafe establishments will be shut down in order to protect consumers.

In conclusion, industrialization in the United States, while creating a flourishing economy, had many negative effects while in search for ~~a~~ better economic and social ~~life~~, freedoms, many people immigrated to the United States. The rise of immigrants created overcrowding of cities, while industries

Anchor Paper – Thematic Essay—Level 2 – B

were just thinking of making money, and forgetting about ~~the~~ consumer safety. In these times the government was forced to step in and make laws to fix the decreasing ~~the~~ social standards within the United States.

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

- Minimally develops all aspects of the task by discussing the overcrowding of cities and the production of unsafe consumer goods
- Is primarily descriptive (*overcrowding of cities*: many immigrant families were forced to live more than one family in an apartment; journalists, who showed Americans these flaws through writings and photographs, stepped in to alarm the government; building codes have remained very successful in the United States; *production of unsafe consumer goods*: the government then stepped in and created the first acts for consumer protection: the Pure Food and Drugs Act and the Meat Inspection Act; in America, we still abide by rules stated in these acts; unsanitary or unsafe establishments will be shut down to protect consumers); includes faulty analysis (*production of unsafe consumer goods*: the workers would pack the meat quickly and carelessly to make more money)
- Includes few relevant facts, examples, and details (*overcrowding of cities*: New York City; ghettos; overpopulated; muckrakers; tenants; *production of unsafe consumer goods*: bacteria; deadly diseases; muckrakers; grotesque conditions)
- Demonstrates a general plan of organization; includes an introduction and conclusion that highlight immigration

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a limited understanding of each problem, relying on sweeping generalizations and incorporating few details to support them.

Industrialization was a major factor in the North's win over the South in the Civil War. After the Civil War, the Industrialization began reaching new heights in American Society. Trusts were beginning to form, and the corruption in business was creating an increase in production of unsafe consumer goods. Muckrakers of the time began to expose corruption, and many groups began to speak out against the corruption.

A major problem was the formation of trusts. Because of Horizontal and/or Vertical Integration, business owned by J.P. Morgan, Andrew Carnegie, and John Rockefeller began to grow and would force small businesses to close. The government tried to regulate trusts, but the creation of the Sherman Antitrust Act was almost useless. One Muckraker, Ida Tarbell, wrote a book on the oil trust, "History of the Standard Oil Company", and she began to expose the corruption. Theodore Roosevelt and William Taft were both big proponents of ending trusts though, and they ended many bad trusts during their presidency's. They were also smart, because they felt that good trusts

were alright, so they just broke up the bad trusts. The trusts' were a main problem from the increasing Industrialization.

Also, the unsafe products that were being created caused a problem. The trusts were trying to make as much money as possible, so they would create very cheap, dangerous and unreliable products. Upton Sinclair described the atrocities of the meat packing industry in "The Jungle", and it opened up many people's eyes to these things. When Theodore Roosevelt became president, he created the Pure Food and Drug Act as well as the Meat Inspection Act both to help prevent the unsafe products in the food industry. These Acts were both successful in cleaning up the Food industry.

In conclusion, after the Civil War Industrialization led to an increase in corruption in business. Major Trusts began forming, and unsafe products were being pumped onto the market. If it wasn't for Progressives like Theodore Roosevelt, the trusts could have ruined business.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by addressing the establishment of trusts and the production of unsafe consumer goods
- Is primarily descriptive (*establishment of trusts*: because of horizontal and/or vertical integration, business leaders like J. P. Morgan, Andrew Carnegie, and John Rockefeller would force small businesses to close; the government tried to regulate trusts, but the creation of the Sherman Antitrust Act was almost useless; Theodore Roosevelt and William Taft were also smart because they felt that good trusts were all right so they just broke up the bad trusts; *production of unsafe consumer goods*: the trusts were trying to make as much money as possible, so they would create very cheap, dangerous, and unreliable products; Upton Sinclair described the atrocities of the meatpacking industry in *The Jungle*, and it opened up many people’s eyes to these things; when Theodore Roosevelt was president, he created the Pure Food and Drugs Act as well as the Meat Inspection Act to help prevent the unsafe products in the food industry)
- Includes few additional relevant facts, examples, and details (*establishment of trusts*: Ida Tarbell; “History of the Standard oil Company”)
- Demonstrates a general plan of organization; includes an introduction that is more than a restatement of the theme and a conclusion that credits Progressives for not allowing trusts to ruin business

Conclusion: Overall, the response fits the criteria for Level 2. Although the response includes some pertinent historical information about the era, it lacks depth, especially regarding the extent to which the attempts at reforms were successful.

The United States had rapidly industrialized after the Civil War. Although this industrialization helped the nation and gave it wealth, it also has its negative effects. Industry has affected much of America ~~by~~ by making cities become overcrowded and by destroying the environment.

Overcrowded cities is one of the negative by-products of industrialization. Workers needed to live close to where they worked, so cheap and overcrowded housing was set up. ~~The~~ Overcrowding caused problems such as high crime rates, and poorly built housing. Also, it ~~was~~ was easy to become sick in overcrowded housing. Illness spread fast and affected many people because people lived so closely to one another.

Another negative affect of industrialization is the destruction of the environment. ~~The~~ Industrialization caused this

because companies use natural resources, such as oil, to run their ~~companies~~^{businesses}. These resources harm the environment and deplete the ozone layer. Also, some companies had dumped their waste in lakes which ~~was~~^{has} harmed the wildlife and plants. People have realized this pollution has had a negative effect on society, and wanted it to be fixed. Some industries made attempts to ~~do~~^{give} what the people wanted. They used different technology to cut back on pollution. ~~because~~ This attempt was successful in some cases. Some companies began to ~~take~~ notice of what was becoming of the environment.

As you can see, industrialization had a negative effect on society to go along with its positives. Overcrowded cities and destruction of the environment are just two of the many negative effects industrialization has caused to the United States.

Anchor Level 1-A

The response:

- Minimally develops few aspects of the task by describing the overcrowding of cities and the destruction of the natural environment
- Is descriptive (*overcrowding of cities*: workers needed to live close to where they worked, so cheap and overcrowded housing was set up; *destruction of the natural environment*: some companies had dumped their waste in lakes, which has harmed the wildlife and plants)
- Includes few relevant facts, examples, or details (*overcrowding of cities*: high crime rates; illness spread fast; *destruction of the natural environment*: oil; ozone layer; pollution)
- Demonstrates a general plan of organization; includes an introduction and conclusion that note the selected problems

Conclusion: Overall, the response fits the criteria for Level 1. The response explains these problems of industrialization in a very general way but does not address the other aspects of the task in any meaningful way.

After the Civil war the United States developed an increasingly industrialized economy. Industrialization provided many benefits for the nation however it also created serious problems that required action by the government groups or individuals.

Poor working conditions was a definite result of the industrialization. They had no type of safety in the factories. ~~Some~~ Many of the workers were being treated bad, ~~a~~ being injured or were dieing. This created many problems because whenever this happened they were just fired and replaced. Later on they established a Union which is an organization that protects the rights of the workers.

Another problem that occurred with the industrialization was the working of children at a really young age. Children were dieing at an extremely young age, due to that they couldn't handle the harsh conditions. ~~Unti~~ The government had finally realized this and established child labor laws.

The industrialization was a extremely necessary for the economy. Even ~~it had neg~~ though it had negative and positive effects.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by explaining the exploitation of workers and the use of child labor and mentioning one attempt to address each problem
- Is descriptive (*exploitation of workers*: workers who were injured or dying created many problems because whenever this happened they were just fired and replaced; later on, they established a union, which is an organization that protects the rights of the workers; *use of child labor*: children were dying at an extremely young age because they could not handle the harsh conditions; the government had finally realized this and established child labor laws)
- Includes very few relevant facts, examples, or details (*exploitation of workers*: no type of safety)
- Demonstrates a general plan of organization; includes a brief introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response identifies the issues of industrialization without elaboration and is repetitive.

After the Civil War, industrialism flourished. It was a time for growth but the rapid growth did not come without its consequences. People at time did not realize the extent to which Industrialism affected society. Two problems that arised were the production of unsafe consumer goods and the increase in anti-immigrants attitudes.

The production of unsafe consumer goods were virtually unknown until the production of Upton Sinclair's book, The Jungle. Upton Sinclair was a muckraker who exposed the ills of the meat packing industry. Through his book, The Jungle, Sinclair was able to inform the public about the unhealthy meat they were buying. The public was shocked to learn about what they read. The book went into gruesome detail about how rat tails would get granded up with the meat and other unthinkable products of the factory. The public called for inspection and reform immediate and Theodore Roosevelt was right there supporting it. Under his presidency, the Pure Food and Drug Act ^{and} the Meat Inspection Act were passed. The Pure Food and Drug Act required food industries to put labels on their product so consumers know exactly what they are ~~are~~ consuming. The attempts made by Sinclair and Roosevelt were successful at reforming a consequence of Industrialism because it prompted reform and change. Careless production in food industries grew from the idea that everything produced in a factory ~~shd~~ should be fast and quick. This was in a time before government regulated business. Industrialism pushed the

idea of quantity and not quality but Sinclair and Roosevelt changed all of that. The Sangle was the cause of food production reform and the Pure Food and Drug Act was the effect. Together, these events reformed one of the consequences of Industrialism.

The other consequence was not so positively solved. Another problem that arised from Industrialism was an increase in anti-immigration attitudes. Americans were not fond of the immigrants coming in to America because that meant more job competition. Immigrants were willing to work at a lower wage so Employers looked to hire immigrants over natives. They crowded into poor neighborhoods and were often blamed for crime and slum conditions. This ~~se~~ resulted in nativism, the belief that a countrie's "natives" were superior to foreigners in their country. To "fix" this problem of immigration, the Know-Nothing Party ~~was~~ evolved. The Know-Nothing Party was strictly based on nativism and did everithing in their power to prevent immigrants to come in. The Know Nothing Party was sucessful because they would terriroze immigrants from taking jobs. It was unfortunately a negative and wrong solution to an overall negative problem but it was nontheless a consequence of Industrialism.

These two after effects, unsafe consumer goods and anti-immigration attitudes shaped the progressive movement that would follow after the Industrial Age. They were both sucessful in reforming, even if the later was negative.

Thematic Essay—Practice Paper – B

The Industrial Revolution brought ^{about} many positive and negative changes. It allowed us to develop technology and techniques that benefitted our society. Despite all the positive results of the industrial revolution, many problems arose that needed federal attention. For example, the Food and Drug Administration was enacted to make sure consumer goods were safe. Two problems that resulted from the industrial revolution were unsafe consumer goods and the exploitation of workers.

Industrialization allowed for new large scale techniques of producing food. Instead of people going to local markets to buy food made and produced by that market, food, especially meat was produced in factories in large quantities and sent all over the country to stores. These factories were never checked for safety conditions or sanitary conditions. It turned out that ^{the} meat packing industry based in Chicago had serious problems with sanitary and working conditions were horrific. Upton Sinclair, a muckraker, exposed these terrible ~~conditions~~ ^{conditions} in his book the Jungle. This turned the government's attention to problems with what consumers ate or drank. As a result, the Meat Inspection Act was passed and the Food and Drug Administration was created to address these conditions. It is not only the ^{meat} ~~meat~~ packing industry that the Department of Agriculture inspects. Many foods are now tested which protects the consumer against unsafe goods. The FDA has set up rules and regulations. Ingredients must be listed on labels so you will know what you are eating. Every legal drug is also test^{ed} by the FDA to make sure it's safe. When problems are found in food and drug products, the FDA orders a recall. Despite the Food and Drug Administration, consumers are not completely protected against unsafe consumer goods. For instance, outbreaks of e-coli and salmonella sometimes have caused deaths throughout the country. It is impossible to guarantee the safety of all foods and drugs, but at least it is better than before the FDA was created.

The Industrial Revolution also resulted in the exploitation of workers. Factories were extremely common now and profit was all employers and companies sought. Children were hired and worked for extremely low wages because men were more expensive to employ because they

Thematic Essay—Practice Paper – B

demanded higher wages. Instead of going to school, these children went to work in coal mines and dangerous factories. Many children experienced harsh injuries either by damaging body parts from crawling into tight spaces to fix machines and getting limbs cut off, or lung damage from coal mines. There were many attempts to pass child labor laws to prevent the employment of children. Finally, during the New Deal, rules and regulations about children not being able to work until a certain age were passed. You have to be at least 16 to be hired for most jobs, and there are restrictions on the hours teenagers can work. As a result, more children go to school which allows our nation to advance more ⁱⁿ technology and prevents employers from exploiting young children.

In Industrialization, the benefits far outweigh the consequences. Two negative results of the Industrial Revolution were unsafe consumer products and exploitation of workers. There were actions taken to fix these problems, like the FDA and child labor laws,

AFTER the Civil War, the United States had become an industrialized country. Industrialization brought benefits to the nation, but it also caused serious problems. Two problems that resulted from industrialization was slums, and unsanitary work conditions.

By the late 1800's, the United States had become a very industrialized nation. Many people flocked to the cities for jobs. Also, many immigrants came to America, looking for work. These immigrants settled in city areas. However, this would soon lead to the development of slums. Slums were disease ridden and full of crime. Many families lived in one room tenements. These tenement apartment's could house a five person family in one room. These conditions appalled many people. One person who was appalled, was a muckraker named Jacob Riis was disgusted by the unsanitary slums and published a book called "How the other Half Lives." This book shocked many Americans, including the government. This lead into a further investigation of cleaning up the slums.

Another problem facing industrialization was unsanitary work conditions. In Chicago's meat packing district, workers slaved in a filth infested work environment. These unsanitary conditions led to unsafe consumer goods.

Rats infested these meat packing plants and there were stories of rats (and workers fingers) falling into meat grinding machines. The reason why industrialization caused such unsanitary working conditions was because owners of these plants did not care. They wanted their products to be chipped out at a fast rate. They did not care, if it was a safe product or not. One person who was disgusted by these conditions, was an author named Upton Sinclair. He wrote a book called "The Jungle, which revealed the horrors of these working conditions. The book shocked the nation. As Sinclair said "I was aiming for the nations heart, and instead hit it in the stomach." President Theodore Roosevelt was even appalled, at what he read. He decided that laws should be passed, in order to fix these unsanitary conditions. He passed the meat inspection act and the pure food and drug act. These act's ensured that the American people, would get a good product. It also cleaned up the work place and improved working conditions for workers. Sinclair's book seemed to be very effective in fixing this problem.

After the Civil War, the United States became industrialized. This caused problems for the nation. Two problem were slums and unsanitary work conditions. These problems were cured by concerned citizens.

The Civil War was a defining divider between America as an agricultural power and America as an industrial giant. The Reconstruction era and the Progressive era saw the development of industry across the country. The economic benefits of industry far outweighed those of agriculture. However as industries grew exponentially, problems began to arise such as exploitation of laborers and destruction of the environment. These problems eventually gained the attention of the public which demanded regulations to be put into place.

After the civil war, industries grew all over. They were headed by individuals who sought to limit expenses and maximize profits. Because of the readily available labor due to mass immigration, industrial giants were able to force their workers to work in unsafe conditions for minute wages. Since there were no regulations in place that prevented this exploitation, industrial bosses prospered while their workers suffered. Eventually the public grew aware of this problem and began creating labor unions. These unions, such as the AFL used strikes to fight for better wages and better working conditions. Eventually during the New Deal, the Roosevelt administration responded to their pleas and established a

minimum wage along with an 8 hour work day. Industrial bosses could no longer exploit their workers without repercussions.

As industry expanded after the civil war, so did the exploitation of vast forests and animals habitats which had powerful and damaging effects on the surrounding climate and ecosystems. As this problem grew more severe, the environmentalist movement began to take root. President Theodore Roosevelt reacted to this destruction of the environment by establishing the National Park System to protect wildlife. Under this system, specific areas of land would be prevented from being built upon. Roosevelt's National Park System is still around today. It was an important step in limiting the destruction of the environment by safeguarding land from industrial development.

While industry certainly was beneficially to the economy, it had social and environmental implications that plagued our country. The public along with the government were able to face these problems and establish legislative that lessened their harmful effects. Without these measures, our country would not be what it is today.

The Civil War resulted in an increase in industrialization for the United States. Beginning in 1861, the nation, particularly the north, began an industrialization boom that was immensely beneficial to the American economy. At the same time, industrialization created ~~large~~ ^{serious} problems for Americans, including overcrowding of cities and the establishment of trusts. Americans sought to resolve these problems through group as well as government intervention as industrialization continued to spread throughout the nation.

Overcrowding of cities was a common and serious problem that occurred as a result of industrialization. As factories and job opportunities opened up in cities, American farmers moved from the rural areas to urban cities, while immigrants flocked to cities in search of jobs, food, and a better life. This migration to cities, otherwise known as urbanization, led to an immense overpopulation ^{of} cities. Newcomers were usually crammed into tenement buildings by the thousands, with up to thirty families residing in the same windowless room. These tenement buildings had little hygiene, and deadly diseases such as cholera and typhoid spread quickly among immigrants. The government eventually became aware of this serious health issue and decreed that a certain number of people must move into the suburbs to decrease the amount of city inhabitants. In another attempt to prevent overcrowding in cities, the government passed several laws which restricted the amount of immigrants that could come to America. Though many deemed these laws unjust, it was the only way the

government could stop the wildfire spread of people into cities. In the end, ~~this proved successful~~ ^{these government methods} proved successful and although industrialization was still occurring rapidly, the flow of people into cities somewhat decreased by the early 20th century.

Another issue that sprouted from the increase in industrialization was unsafe working conditions ~~for~~ laborers. Due to the large amount of factories that were being built during industrialization, factory owners employed laborers of any age, size, and gender and did not take time to ensure that their workers were working in safe conditions. Children as young as five years old were toiling in factories twelve hours a day with few and brief rest periods as well as miserably low wages. Also, the lack of supervision in factories led to many machine accidents and injured workers, who were then either fired or ordered to return working with an injury. Many workers became outraged of the treatment they received in factories so they went on strikes. However, few strikes were successful; the police usually defeated the strikes and in most cases, ~~factory~~ ^{factory} owners simply hired other people who needed work. Since there were always those who needed a job, factory owners did not suffer as a result of strikers, and strikes thus were ineffective.

Eventually, the government became aware of this dangerous situation and passed several laws to try and ~~save~~ solve the problem. For instance, the government passed a number of child labor laws, which dictated that only children of a certain age or older could work in factories, and only for a certain amount of hours. Also, laws

Thematic Essay—Practice Paper – E

were enacted to decrease the work day to eight hours, and even more laws were passed to increase the wages of laborers. Finally, the government issued laws which sent health inspectors to factories to check on workers. This problem was indeed solved.

Though the industrial boom benefited American economy, it also caused serious problems such as overcrowding and unsafe working conditions. Fortunately, these problems were resolved over time through government and group intervention.

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

- Develops some aspects of the task with some depth by discussing the production of unsafe consumer goods, but the discussion of an increase in anti-immigrant attitudes inaccurately applies attempts to a pre-Civil War group
- Is both descriptive and analytical (*production of unsafe consumer goods*: careless production in food industries grew from the idea that everything produced in a factory should be fast and quick; Sinclair was able to inform the public about the unhealthy meat they were buying; the public called for inspection and reform immediately, and Theodore Roosevelt was right there supporting it; *increase in anti-immigrant attitudes*: immigrants were willing to work for a lower wage so employers looked to hire immigrants over natives; immigrants crowded into poor neighborhoods and were blamed for crime and slum conditions)
- Includes some relevant facts, examples, and details (*production of unsafe consumer goods*: *The Jungle*; muckraker; meatpacking industry; gruesome detail; Pure Food and Drugs Act; Meat Inspection Act; quantity not quality; *increase in anti-immigrant attitudes*: job competition; nativism); includes inaccuracies (*increase in anti-immigrant attitudes*: Know-Nothing party did everything in their power to prevent immigrants coming in; Know-Nothing Party terrorized immigrants from taking jobs)
- Demonstrates a satisfactory plan of organization; includes an introduction that notes rapid growth did not come without consequences and a conclusion that states that the problems of industrialization shaped the Progressive Era

Conclusion: Overall, the response fits the criteria for Level 3. The description of the meatpacking industry shows knowledge of the topic. However, the response incorrectly uses the Know-Nothing Party and its actions as an attempt to deal with post-Civil War nativism.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the production of unsafe consumer goods in more depth than the exploitation of workers
- Is both descriptive and analytical (*production of unsafe consumer goods*: instead of people going to local markets to buy food made and produced by that market, food, especially meat, was produced in factories in large quantities and sent all over the country to stores; the Meat Inspection Act was passed and the Food and Drug Administration was created to address these conditions; it is impossible to guarantee the safety of all food and drugs, but it is better than before the FDA was created; *exploitation of workers*: profit was all employers and companies sought; during the New Deal, rules and regulations about children not being able to work until a certain age were passed; as a result, more children go to school which allows our nation to advance more in technology and prevents employers from exploiting young children)
- Supports the theme with relevant facts, examples, and details (*production of unsafe consumer goods*: meatpacking industry; Chicago; problems with sanitary and working conditions; Upton Sinclair; muckraker; *The Jungle*; Department of Agriculture; foods are tested; labels; recall; e-coli; salmonella; *exploitation of workers*: factories; low wages; coal mines; harsh injuries; lung damage; 16 to be hired; restrictions on hours; teenagers)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of food production is well developed; however, the discussion of the exploitation of workers lacks the same level of depth. Generalized conclusions without supporting details weaken this response.

Practice Paper C—Score Level 3

The response:

- Develops most aspects of the task in some depth by discussing the overcrowding of cities and unsanitary work conditions
- Is more descriptive than analytical (*overcrowding of cities*: many people flocked to the cities for jobs; slums were disease-ridden and full of crime; *How the Other Half Lives* shocked many Americans, including the government; *unsanitary work conditions*: workers slaved in filth-infested work environments; the reason industrialization caused such unsanitary working conditions was because owners of these plants did not care; as Sinclair said, “I was aiming for the nation’s heart, and instead hit it in the stomach”; President Theodore Roosevelt decided that laws should be passed to fix these conditions; Meat Inspection Act and Pure Food and Drugs Act cleaned up the workplace and improved working conditions)
- Includes some relevant facts, examples, and details (*overcrowding of cities*: immigrants; tenements; muckraker; Jacob Riis; *unsanitary work conditions*: Chicago’s meatpacking district; rats infested plants; worker’s fingers; meat grinding machines; *The Jungle*; shocked the nation)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response does a good job of describing two problems of industrialization and the efforts of prominent muckrakers to solve them. However, it minimally considers the effectiveness of Sinclair’s efforts and only mentions Riis’s efforts, omitting any discussion of his success.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the exploitation of workers and the destruction of the natural environment
- Is both descriptive and analytical (*exploitation of workers*: forced workers to work in unsafe conditions for minute wages; since there were no regulations in place that prevented this exploitation, industrial bosses prospered while their workers suffered; American Federation of Labor used strikes to fight for better wages and better working conditions; during the New Deal, the Roosevelt administration responded to their pleas and established a minimum wage along with an eight-hour work day; *destruction of the natural environment*: as industry expanded after the Civil War, so did the exploitation of vast forests and animal habitats; President Theodore Roosevelt reacted to this destruction to the natural environment by establishing the National Park Service; it was an important step in limiting the destruction of the environment by safeguarding land from industrial development)
- Includes some relevant facts, examples, and details (*exploitation of workers*: limit expenses; maximize profits; readily available labor due to mass immigration; *destruction of the natural environment*: ecosystems; protect wildlife)
- Demonstrates a satisfactory plan of organization; includes an introduction that identifies the time periods to be discussed and a conclusion that praises legislative responses to industrial problems

Conclusion: Overall, the response fits the criteria for Level 3. The response develops the problem of exploitation of workers using accurate historical details. However, the discussion of the destruction of the natural environment is weak and repetitive.

Practice Paper E—Score Level 2

The response:

- Minimally develops most aspects of the task by discussing the overcrowding of cities and the exploitation of workers
- Is primarily descriptive (*overcrowding of cities*: as factories and job opportunities opened up in cities, American farmers moved from the rural areas to urban cities; immigrants flocked to cities in search of jobs, food, and a better life; *exploitation of workers*: factory workers employed laborers of any age, size, and gender and did not take time to insure that their workers were working in safe conditions; many workers became outraged of the treatment they received in factories so they went on strikes; few strikes were successful; the police usually defeated the strikes; factory owners simply hired other people who needed work; government passed child labor laws); includes faulty and weak analysis (*overcrowding of cities*: government passed laws restricting the number of immigrants that could come to America)
- Includes few relevant facts, examples, and details (*overcrowding of cities*: urbanization; overpopulation; tenement buildings; cholera; typhoid; *exploitation of workers*: children worked 12 hours a day; brief rest periods; low wages; machine accidents; injured workers); includes inaccuracies (*overcrowding of cities*: up to 30 families residing in the same windowless room; the government decreed that a certain number of people must move into the suburbs to decrease the number of city inhabitants; the flow of people into cities somewhat decreased by the early 20th century)
- Demonstrates a satisfactory plan of organization; includes an introduction that recognizes the role of the Civil War in promoting industrialization and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response includes descriptions of two problems associated with industrialization, but the discussion of attempts to resolve overcrowding in cities reveals a significant lack of understanding. The discussion of attempts to resolve the exploitation of workers shows better understanding but lacks specific details.

United States History and Government Specifications August 2012

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Reform Movements (Industrialization); Economic Systems; Immigration and Migration; Environment	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Government; Constitutional Principles; Citizenship; Foreign Policy; Presidential Decisions and Actions	Standards 1, 2, 3, and 5: United States and New York History; World History; Geography; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the August 2012 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Friday, August 17, 2012 — 8:30 to 11:30 a.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

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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.

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

Document 1

The Espionage Act was passed in 1917. The Sedition Act was passed in 1918.

... Before the war [World War I], the government had had no power to interfere with free speech. During the neutrality years and on into the first months of war, pessimistic rumors, criticism of America's military preparations, and overtly [openly] pro-German propaganda had all gone unchecked. Democrats' moves to introduce press censorship as part of wider antiespionage legislation had been blocked by Republicans claiming that censorship could be used by the President to screen himself from criticism.

But with war fever mounting all the time, a modified Espionage Act (subsequently to be supplemented with the even more stringent [strict] Sedition Act) became law in June 1917. Suddenly, any statement that might interfere with the success of the armed forces, incite disloyalty, or obstruct recruiting to the Army became a punishable offense. A crucial weapon had been added to the government's armory. It now had the legal power to control what its citizens said in public. And rather than simply trusting newspaper editors to be discreet, it had the power to suppress their publications if they spoke out too roughly. In some cases, suppression was temporary; for others, it was permanent. Postmaster General Albert Burleson was given the power to ban offensive material from circulating through the mail. Under postal regulations, if a journal missed one issue, for whatever reason, it automatically lost its second-class mailing privilege—and for a great many publications, this spelled financial death....

Source: Harries and Harries, *The Last Days of Innocence: America at War 1917–1918*, Random House, 1997

1 According to Harries and Harries, what were *two* reasons the Espionage and Sedition Acts were passed?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason the Espionage and Sedition Acts were passed according to Harries and Harries

Examples: the government wanted to limit criticism harmful to the war effort/the government wanted to control what citizens said in public about the war; to suppress statements that might interfere with the success of the armed forces/incite disloyalty/obstruct recruiting to the army; the government wanted to suppress publications if newspaper editors were not discreet about the war; to ban offensive material from circulating through the mail; to prevent overtly pro-German propaganda; to stop criticism of America's military preparations; to limit pessimistic rumors that had gone unchecked; because we were at war/because the United States was at war

Note: To receive maximum credit, two *different* reasons the Espionage and Sedition Acts were passed must be stated. For example, *the government wanted to limit criticism harmful to the war effort* and *the government wanted to control what citizens said in public about the war* are the same reason since *to control what citizens said in public about the war* is a subset of *the government wanted to limit criticism harmful to the war effort*. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: to outlaw censorship; to incite disloyalty; to obstruct army recruiting; to block Republicans
- Vague response
Examples: it was a crucial weapon; to interfere; to control; to ban; presidential criticism
- No response

Document 2

William H. Rehnquist was Chief Justice of the Supreme Court from 1986 to 2005.

... Charles T. Schenck was convicted [in 1918] of violating the act [Espionage Act] by printing and distributing to draftees leaflets that urged them to resist the draft. Schenck took his case to the Supreme Court, arguing that his conviction violated the First Amendment's guarantee of freedom of the press. The Supreme Court, in a unanimous opinion authored by Justice Oliver Wendell Holmes, upheld his conviction. It said that "When a nation is at war many things which might be said in time of peace are such a hindrance to its efforts that their utterance will not be endured so long as men fight. ... No court could regard them as protected by any constitutional right." The Court said that since the leaflet could be found to have been intended to obstruct the recruiting for the armed forces, it was not protected by the First Amendment; its words created "a clear and present danger" of bringing about conduct that Congress had a right to prevent. ...

Source: William H. Rehnquist, *All the Laws but One: Civil Liberties in Wartime*, Vintage Books, 1998 (adapted)

2 According to William H. Rehnquist, what was *one* argument used by the United States Supreme Court to uphold Charles T. Schenck's conviction under the Espionage Act?

Score of 1:

- States an argument used by the United States Supreme Court to uphold Charles T. Schenck's conviction under the Espionage Act according to William H. Rehnquist
Examples: speech which hinders the war effort is not protected by the Constitution; leaflet could have been found to have obstructed the recruiting of armed forces so the leaflet was not protected by the first amendment; when the nation is at war, Congress has a right to prevent actions that create a "clear and present danger" to the United States/that bring about conduct that Congress has the right to prevent

Score of 0:

- Incorrect response
Examples: free speech is guaranteed by the first amendment; leaflets urging men to resist the draft were protected by the first amendment; constitutional rights are not affected by war
- Vague response
Examples: Congress had the right; the opinion was unanimous; leaflets were printed/distributed; cannot be protected; it obstructed
- No response

Document 3a

... I think all men recognize that in time of war the citizen must surrender some rights for the common good which he is entitled to enjoy in time of peace. But, sir, the right to control their own Government according to constitutional forms is not one of the rights that the citizens of this country are called upon to surrender in time of war.

Rather, in time of war, the citizen must be more alert to the preservation of his right to control his Government. He must be most watchful of the encroachment [intrusion] of the military upon the civil power. He must beware of those precedents in support of arbitrary action by administration officials which, excused on the pleas of necessity in war time, become the fixed rule when the necessity has passed and normal conditions have been restored.

More than all, the citizen and his representative in Congress in time of war must maintain his right of free speech....

Source: Senator Robert M. La Follette, "Free Speech in Wartime," October 6, 1917

3a What is *one* argument *against* restricting free speech during wartime, according to Senator Robert M. La Follette?

Score of 1:

- States an argument against restricting free speech during wartime according to Senator Robert M. La Follette

Examples: the right of citizens to control the government should not be surrendered in time of war; in time of war, the citizen must be more alert to the preservation of his right to control his government; the military could encroach upon the civil power; wartime precedents could become the fixed rule when normal conditions have been restored

Score of 0:

- Incorrect response
Examples: citizens must surrender some rights for the common good; the military should be given power over the civil government; national security is not important
- Vague response
Examples: it is recognized; it is wartime; citizens have representatives; citizens must be alert
- No response

Document 3b

The Sedition Act continued to be enforced after World War I.

SWAT THE FLY, BUT USE COMMON SENSE.



Source: Lute Pease, *Newark News*, reprinted in *Literary Digest*, March 6, 1920 (adapted)

3b What is the cartoonist's viewpoint of Uncle Sam's use of the Sedition legislation?

Score of 1:

- States the cartoonist's viewpoint of Uncle Sam's use of the Sedition legislation
Examples: it is too drastic; the country might be hurt by the Sedition legislation; Sedition legislation might be too drastic a weapon; enforcement could hurt the country; current Sedition laws are too drastic, but the problem of Reds needs to be addressed; our fear of Reds is leading to an overreaction

Score of 0:

- Incorrect response
Examples: it made common sense; the legislation is weak; it was supported by the Reds; it was good; flies need to be swatted
- Vague response
Examples: it was legislation; it was used; common sense
- No response

Document 4

... The entire nation was stunned by the Japanese attack on Pearl Harbor, but it seemed much closer to home on the west coast than elsewhere on the mainland. In February 1942, oil installations in the vicinity of Santa Barbara were shelled by a Japanese submarine. The military established a Western Defense Command, which consisted of the coastal portions of California, Oregon, and Washington.

Residents became fearful of ethnic Japanese among them. Japanese immigrants had begun to settle on the west coast shortly before the turn of the century but had not been assimilated into the rest of the population. Those who had emigrated from Japan were not allowed to become citizens; they were prohibited by law from owning land and were socially segregated in many ways. The first generation of Japanese immigrants—the Issei—therefore remained aliens. But their children—the Nisei—being born in the United States, were citizens from birth. Public officials, particularly in California—Governor Culbert Olson, Attorney General Earl Warren, and Los Angeles Mayor Fletcher Bowron—began to call for “relocation” of persons of Japanese ancestry in the interior of the country. There were more than one hundred thousand of these on the west coast if one counted both the Issei and the Nisei....

Source: William H. Rehnquist, *All the Laws but One: Civil Liberties in Wartime*, Vintage Books, 1998

4 According to William H. Rehnquist, what is *one* reason public officials in California called for the relocation of Japanese Americans?

Score of 1:

- States a reason public officials in California called for the relocation of Japanese Americans according to William H. Rehnquist

Examples: because the West Coast was closer to Pearl Harbor/Japan, residents became fearful of the ethnic Japanese; West Coast residents became fearful of ethnic Japanese as a result of the Japanese attack on Pearl Harbor; fear of an attack since the West Coast was closer to Japan/Pearl harbor than the rest of the country; the shelling of oil installations near Santa Barbara by a Japanese submarine made people afraid/fearful; after Pearl Harbor, residents on the West Coast felt threatened because more than 100,000 people of Japanese ancestry lived there; the West Coast was more vulnerable to direct Japanese attacks; after the attack, residents were fearful of Japanese immigrants who had not been assimilated

Score of 0:

- Incorrect response
Examples: Nisei were citizens from birth; ethnic Japanese were prohibited from owning land; the military established a Western Defense Command
- Vague response
Examples: both Issei and Nisei were counted; the nation was stunned; there was a first generation of Japanese immigrants; Japanese submarines; as a result of the attack; felt threatened
- No response

Document 5a

The excerpt below is from Executive Order 9066, which resulted in the relocation of Japanese Americans.

Executive Order No. 9066

AUTHORIZING THE SECRETARY OF WAR TO PRESCRIBE MILITARY AREAS

WHEREAS the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U.S.C., Title 50, Sec. 104):

Source: President Franklin D. Roosevelt, Executive Order 9066, February 19, 1942

5a According to President Roosevelt, what is *one* reason for the relocation of Japanese Americans?

Score of 1:

- States a reason for the relocation of Japanese Americans according to President Roosevelt
Examples: successful prosecution of the war requires protection against espionage/against sabotage to national defense material/against sabotage to national defense premises/ against sabotage to national defense utilities; to protect areas important to our national defense; for the common defense

Score of 0:

- Incorrect response
Examples: to work in national defense; to move them to areas important to our national defense; to prosecute them
- Vague response
Examples: it was an Executive Order; it was amended; to give authorization to the Secretary of War; he ordered it; national defense material/premises/utilities
- No response

Document 5b

... The policy [relocation and internment of Japanese Americans] stemmed from a myriad of motives, including the insecurity of the army's west coast commander, the racism and hostility of the Pacific states' white population, bureaucratic ambitions, and the political advantages perceived by local, state, and federal officials. The affair involved a variety of officials and institutions, including high ranking military officers, heads and lower officials of the Department of Justice and the War Department, the FBI, the Supreme Court, and the president. Many of these officials knew at the time that the Japanese American community harbored very few disloyal persons; furthermore, knowledgeable parties in key agencies, such as the FBI and the Office of Naval Intelligence, long had been aware of those elements and knew that no military necessity existed to justify so Draconian [harsh] a measure....

Source: Stanley I. Kutler, "Review: At the Bar of History: Japanese Americans versus the United States," *American Bar Foundation Research Journal*, Spring 1985

5b According to Stanley Kutler, what was *one* motive behind the government's decision to intern Japanese Americans?

Score of 1:

- States a motive behind the government's decision to intern Japanese Americans according to Stanley Kutler
Examples: the insecurity of the army's West Coast commander; the racism/hostility of the white population in the Pacific states; political advantages/bureaucratic ambitions perceived by local/state/federal officials

Score of 0:

- Incorrect response
Examples: there were many disloyal persons in the Japanese American community; to justify a draconian measure; the army's West Coast commander opposed it; the FBI; War Department
- Vague response
Examples: there were many/myriad of motives; the perception of people; advantages; ambitions
- No response

Document 6

MR. JUSTICE JACKSON, dissenting.

Korematsu was born on our soil, of parents born in Japan. The Constitution makes him a citizen of the United States by nativity, and a citizen of California by residence. No claim is made that he is not loyal to this country. There is no suggestion that, apart from the matter involved here, he is not law-abiding and well disposed. Korematsu, however, has been convicted of an act not commonly a crime. It consists merely of being present in the state whereof he is a citizen, near the place where he was born, and where all his life he has lived.

Even more unusual is the series of military orders which made this conduct a crime. They forbid such a one to remain, and they also forbid him to leave. They were so drawn that the only way Korematsu could avoid violation was to give himself up to the military authority. This meant submission to custody, examination, and transportation out of the territory, to be followed by indeterminate confinement in detention camps.

A citizen's presence in the locality, however, was made a crime only if his parents were of Japanese birth. Had Korematsu been one of four — the others being, say, a German alien enemy, an Italian alien enemy, and a citizen of American-born ancestors, convicted of treason but out on parole — only Korematsu's presence would have violated the order. The difference between their innocence and his crime would result, not from anything he did, said, or thought, different than they, but only in that he was born of different racial stock....

Source: Justice Robert Jackson, Dissenting Opinion, *Korematsu v. United States*, December 18, 1944

6 Based on this dissenting opinion in *Korematsu v. United States*, state two arguments made by Justice Robert Jackson against the conviction of Korematsu.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* argument made by Justice Robert Jackson against the conviction of Korematsu in this dissenting opinion in *Korematsu v. United States*

Examples: Korematsu was a citizen/ Korematsu was a citizen of the United States; Korematsu was a citizen of California by residence; no claim had been made that Korematsu was not loyal to the United States/he was loyal; there was no suggestion that Korematsu was not law-abiding/well disposed; Korematsu was convicted of an act not commonly a crime/of being in the state/locale where he was a citizen/was born/lived all his life; the law was drawn up to make it a crime to stay or to leave; Korematsu's conviction was directly related to his Japanese ancestry and nothing else

Note: To receive maximum credit, two *different* arguments made by Justice Robert Jackson against the conviction of Korematsu must be stated. For example, *Korematsu was born in the United States* and *he was a citizen by birth* are the same argument expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: Korematsu was not loyal to his country; his parents were born in Japan; he was not law-abiding; he was convicted of treason/out on parole
- Vague response
Examples: no claim was made; he was born; he has lived his life; a citizen's presence in the locality; he was a foreigner/an alien; American-born ancestors; law-abiding; loyal
- No response

Document 7

... The attacks in New York and Washington [on September 11, 2001], followed closely by the mysterious anthrax mailings and the swift war in Afghanistan, inevitably instigated [prompted] changes in law enforcement, intelligence operations, and security generally. As U.S. Supreme Court Justice Sandra Day O'Connor predicted on September 29, 2001: "We're likely to experience more restrictions on our personal freedom than has ever been the case in our country." The public strongly supported doing whatever was necessary. In fact, one poll showed 55 percent of citizens were worried that the government *would not go far enough* in fighting terrorism in order to protect civil liberties; only 31 percent were worried the government would go too far in fighting terrorism at the expense of civil liberties....

Source: Leone and Anrig, eds., *The War on Our Freedoms: Civil Liberties in an Age of Terrorism*, Century Foundation, 2003

7 According to this document, what was *one* reason for the passage of the USA Patriot Act?

Score of 1:

- States *one* reason for the passage of the USA Patriot Act according to this document
Examples: the attacks in New York and Washington on September 11, 2001/the anthrax mailings/war in Afghanistan; to fight terrorism, changes in law enforcement/intelligence operations/security were needed; the public supported doing whatever was necessary to fight terrorism; to fight terrorism

Score of 0:

- Incorrect response
Examples: to expand civil liberties; to eliminate restrictions on personal freedom; the Supreme Court demanded it; law enforcement; intelligence operations; to restrict our personal freedom; would not go far enough in the fight to protect civil liberties
- Vague response
Examples: they wanted government to go farther; it was necessary; it was supported; in support of what was necessary
- No response

Document 8

This is an excerpt of President George W. Bush's remarks upon signing the USA Patriot Act.

... For example, this legislation gives law enforcement officials better tools to put an end to financial counterfeiting, smuggling, and money laundering. Secondly, it gives intelligence operations and criminal operations the chance to operate not on separate tracks but to share vital information so necessary to disrupt a terrorist attack before it occurs.

As of today, we're changing the laws governing information-sharing. And as importantly, we're changing the culture of our various agencies that fight terrorism. Countering and investigating terrorist activity is the number one priority for both law enforcement and intelligence agencies.

Surveillance of communications is another essential tool to pursue and stop terrorists. The existing law was written in the era of rotary telephones. This new law that I sign today will allow surveillance of all communications used by terrorists, including emails, the Internet, and cell phones. As of today, we'll be able to better meet the technological challenges posed by this proliferation of communications technology....

Source: President George W. Bush, October 26, 2001

8a According to President George W. Bush, what is *one* way the USA Patriot Act will help law enforcement officials?

Score of 1:

- States *one* way the USA Patriot Act will help law enforcement officials according to President George W. Bush

Examples: provides additional tools for law enforcement officials to put an end to financial counterfeiting/smuggling/money laundering; enables intelligence and criminal operations to share vital information; changing the culture of agencies will improve ability to fight terrorism; better tools for surveillance of all communications used by terrorists; allows for surveillance of emails/the Internet/cell phones used by terrorists

Score of 0:

- Incorrect responses
Examples: protection for the privacy of United States citizens; prevention of government reading of citizens' emails/listening to phone conversations; keeps intelligence and criminal operations separate from each other
- Vague response
Examples: tools would be used; there would be surveillance; intelligence operations; vital information
- No response

8b According to President George W. Bush, what is the *primary* goal of the USA Patriot Act?

Score of 1:

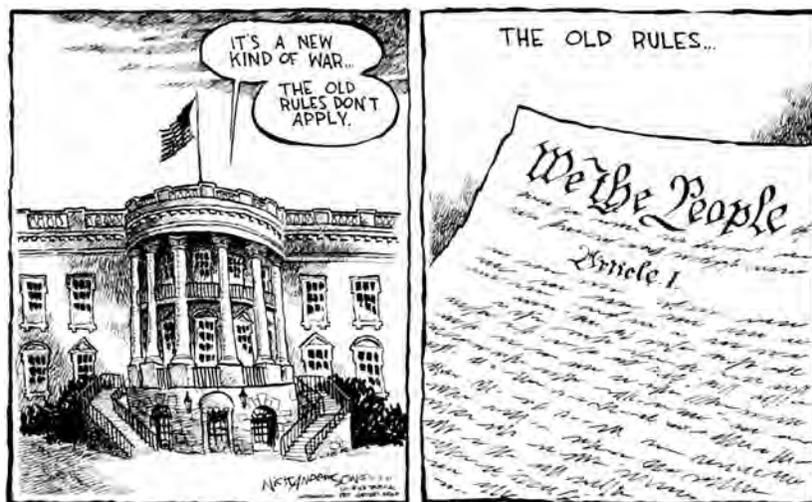
- States the primary goal of the USA Patriot Act according to President George W. Bush
Examples: to protect the United States from terrorism; to enable the United States to stop terrorists; to disrupt a terrorist attack before it occurs; to better share information to track/catch terrorists; to protect people in the United States from terrorism

Score of 0:

- Incorrect responses
Examples: to pass legislation; to pose technological challenges; to check communications/emails/Internet/cell phones
- Vague response
Examples: to provide tools; to separate tracks; to share information; surveillance; to monitor/check
- No response

Document 9a

War on Terrorism



Source: Nick Anderson, *Washington Post Writers Group*, November 7, 2001 (adapted)

Document 9b

... The war on terrorism may be launching a legal revolution in America. The changes pose these questions: How necessary are some of the reforms? Have [Attorney General] John Ashcroft and the Justice Department unraveled constitutional protections in trying to ensure our safety? “There is a significant civil-liberties price to be paid as we adopt various national-security initiatives,” says Mary Jo White, a former U.S. Attorney in the Southern District of New York, whose office pursued some of the biggest terrorism cases of the 1990s. “For the most part, I think that price is necessary. But what I worry about is government officials who find the answers too easy in this arena.” ...

Source: Richard Lacayo et al., “Civil Liberties: The War Comes Back Home,” *Time*, May 12, 2003

9 Based on these documents, what is *one* criticism of measures taken to fight the war on terrorism?

Score of 1:

- States *one* criticism of measures taken to fight the war on terrorism based on these documents
Examples: they violate the Constitution; the loss of civil liberties in some instances is too great a price to pay; government officials may abuse their powers; government officials may be too quick to find easy answers concerning civil liberties; the Justice Department may have unraveled constitutional protections; ensuring that we are safe may unravel constitutional protections; these reforms may not be necessary; they ignore/do not go by “the old rules”/the Constitution

Score of 0:

- Incorrect response
Examples: the price is necessary; the government is trying to ensure our safety; we have to pay the price
- Vague response
Examples: it is national security; it is unfair; the rules are old
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2012

Historical Context: At various times in United States history, the federal government has taken controversial actions that have limited civil liberties. Three such actions were the **passage of the Espionage and Sedition Acts (1917–1918)**, **issuing Executive Order 9066 relocating Japanese Americans (1942)**, and the **passage of the USA Patriot Act (2001)**.

Task: Select *two* actions taken by the federal government that are mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding the action
- Discuss an argument used by the government to *support* its action
- Discuss an argument used by those who *opposed* the government’s action

Scoring Notes:

1. The response to this document-based question has a minimum of *six* components (discussing the historical circumstances surrounding *each* of *two* actions of the federal government, an argument used by the government to support *each* action, **and** an argument used by those who opposed *each* government action).
2. The description of historical circumstances surrounding the federal government’s action may focus on long-term issues or immediate events, e.g., long history of discrimination toward Japanese Americans or Japan’s surprise attack on Pearl Harbor.
3. The specific provisions of the legislation may be, but are not required to be, included in the description of historical circumstances.
4. The discussion of an argument used by the federal government to support its action may be included as part of the description of historical circumstances.
5. The response should discuss an argument used by the government to support its action and an argument used by those who opposed the government’s action. However, one or more related arguments could be included as part of either discussion.
6. An argument used by the government to support its action or an argument used by those who opposed the government’s action may be discussed from different perspectives as long as the discussion is supported by accurate historical facts and examples.
7. A discussion of the USA Patriot Act may include amendments that have been added since 2001, e.g., extension of roving wiretaps by President Obama.
8. Only two actions taken by the federal government should be chosen from the historical context. If three actions are discussed, only the first two should be rated.
9. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 3a, 3b, 5a, 5b, 9a, and 9b may be considered as separate documents *if* the response uses specific facts from *each* individual document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding **each** of **two** actions of the federal government, discussing an argument used by the government to support **each** action, **and** discussing an argument used by those who opposed **each** government action
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Espionage and Sedition Acts*: connects the divide in public opinion regarding United States entrance into World War I and challenges of mobilization to government support for the action based on the “clear and present danger” posed by Schenck’s obstruction of military recruiting and to those who argue that intimidation of government critics during wartime violates first amendment rights just as the Alien and Sedition Acts did in the 1790s; *USA Patriot Act*: connects reasons the 2001 terrorist events required a reappraisal of law enforcement strategies for the sake of national security to government support for expanded search and surveillance capabilities that would prevent further acts of terrorism and to critics who believed that the legislation’s broad definition of terrorism could result in the violation of Americans’ right to privacy while expanding federal power
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to limits on civil liberties (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Espionage and Sedition Acts*: World War I; pro-German propaganda; mobilization and draft; Socialist Party; military draft; *Schenck v. United States*; first amendment rights; *USA Patriot Act*: attacks on World Trade Center, Pentagon, and Flight 93 over Pennsylvania; more than 3,000 Americans killed; hijacking; live televised coverage; arrest of terrorists targeting New York City; first amendment; fourth amendment; unreasonable search and seizure; police power; surveillance of emails and phone calls; wiretapping; scrutiny of library records
- 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 action more thoroughly than for the second action **or** by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Espionage and Sedition Acts*: discusses reasons the government was concerned about those who were speaking out against United States involvement in World War I, government support for action that would limit first amendment rights to protect military recruiting necessary for the war effort, and critics who argued that limiting civil liberties during wartime countered important democratic principles such as national debate and dissent; *USA Patriot Act*: discusses effects of the 2001 terrorist attacks on Americans and the way they thought about national security, the challenges the government faced in protecting the country from terrorism and government support for the expanded search and surveillance capabilities to prevent further acts of terrorism, and critics who believed that the Act would result in the violation of citizens’ right to privacy
- 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 have been thoroughly developed evenly and in depth for *one* 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
- 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 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.

Espionage and Sedition Acts (1917-1918)

Key Ideas from Documents 1–3

Historical Circumstances	<p>Doc 1—Lack of governmental power to interfere with free speech before World War I Pessimistic rumors, criticism of America’s military preparations, pro-German propaganda unchecked Espionage Act modified and supplemented with a more stringent Sedition Act as war fever mounted Interfering with success of armed forces, inciting disloyalty, obstructing Army recruiting, circulating offensive material through the mail detrimental to war effort</p>
Argument Used by Government to Support Action	<p>Doc 1—Pessimistic rumors, criticism of America’s military preparations, pro-German propaganda needs to be checked Interfering with success of armed forces, inciting disloyalty, obstructing Army recruiting, circulating offensive material through the mail needs to be controlled Lack of trust in discretion of newspaper editors Doc 2—Schenck’s conviction upheld by Supreme Court because leaflets printed and distributed intended to obstruct recruiting for armed forces Right of Congress to prevent “clear and present danger” protected Doc 3—Surrender of some rights for the common good in time of war</p>
Argument Used by Those Opposed to Government’s Action	<p>Doc 1—Possible use of censorship by president to screen himself from criticism Possible financial death for publications if second-class mailing privileges lost Doc 3—Public’s right to control government must be preserved even during wartime Possibility of encroachment of military upon civil power Possibility of precedents established in wartime becoming fixed Maintenance of free speech important in time of war Sedition legislation too drastic Common sense not demonstrated by Sedition legislation</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	<p>Public opinion divided over United States involvement in European war Concern of government officials over war dissenters (Socialists, Eugene Debs, Socialist Party, Industrial Workers of the World [IWW]) Mobilization of public opinion to support war (Committee on Public Information [Creel Committee]) Concerns about violence and industrial sabotage</p>
Argument Used by Government to Support Action	<p>Precedent established by Alien and Sedition Acts (1798) and previous wartime measures Concern over spread of radical political thought (Socialists, communists, labor leaders) Details about <i>Schenck v. United States</i> First amendment guarantees not absolute</p>
Argument Used by Those Opposed to Government’s Action	<p>Fear, harassment, intimidation of those who disagree with government policies Limited public debate over issues of national importance Details about Red Scare, Palmer Raids Continuation of limits on constitutional rights during postwar period Details about <i>Schenck v. United States</i></p>

Key Ideas from Documents 4–6

Historical Circumstances	<p>Doc 4—Nation stunned by Japanese attack on Pearl Harbor, but “close to home” on West Coast</p> <p>Shelling of oil installations in vicinity of Santa Barbara by Japanese submarine</p> <p>Japanese immigrants not allowed to become citizens</p> <p>Residents fearful of ethnic Japanese among them (lack of assimilation by Japanese immigrants, more than 100,000 Issei and Nisei on West Coast)</p>
Argument Used by Government to Support Action	<p>Doc 4—Calls by California public officials for relocation of persons of Japanese ancestry</p> <p>Doc 5—Need for protection against espionage and sabotage for successful prosecution of the war</p> <p>Legal precedent for Roosevelt’s actions (Act of 1918)</p> <p>Doc 6—Korematsu’s parents of Japanese birth</p>
Argument Used by Those Opposed to Government’s Action	<p>Doc 5—Insecurity of army’s West Coast commander; racism and hostility of Pacific states’ white population; bureaucratic ambitions; political advantages perceived by local, state, and federal officials’ questionable motives</p> <p>Knowledge of officials that Japanese American community harbored few disloyal persons</p> <p>Knowledge of FBI and Naval Intelligence that no military necessity existed to justify measure</p> <p>Doc 6—Korematsu a citizen of the United States and California by residence according to the Constitution</p> <p>No claims of Korematsu’s disloyalty to the United States</p> <p>No claims that Korematsu not law abiding and well disposed</p> <p>Conviction of Korematsu for an act not commonly a crime</p> <p>Korematsu’s treatment different from an Italian or German alien enemy</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	<p>Long history of discrimination against Japanese Americans on West Coast (children segregated in San Francisco schools, employment discrimination, Gentlemen’s Agreement, “yellow peril”)</p> <p>Resentment among white California farmers toward successful Japanese American farmers</p> <p>Creation of war hysteria by newspaper and radio coverage, especially on West Coast</p> <p>Circulation of rumors that Japanese Americans were spies</p>
Argument Used by Government to Support Action	<p>Military necessity a constitutional reason for government policy of evacuation of Japanese Americans</p> <p>Evacuation of Japanese Americans upheld by Supreme Court</p>
Argument Used by Those Opposed to Government’s Action	<p>Loyalty of most Japanese Americans (willingness to volunteer for military duty)</p> <p>Right to privacy and due process guaranteed in the Constitution</p> <p>Unfairness of forcing individuals to leave homes, sell property at a loss, disrupt lives</p>

USA Patriot Act (2001)

Key Ideas from Documents 7–9

Historical Circumstances	Doc 7 —Attacks on 9/11/2001 in New York and Washington, D.C. Mysterious anthrax mailings War in Afghanistan
Argument Used by Government to Support Action	Doc 7 —Strong public support for doing whatever is necessary Need for more restrictions on personal freedom Doc 8 —Better tools needed for law enforcement officials to put an end to financial counterfeiting, smuggling, and money laundering Opportunities provided for intelligence and criminal operations to share vital information to disrupt terrorist attack before it occurs Surveillance of communications essential tool to pursue and stop terrorists Doc 9 —Need for new rules to ensure safety Need for new national security initiatives despite loss of civil liberties
Argument Used by Those Opposed to Government’s Action	Doc 9 —No need to abandon “old rules” (Constitution) No need to violate and unravel constitutional protections to secure national safety Loss of civil liberties too high a price to pay for adoption of national security initiatives Possibility of misuse by some government officials

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Previous terrorist actions/activities (Pan American Flight 103, 1993 World Trade Center) Details about anthrax mailings (Congress) Details of 9/11/2001 attacks Anxiety and fear as a result of attacks on New York City and Washington, D.C. Complications of United States foreign policy toward Middle East (rise of Islamic fundamentalism, oil, alliances)
Argument Used by Government to Support Action	Reduction of terrorist capability to act in the United States (bank transactions, library records) Recommendations of 9/11 Commission (increased cooperation between FBI and CIA) Bipartisan political support for law Many tools provided to law enforcement to fight terrorism used for decades and approved by courts Prevention of another catastrophic attack (disruption of terrorist cells)
Argument Used by Those Opposed to Government’s Action	Passage of laws without adequate debate or deliberation Need for balance between law enforcement and protection of civil liberties (first and fourth amendments) Violation of American civil liberties (expansion of home and office searches, expansive use of arrest and detainment) Expansion of federal government power at expense of state and local governments Unconstitutional (amendments 1, 4, 5, 6, and 7)

America, a land of freedoms and liberty, has not always been true to its policy of guaranteeing liberties. In the 20th and 21st centuries, government policies concerning national security were enacted. Although many viewed these actions as necessary for the nation's well being, others argued that the sacrifice of individual liberties was unacceptable. The Executive Order 9066 relocating Japanese Americans and the U.S.A. Patriot Act are specific examples.

World War II was a period of uncertainty and great national fear. The Executive Order 9066 was a consequence of such volatile times. The attack on Pearl Harbor led to a considerable fear and mistrust of Japanese Americans (Doc 4). Many Americans on the West Coast believed that if given the opportunity, Japanese Americans might spy for Japan and possibly do great harm to America (Doc 5a). Many also believed the Japanese Americans needed to be relocated as a consequence of racial and social hostility on behalf of white Californians (Doc 5b). This social and racial prejudice against the Japanese Americans had deep roots in America's history. As a result of increased Japanese immigration to the West Coast in the early 1900s, a racism and hatred against them just like the Chinese before them was considerably heightened. This xenophobia labeled Asians as the "yellow peril." Many laws limiting the Immigration and assimilation of Japanese people were passed. The Gentlemen's Agreement limited the emigration of Japanese workers to the United States and the National Origins Act in the 1920s allowed no Japanese to enter the U.S. The segregation of public facilities such as showers in San Francisco and laws limiting property ownership showed discrimination against Japanese Americans even before Pearl Harbor. Although there were those who agreed with the Japanese internment, there was considerable disagreement

as well. Prominent members of the Supreme Court, ^{such as Justice Jackson} argued that the relocation of the Japanese Americans without a long-term relocation of Italians and Germans as well was unfair and demonstrated how hypocritical and unreasonable the executive order was. (Doc 6). The Japanese internment was certainly a trespass on civil rights that denied equal protection of the law to loyal citizens. It wasn't the first time that civil rights were lost in American history but it was a particularly tragic experience for Japanese Americans.

Yet another highly controversial action regarding individual rights during wartime was the U.S.H. Patriot Act. The beginning of the 21st century was most definitely not one of peace and political tranquility in the United States. The dreadful 9/11 attacks left a considerable impact on this country and also led to the passage of the Patriot Act. Muslim extremist Al-Qaeda leader Osama Bin-Laden organized a terrorist plot involving hijacked commercial jetliners and succeeded in killing thousands of people at the World Trade Center in New York City, the Pentagon in Washington, D.C. and in Pennsylvania. The fear of many citizens that such attacks would be repeated and that the government did not have enough power to combat terrorists attacks at home led, in part, to the passage of the Patriot Act. (Doc 7). The Patriot Act allowed the Federal government the ability to intercept communications with the intent of stopping terrorist activity and making America safer. It also encouraged law enforcement officials to share information in order to more effectively operate counter-terrorism activities. It allowed the Federal government to monitor many different aspects of the personal lives of American citizens. (Doc 8) The Patriot Act was controversial because while it did increase the means by which to stop terrorism, it potentially sacrificed many individual freedoms found in the Bill

of Rights. Americans were worried that their personal communications would be tapped and this represented a reason for discontent. Many believed that the government was only being hypocritical and going considerably too far against the constitution. (Doc 9) Using the support of the people at the time when they felt most vulnerable resulted in powerful new tools to fight terrorism. President Bush initiated the War on Terror and thus invaded Afghanistan. Afghanistan had been a stronghold of Al-Qaeda's influence and for these reasons, America invaded Afghanistan in an attempt to overthrow the Taliban which was an Al-Qaeda backed government. The Patriot Act also represents a considerable and controversial piece of legislation regarding individual rights.

The American government has gone to great lengths to ensure the national well being. However, as caring citizens, Americans need to consider the advantages and potential disadvantages of powerful government actions such as the passage of the Patriot Act and the Japanese Internment. Balancing national security and individual rights is difficult, especially when the cost of getting it wrong on either side is so high.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Executive Order 9066 and the USA Patriot Act
- Is more analytical than descriptive (*Executive Order 9066*: many Americans on the West Coast believed that if given the opportunity Japanese Americans might spy for Japan; many believed Japanese Americans needed to be relocated as a consequence of racial and social hostility; Justice Jackson argued that the relocation of Japanese Americans without a long-term relocation of Italians and Germans was unfair and demonstrated how hypocritical and unreasonable it was; it was not the first time civil rights were lost in American history; *USA Patriot Act*: the fear of many American citizens that such attacks could be repeated and that the government did not have enough power to combat terrorism led to its passage; while it increased the means to stop terrorism, it sacrificed many freedoms; Americans were worried that their personal communications would be tapped; using the support of the people when they felt most vulnerable resulted in powerful new tools to fight terrorism)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Executive Order 9066*: it was a reaction to the volatile times and uncertainty of World War II; as a result of increased Japanese immigration to the West Coast, racism and hatred was heightened; Gentlemen's Agreement limited emigration of Japanese workers and the National Origins Act allowed no Japanese to enter the United States; segregation of public facilities in San Francisco and laws limiting property ownership showed discrimination against Japanese Americans even before Pearl Harbor; the internment was a trespass on civil rights that denied equal protection of the law to loyal citizens; *USA Patriot Act*: Muslim extremist al Qaeda leader Osama bin Laden organized a terrorist plot involving hijacked commercial jetliners and succeeded in killing thousands of people at the World Trade Center in New York City, the Pentagon in Washington, D.C., and in Pennsylvania; President Bush initiated the War on Terror and thus invaded Afghanistan to overthrow the Taliban which was an al Qaeda-backed government)
- Richly supports the theme with many relevant facts, examples, and details (*Executive Order 9066*: the attack on Pearl Harbor led to considerable fear and mistrust of Japanese Americans; *USA Patriot Act*: it allowed the federal government to intercept communications with the intent of stopping terrorist activity to make America safer; it encouraged law enforcement officials to share information in order to more effectively operate counterterrorism activities)
- Demonstrates a logical and clear plan of organization; includes an introduction that states some viewed the limiting of civil liberties by the government as necessary while others argued it was unacceptable and a conclusion that states concerned citizens need to consider potential advantages and disadvantages to government legislation

Conclusion: Overall, the response fits the criteria for Level 5. A strong case is made for the long-standing racial prejudice directed at Japanese Americans that played a historical role in the circumstances surrounding Executive Order 9066. Conflict between security and liberty is well supported by outside information about terrorism leading to an analytical approach to the development of arguments regarding the USA Patriot Act.

In the history of the U.S. there have been times where laws were passed which impeded civil liberties. In the first half of the twentieth century there were two such incidents, the Espionage and Sedition Acts (1917-18), and Executive Order 9066 (1942). During these periods circumstances allowed the government to pass controversial acts, but they did not go unchallenged. Each law was challenged in the Supreme Court.

During the early 1900s when the Espionage and Sedition Acts were passed extenuating circumstances allowed for the laws to be approved. As the U.S. became more supportive of Great Britain and its allies as unrestricted submarine warfare continued and the Zimmermann Note was intercepted, the government became more concerned about negative war attitudes. After Congress declared war against Germany and into the first few months of war "pessimistic rumors, criticism of America's military preparations, and overtly pro-German propaganda" were allowed to go on unchecked. This negativity had the potential of undermining the war efforts of the govt at a time when many Americans had to be convinced of its necessity. With this legislation, the govt thought it could reverse the outspoken negative opinions by censoring information which went against WWI efforts.

In addition, the first world war created unrest not only in the U.S. but globally. The Bolshevik Revolution left Americans concerned about communism in the U.S. and later caused a Red Scare. The uneasiness caused by so many changes also added to the general support for the Espionage and Sedition Acts to be passed. People responded to these acts in a myriad of ways. For example, those who opposed them claimed they were unconstitutional and should be repealed because they violated first amendment rights. Socialist Party leader Charles J. Schenck was opposed to the war and believed the draft violated the Constitution. Schenck also believed he had the right to express his opinion about this but the Supreme Court upheld the Espionage Act stating that during war the government can restrict first amendment rights. However, those who were for the Act claimed it helped those who were off fighting the war by keeping their spirits up. "To make the world safe for democracy" was an important goal and to be achieved it had to have the full support of the country.

When WWII started in Europe, the U.S. wanted to stay neutral because they had had enough of war. Deteriorating relations between us and Japan, unfortunately, led the Japanese to bomb Pearl Harbor. As a result, we entered

WWII with strong public backing. Executive Order 9066 was established a few months after we entered the war. This order was responding to racism on the west coast where most Japanese Americans lived and had been discriminated against for years. Residents feared the Japanese Americans might become secret agents of the Japanese government and the army commander supported relocating them. "Residents became fearful of ethnic Japanese...." said William Rehnquist and Stanley Kutler observed. "The policy stemmed from a myriad of motives, none of which were supported by specific acts of treason. It was a dangerous precedent for a nation founded on guarantees of civil liberties. This order did not go unopposed by the Japanese Americans. There were cases like Korematsu v U.S. Korematsu went to the Supreme Court saying he was a loyal U.S. citizen and he didn't deserve to be interned and be deprived of rights guaranteed to U.S. citizens. But, there were also many Americans who supported the order and the Supreme Court reflected that opinion when it disagreed and upheld Korematsu's forced evacuation. This may be the result of many things but a key factor at the time Executive Order 9066 was issued was the fear that the Japanese could

attack America again. Although the order had seemingly credible criteria for the relocation, many in this nation would eventually regret denying basic rights in such an extreme way to a group based on their race.

Throughout the U.S.'s history there have been times of extenuating circumstances where the men and women of the country have sacrificed liberties for the supposed benefit of the nation. Two examples were WWI and WWII because both time periods had policies which limited civil liberties. WWI had the Espionage and Sedition Acts and WWII had Executive Order 9066. However, they did not go unopposed or without support from different citizens of the nation.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Espionage and Sedition Acts and Executive Order 9066
- Is more analytical than descriptive (*Espionage and Sedition Acts*: this negativity had the potential of undermining the war efforts of the government at a time when many Americans had to be convinced of its necessity; those who opposed them claimed they were unconstitutional and should be repealed because they violated first amendment rights; supporters claimed the Acts helped those who were fighting the war by keeping their spirits up; *Executive Order 9066*: none of the motives for the order were supported by specific acts of treason; it was a dangerous precedent for a nation founded on guarantees of civil liberties)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Espionage and Sedition Acts*: as unrestricted submarine warfare continued and the Zimmermann Note was intercepted, the government became more concerned about negative war attitudes; the Bolshevik Revolution left Americans concerned about communism in the United States; the government thought a way to reverse the outspoken negative opinions was to censor information; Schenck was opposed to the war and believed the draft violated the Constitution; “to make the world safe for democracy” was an important goal which had to have the full support of the country; *Executive Order 9066*: when World War II started in Europe, the United States wanted to stay neutral because they had had enough of war; deteriorating relations between us and Japan unfortunately led the Japanese to bomb Pearl Harbor; although the Order had seemingly credible criteria for relocation, many in this nation would eventually regret denying basic rights in such an extreme way to a group based on their race)
- Richly supports the theme with many relevant facts, examples, and details (*Espionage and Sedition Acts*: after Congress declared war on Germany and into the first few months of war, pessimistic rumors, criticism of America’s military preparation, and overtly pro-German propaganda were allowed to go unchecked; the Supreme Court ruled that during war the government can restrict first amendment rights; *Executive Order 9066*: it was responding to racism on the West Coast where most Japanese Americans lived and had been discriminated against for years; residents feared the Japanese Americans might become secret agents of the Japanese government and the army commander supported relocating them; Korematsu went to the Supreme Court saying he was a loyal United States citizen and did not deserve to be interned and be deprived of rights guaranteed to United States citizens; the Supreme Court reflected the opinion of many Americans when it disagreed with Korematsu and upheld his forced evacuation)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss that there have been times when United States laws need to limit civil liberties but they do not go unchallenged

Conclusion: Overall, the response fits the criteria for Level 5. A good historical understanding of the public mood at the time of our entrance into World War I establishes a thoughtful context for the Espionage and Sedition Acts and the viewpoints regarding its passage. Important understandings such as the concept of precedent-setting political decisions are demonstrated in the discussion of Executive Order 9066 and help substantiate the opposing and supporting arguments.

Our nation, though relatively young, has faced many national crises. It has become a noticeable pattern that during difficult times, some civil liberties have been undermined. Whether or not this is excusable, is another question, and one that has not been answered.

During WWI, when the United States was fighting against the Central Powers, some actions had to be taken at home in the hope of uniting the diverse American people under the same belief: that the central powers were an enemy to be defeated. However our constitution provides us (the U.S.) with the freedom of expression, which would generally allow anyone and everyone to hold any opinion of our foreign policy and our involvement in the war. Some people disagreed with who the U.S. was fighting or even disagreed with its motives for fighting. Therefore, different opinions about fighting a European war began to circulate in newspapers and among different groups (Doc 1.) However, the American government and President Wilson could not afford to lose its people's support for the war. After all, the United States had finally declared war after three years of neutrality and we were fighting in its name. As a result, our government passed the Espionage and Sedition Acts in the late 1910s (also doc 1). This legislation proved to be quite controversial because it had made speaking out against the war, a punishable crime in order to limit disagreement with government policies. This was not unheard of during wartime

and even though it looked like it was a clear violation of the 1st amendment, a freedom on which the U.S. had built its constitutional foundation, Congress justified it as a necessary and proper action. Charles T. Shreck, even brought this issue to court. In this *Shreck vs. United States* case, Shreck had published and distributed leaflets encouraging draftees to resist the draft because he believed conscription violated the Constitution. To protest or distribute leaflets would seem normal, as he was simply exercising his right of freedom of expression, yet the Supreme Court ruled, that since the U.S. was at war, this could pose a threat to U.S. security. It created "a clear and present danger" to the U.S. (doc 2.).

In the next World War in the 1940s an ~~executive~~ executive order had been issued that again undermined citizens' civil liberties, but in this case restricted it to a select group of people. In 1942, President Roosevelt's Order No. 9066 forced Japanese Americans to relocate into internment camps. (Doc 5a) After the Japanese attack on Pearl Harbor, (which came as quite a surprise to the American people because at the time we were negotiating with them), panic spread among Americans who at the time were worried about enemy agents. When people saw Japanese Americans on West Coast streets they would be fearful. Unfortunately, Japanese Americans, because of racial differences, are easy to point out in the United States and many feared they would spy or betray the U.S. in a time of war. However many of these people of Japanese ancestry had been born in the U.S. and probably

had no intention of betraying the U.S. They were just as American as everyone else and yet because they came from Japanese ancestry they were seen as a face of the enemy. (doc 5b.) So, these people of Japanese ancestry had to leave their personal belongings behind and were forced to sell their homes and farms quickly and at a financial loss. They were sent into internment camps surrounded by barbed wire and guards with guns. Americans were taking away civil rights of a certain group of people not on the basis that they had done anything wrong in their lifetime, but because of their ancestry. However, what is even more unfair to the Japanese was that descendants from other enemies during WWII, such as Germans or Italians did not face prejudice in the same way (Doc 6). This was pointed out by Justice Jackson in dissenting in the Korematsu case. Jackson argued that Korematsu was a legal citizen convicted of staying in the area where he had grown up. His only real "crime" was his ancestry – he had done nothing to deserve the treatment he received. Japanese Americans in many cases longed to fight for their country... America. Yet they were initially turned down on the basis that they had Japanese ancestry, but eventually they got their chance. In the movie "Most Honorable Sui", the main character speaks of his experience in the war. This man, a Nisei, flew an incredible number of missions against the Japanese. Yet there were many Japanese Americans who remained interned as he and others of Japanese ancestry fought honorably and patriotically for their country.

Civil liberties have been undermined in past national crises. Some

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

say it is for the better, and others say for the worse. Yet it is sure that in some cases, what we have done to our own people, is completely unexcusable.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so more thoroughly for the Espionage and Sedition Acts than for Executive Order 9066
- Is both descriptive and analytical (*Espionage and Sedition Acts*: it proved quite controversial because it made speaking out against the war a punishable crime in order to limit disagreement with government policies; it would seem that Schenck was simply exercising his right of freedom of expression, yet the Supreme Court ruled that since the United States was at war, this could pose a threat to security; Schenck's actions created a "clear and present danger" to the United States; *Executive Order 9066*: it undermined citizen's civil liberties, but restricted it to a select group of people; after the attack on Pearl Harbor, panic spread among Americans who at the time were worried about enemy agents; when people saw Japanese Americans on West Coast streets they would be fearful; many feared Japanese Americans would spy or betray the United States in a time of war; many Japanese Americans were just as American as everyone else and yet because they came from Japanese ancestry they were seen as the face of the enemy; other descendants from other enemies during World War II, such as Germans and Italians, did not face prejudice in the same way)
- Incorporates relevant information from documents 1, 2, 4, 5, and 6
- Incorporates substantial relevant outside information (*Espionage and Sedition Acts*: during World War I some actions had to be taken at home in the hope of uniting the diverse American people under the same belief—that the Central Powers were an enemy to be defeated; the American government and Wilson could not afford to lose people's support for the war; even though it looked like it was a clear violation of the first amendment, Congress justified the acts as a necessary and proper action; Schenck believed conscription violated the Constitution; *Executive Order 9066*: many Japanese Americans had to leave many of their personal belongings behind and were forced to sell their homes and farms quickly and at a financial loss; in many cases Japanese Americans longed to fight for America but were initially turned down because they had Japanese ancestry; there were many Japanese Americans who remained interned as others fought honorably and patriotically for America)
- Supports the theme with relevant facts, examples, and details (*Espionage and Sedition Acts*: different opinions about fighting a European war began to circulate in newspapers and among different groups; Charles T. Schenck brought the issue to court; Schenck had published and distributed leaflets encouraging draftees to resist the draft; *Executive Order 9066*: it forced Japanese Americans to relocate into internment camps; many Japanese Americans had been born in the United States and were therefore citizens)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that civil liberties have sometimes inexcusably been undermined

Conclusion: Overall, the response fits the criteria for Level 4. Constitutional factors associated with support for the Espionage and Sedition Acts are used as an effective transition to President Franklin D. Roosevelt's decision to issue Executive Order 9066. A cursory approach to the historical circumstances surrounding Executive Order 9066 is balanced by the inclusion of commentary on "The Most Honorable Son" which adds to the discussion of the opposition argument.

The United States government was formed on the democratic principle of limited federal power and the protection of the rights of the citizens it governs. However, throughout history, the U.S. government has occasionally acted against these values and limited civil liberties. Two such instances were the relocation of Japanese Americans in 1942 and the passage of the USA Patriot Act in 2001. Both the Executive Order 9066 and the USA Patriot Act, which were caused by attacks on American civilians and soldiers, had the support of most people and the government, but also had detractors.

The Executive Order 9066 was put into effect during World War II. At the initial outbreak of World War II in 1939, the United States tried to remain neutral. Neither the government nor the American people was eager to get involved in another war in Europe. However, the attack on Pearl Harbor in Hawaii quickly changed this view (Doc 4). While west coast Americans had never particularly accepted the Japanese immigrants and were envious of their ~~own~~ economic success, they had never seen them as a direct threat. Pearl Harbor made Californians fear the Japanese living among them, even those who were born in the United States. This anti-Japanese hysteria proved to be enough reason for ^{the} issuing of Executive Order 9066, which provided for the relocation of Japanese Americans. President Roosevelt justified the order by saying

it was necessary to prevent attempts at espionage and sabotage. (Doc 3A) The decision was affected by the insecurity of the army's west coast commander (Doc 3B), whose level of fear led him to ignore the ~~advice~~ advice of cooler heads at the FBI and Naval Intelligence. This executive order would give the military considerable control of Japanese Americans in the western United States. Despite government support, there were people against the internment of the Japanese. In the case of *Korematsu v. United States*, the Supreme Court upheld Korematsu's conviction of violating Executive Order 9066. However, Court justice Robert Jackson dissented from the majority ruling, stating that Korematsu was born in America and was a law-abiding California resident (Doc 6). His only crime was being of Japanese descent. Jackson implied that a majority of the Japanese being interned had neither committed crimes nor shown disloyalty, and thus should not be detained. That became the majority point of view decades later when the government apologized and paid compensation to the Japanese Americans. The Executive Order 9066 was a reaction to Pearl Harbor and was eventually recognized as a mistake that violated Japanese American citizenship rights.

The USA Patriot Act was meant to combat terrorism, but many may have violated civil liberties in the process. On September 11, 2001, two planes hijacked by terrorists were flown into the World Trade Center, a third was flown into the Pentagon,

and a fourth almost made it to Washington, DC, before crashing. Fear swept the nation, and nobody felt safe. This was compounded by mail with anthrax and entry into war with Afghanistan (Doc 7). This clash reaction made Americans more worried about the government not going far enough to protect the country than doing too much. Consequently, the USA Patriot Act was passed. President Bush declared it necessary to find and stop terrorists. He stated that the act would monitor terrorist communications as well as provide better tools to end financial counterfeiting, money laundering, and smuggling which financed terrorist activities (Doc 8). Bush hoped that the USA Patriot Act would facilitate the process of stopping terrorism. Unfortunately, some people were wary of this legislation and saw it as a violation of civil liberties of all Americans, not just terrorist suspects. Political cartoonist Nick Anderson suggested that the White House was ignoring Constitution to fight terrorism and justifying it because it was a "new war" (Doc 9). The USA Patriot Act had intentions to calm national fears and prevent another devastating terrorist attack, but it posed a major threat to civil liberties.

In many cases, government intervention proves to be necessary for the good of the public. However, the government occasionally makes a controversial decision as in the case of Executive Order 966.

In the cases of Executive Order 9066 and the USA Patriot Act, the U.S. government bypassed civil liberties to combat what they believed were threats during the time period

Anchor Level 4-B

The response:

- Develops all aspects of the task for Executive Order 9066 and the USA Patriot Act
- Is both descriptive and analytical (*Executive Order 9066*: West Coast Americans had never particularly accepted Japanese immigrants but had never seen them as a direct threat; it would give the military considerable control of Japanese Americans in the western United States; Justice Jackson implied that a majority of the Japanese who were interned had neither committed crimes nor shown disloyalty and should not be detained; it was a reaction to Pearl Harbor and was eventually recognized as a mistake that violated Japanese American citizenship rights; *USA Patriot Act*: it was meant to combat terrorism but may have violated civil liberties in the process; fear swept the nation after September 11, 2001 and no one felt safe which was compounded by mail with anthrax and entry into war with Afghanistan; chain reaction made Americans more worried about the government not going far enough to protect the country than doing too much)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Executive Order 9066*: at the initial outbreak of World War II, the United States tried to remain neutral; the attack of the Japanese on Pearl Harbor in Hawaii quickly changed the United States view; West Coast Americans were envious of the success of Japanese Americans; decades later the government apologized and paid compensation to the Japanese Americans; *USA Patriot Act*: on September 11, 2001, two planes hijacked by terrorists were flown into the World Trade Center, a third was flown into the Pentagon, and a fourth almost made it to Washington, D.C. before crashing; political cartoonist Nick Anderson suggested that the White House was ignoring the Constitution to fight terrorism)
- Supports the theme with relevant facts, examples, and details (*Executive Order 9066*: Pearl Harbor made Californians fear the Japanese living among them; it provided for the relocation of Japanese Americans; President Roosevelt justified it by saying it was necessary to prevent attempts at espionage and sabotage; in *Korematsu v. United States*, the Supreme Court upheld Korematsu's conviction of violating the Order; Justice Jackson stated that Korematsu was born in America and was a law-abiding California resident and that his only crime was being of Japanese descent; *USA Patriot Act*: President Bush declared it necessary to find and stop terrorists; it would monitor terrorist communications and provide better tools to end financial counterfeiting, money laundering, and smuggling which financed terrorist activities; some people saw the legislation as a violation of civil liberties of all Americans, not just terrorist suspects)
- Demonstrates a logical and clear plan of organization; includes an introduction that even though the United States was formed on the democratic principle of limited federal power and the protection of rights of its citizens it has limited civil liberties, and a conclusion that while government intervention is often needed for the public's good, in Executive Order 9066 and the USA Patriot Act the government bypassed civil liberties to combat perceived threats

Conclusion: Overall, the response fits the criteria for Level 4. An important concept that a minority opinion can evolve into a majority opinion over time is integrated into the discussion of opposing viewpoints regarding Executive Order 9066. Although document information is accompanied by good statements about civil liberties, additional outside information would have provided more depth to the discussion of both federal actions.

at various times in United States history, the federal government has taken controversial actions that have limited civil liberties. Two examples in history include issuing Executive Order 9066 relocating Japanese Americans in 1942, and the passage of the USA Patriot Act in 2001. Both of these actions limited civil liberties and affected citizens in America. Many of our citizens did not necessarily agree with these actions taken by the government to deal with national crises.

When the Executive Order 9066 was issued in 1942, it relocated West Coast Japanese Americans under military authority. After Pearl Harbor was attacked by the Japanese, it caused a scare among our citizens along the West Coast. The Executive Order 9066 was issued to protect the national defense against espionage and sabotage. Many feared another attack by the Japanese aided by Japanese and Japanese Americans in the United States. Public hostility toward Japanese Americans grew as store owners, banks, and other businesses refused to do business with them. ~~From 2001~~ Gears directed toward Japanese Americans could be dangerous for them. In 2001 the USA Patriot Act was passed to keep the nation safe after radical Islamic terrorists left thousands dead in the United States. Attacks occurred in New York and Washington, D.C. and were blamed on al Qaeda. The government believed that the terrorism could continue indefinitely and maybe even result in worse consequences. The passing of this Act allowed law enforcement operations to share information to help stop terrorism before it occurred. The surveillance of communications used by terrorists was a key part of this Act.

The government had strong arguments supporting both of these limitations involving civil liberties. In document 5b you can see one of the motives for the government's decision to intern people of Japanese ancestry was the known racism and hostility of the Pacific states white population. A main responsibility of the government was to protect the national security during World War II and a major priority was to protect the national-defense material against espionage and sabotage, as stated in document 5a. The government argued that the Japanese living in the United States could possibly cause major security risks affecting our national well-being and interfering with efforts to win the war. For the passage of the USA Patriot Act as stated in document 7 the government followed the opinion of its citizens. They concluded that much of the public strongly supported doing whatever necessary to protect the nation, even if it meant sacrificing civil liberties. The government believed their responsibility was to pursue and stop terrorism so a 9/11 attack would never happen again. According to document 8, President Bush was confident that the USA Patriot Act would give law enforcement a better chance to use communications to halt terrorism. Even though that might involve an invasion of personal freedoms that Americans were used to, the government argued that the ever-changing nature of terrorism required far-reaching measures to win the war and bring a halt to terrorism.

Although the government's motive in making these changes was to protect the United States, there were people who were opposed to them. Document 6 is a good example of someone, Justice Jackson, who opposed the Executive Order 9066 that led to the internment of Japanese Americans. This

document states that Jackson argued that Korematsu was a citizen under the Constitution and a citizen by his nativity and by residence. Jackson argued that Korematsu was only being interned because of his racial status, which took away his civil liberties. Many Japanese Americans felt this way toward this Order, believing that they should be treated just like other Americans and not have to move from their homes to relocation camps. Many believed that the USA Patriot Act was putting American civil liberties at risk. In documents 9a and 9b a political cartoonist and a writer show that critics felt this Act was violating and changing the meaning of our Constitution. They believed the government's reaction to terrorism was putting the country onto the path of a legal revolution. Some argued that the government was going too far, putting us in danger of losing more civil liberties. Others argued that the government officials might use the USA Patriot Act and apply it to many situations.

at these times in United States history, when our federal government has taken controversial actions that have limited civil liberties many questions have surfaced. the passing of the USA Patriot Act in 2001 and the Executive Order 9066 that relocated Japanese Americans in 1942 allowed our government to use its power to respond to an emergency—World War II and a terrorist attack on American soil. at each of these times in history our citizens believed their civil rights were both protected and limited.

Anchor Level 4-C

The response:

- Develops all aspects of the task for Executive Order 9066 and the USA Patriot Act
- Is both descriptive and analytical (*Executive Order 9066*: a major responsibility of the government was to protect national security during World War II and to protect the national defense material against espionage and sabotage; Jackson argued that Korematsu was only interned because of his racial status which took away his civil liberties; many Japanese Americans believed that they should be treated like all other Americans and not have to move from their homes to relocation camps; *USA Patriot Act*: the government believed that the terrorism could continue indefinitely and maybe result in worse consequences; the government concluded that much of the public strongly supported doing whatever was necessary to protect the nation even if meant sacrificing civil liberties; President Bush was confident that it would give law enforcement a better chance to use communications to halt terrorism; even though personal freedoms that Americans were used to might be invaded, the government argued that the ever-changing nature of terrorism required far-reaching measures to bring a halt to terrorism; critics felt that it violated and changed the meaning of the Constitution; some argued that government officials might apply it to many situations)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Executive Order 9066*: many feared another attack by the Japanese aided by Japanese and Japanese Americans; public hostility toward Japanese Americans grew as store owners, banks, and other businesses refused to do business with them; the government argued that Japanese living in the United States could possibly cause major security risks affecting our national well-being and interfering with efforts to win the war; *USA Patriot Act*: it was passed to keep the nation safe after radical Islamic terrorists left thousands dead in the United States; attacks blamed on al Qaeda; critics believed the government's reaction to terrorism was putting the country onto the path of a legal revolution)
- Supports the theme with relevant facts, examples, and details (*Executive Order 9066*: it was used to relocate Japanese Americans under military authority; after Pearl Harbor was attacked by the Japanese it caused a scare among citizens along the West Coast; it was issued to protect the national defense against espionage and sabotage; Jackson argued that Korematsu was a citizen under the Constitution by his nativity and residence; *USA Patriot Act*: it allowed law enforcement operations to share information to stop terrorism before it occurred; surveillance of communications used by terrorists was a key part of the Act; the government believed their responsibility was to pursue and stop terrorists so a 9/11 attack would never happen again)
- Demonstrates a logical and clear plan of organization; includes an introduction that citizens did not necessarily agree with actions taken by the government to deal with crises, and a conclusion that when the federal government has taken controversial actions to limit civil liberties, many questions have surfaced

Conclusion: Overall, the response fits the criteria for Level 4. While document analysis is effective, the discussion of both actions would benefit from the inclusion of more historical facts and details. Linking the changing nature of terrorism to the need for a far-reaching measure such as the USA Patriot Act is an insightful conclusion.

During times of crisis, the government takes certain actions to do what they believe is right. Sometimes these actions can limit the civil liberties of individuals that are given to them in the Constitution. Two of these actions were passing the Espionage and Sedition Acts, and issuing Executive Order 9066 relocating Japanese Americans.

The Espionage and Sedition Acts were passed in 1917-1918. These acts were passed in response to World War I in order to protect the United States Military. These acts limited what you were allowed to say or publish in a newspaper that could be critical of the government. Eugene Debs spoke out against the war, was convicted of violating the Espionage Act, and sent to jail. The government believed these laws and their harsh sentences were necessary in order to protect the United States armed forces, and to prevent interfering with recruiting of people in the army (Doc 1). In a Supreme^{Court} case of Schenck v. the United States, Charles T. Schenck was convicted of violating the Espionage Act. Schenck argued that his right to freedom of speech was protected by the First Amendment to the Constitution. The Supreme Court however, deemed that when there is "a clear and present danger," he is not protected by the First Amendment. The government believed that if someone threatens the

nations during a time of crises ~~is~~ is a danger. The civil liberties of that person, or people may be limited in order to protect the country (Doc 2). Arguments against the policy stated that people should not have to surrender their rights during the time of war. Americans should be allowed to criticize government policies. Granted the people can give up some conveniences during war, such as rationing, but not those rights promised to them by the Constitution (Doc 3a). People having the right to speak out and having a say in the actions of their government makes the country stronger, not weaker.

The order to relocate Japanese Americans was issued in 1942 as a result of the Japanese attack on Pearl Harbor. The attack on Pearl Harbor made some Americans fear that the Japanese Americans might be spies or another form of threat to their country. In order to ease the fear of Americans, especially those living on the West Coast, over 100,000 Japanese Americans were sent to internment camps in the West but away from the coast (Doc 4). The government argued that it was necessary to remove the Japanese Americans in order to protect against sabotage of national-defense material, national-defense premises, and national-defense utilities (Doc 5a). Another reason some supported internment was because of race. People wanted

to relocate Japanese Americans because they stereotyped them as dangerous, just like the Japanese who had attacked Pearl Harbor, so they were sent to camps (Doc 5b). In another Supreme Court case *Korematsu v. United States*, an argument was made against the internment of Japanese Americans. *Korematsu* was born in the United States, which made him a citizen of the United States. The government had no claim that he was not loyal to his country or was any threat. Another argument stated that he was only made to leave his home because of his race. If he would have been born a white or non-Japanese American, he would not have had to leave his home. But because of the fear and the hatred of Japanese Americans, internment was necessary (Doc 6). The Japanese Americans had no say in what was happening to them, the government made a decision and they had to follow it because the government took their say and their liberties away.

The government stripped both Americans and Japanese-Americans liberties away. During a time of crisis, the government takes whatever actions they think are necessary in order to protect everyone else. Sometimes in order to insure the safety of the nation, the people themselves have to give up some rights given to them as citizens. When a government makes a national security decision, there is little anyone can do about it.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for the Espionage and Sedition Acts and Executive Order 9066
- Is more descriptive than analytical (*Espionage and Sedition Acts*: the government believed these laws and harsh sentences were necessary to prevent interfering with recruiting of people into the army; the Supreme Court deemed that Schenck was not protected because of “clear and present danger”; the government believed that if someone threatens the nation during a time of crisis or is a danger, their civil liberties may be limited to protect the country; arguments were that people should not have to surrender their rights during time of war; Americans should be allowed to criticize government policies; *Executive Order 9066*: the attack on Pearl Harbor made some Americans fear that the Japanese Americans might be spies or another form of threat to their country; the government argued that it was necessary to remove the Japanese Americans to protect against sabotage of national defense material, national defense premises, and national defense utilities; some said that Korematsu was made to leave his home because of race; if Korematsu had been born a white or non-Japanese American, he would not have had to leave his home; internment was necessary because of the fear and the hatred of Japanese Americans; the Japanese Americans had no say in what was happening to them because the government made the decision and they had to follow it since the government took their liberties away)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*Espionage and Sedition Acts*: Eugene Debs spoke out against World War I and was convicted of violating the Espionage Act and sent to jail; people can give up some conveniences during war, such as rationing, but not those rights promised to them by the Constitution; *Executive Order 9066*: people wanted to relocate Japanese Americans because they had stereotyped them as dangerous like the Japanese who had attacked Pearl Harbor)
- Includes some relevant facts, examples, and details (*Espionage and Sedition Acts*: they were passed in response to World War I; they limited what you were allowed to say or publish in a newspaper; in *Schenck v. United States*, Schenck was convicted of violating the Espionage Act; *Executive Order 9066*: the order to relocate Japanese Americans was issued as a result of the Japanese attack on Pearl Harbor; to ease the fear of Americans, especially those living on the West Coast, over 100,000 Japanese Americans were sent to internment camps; in *Korematsu v. United States* an argument was made against internment; Korematsu was born in the United States which made him a citizen of the United States; the government had no claim that Korematsu was not loyal to his country or was any threat)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that the government takes away liberties in times of crisis to insure the safety of the nation

Conclusion: Overall, the response fits the criteria for Level 3. Although much of the discussion is organized around documents, the interpretation and integration of those documents effectively addresses the task. Drawing a distinction between acceptable types of public sacrifice during wartime and concluding that free speech makes democracy stronger indicates an understanding of issues associated with the Espionage and Sedition Acts.

During times of crisis or war civilians are often called upon to help their country in different ways. Some are drafted into the armed forces or willingly enlist. At various points in history the United States government has taken actions that limit people's civil liberties or rights to help better protect those rights. One such time was the issuing of Executive Order 9066 by the United States government and the USA Patriot Act passed shortly after the events of September 11, 2001. These decisions were controversial and have been questioned by historians and others.

Executive Order 9066 relocated Japanese Americans to internment camps during World War II. Executive Order 9066 was issued shortly after the Japanese attack on Pearl Harbor. This attack led many Americans, who already held racist feelings towards Japanese Americans, to become even more suspicious. Residents of the west coast became fearful of ethnic Japanese that lived among them. (doc. 4) Increased paranoia about Japanese began to hit many of these Americans as newspaper and radio coverage became more sensational. President Franklin D. Roosevelt was convinced by California politicians and military officials to relocate Japanese Americans from the west coast. He stated that Executive Order 9066 would help protect the national security of America during this time of war. He said he believed that every measure possible had to be taken in order to best protect the citizens of the United States against possible threats from our enemy, the Japanese. (doc. 5a) Those who opposed the issuing of Executive Order 9066 believed that it punished

innocent civilians based on nothing but their ethnicity. Some people believe that the government issued this order to intern Japanese Americans came from the deep rooted racism and hostility white men held against the Japanese because they feared their numbers and economic competition. (doc. 5b) Other people argued that these were innocent citizens being sent to intern camps without due process. Very few Japanese Americans had done anything wrong. They were not displaced to the United States government but yet still they suffered by being made to leave their farms, homes, and businesses. (doc. 6) Some argued that the government was out of line with this action and should be held accountable, but others argued that the federal government has the responsibility of protecting the liberties of the many even though it might mean sacrificing the liberties of the few.

The passage of the USA Patriot Act happened shortly after the events of September 11, 2001. The nation was plunged into a state of fear and panic following the terrorist attacks in New York City and Washington. (doc. 7) The USA Patriot Act was an effort that granted the federal government the power to conduct surveillance on all forms of communication that might be used by potential terrorists such as cell phones or email. The ultimate goal of the USA Patriot Act was to help federal agencies to better uncover and prevent potential threats to national security. Supporters of the act believed it would help prevent any new attack against the United States. (doc. 8) Sacrificing personal rights such as the right to privacy would better help the

government to protect the entire nation. Those who did not support the USA Patriot Act believed that President Bush was undermining the Constitution. People believed this act gave the government too much power and felt intruded upon (doc. 9a + b). Although citizens did believe they needed protection some believed the USA Patriot Act went beyond reasonable measures in trying to do so.

Ultimately both Executive Order 9066 and the USA Patriot Act had support and opposition from the citizens they were trying to protect. Believed by some to exceed the limitations of the federal government's power these decisions were made to deal with crises that affected a whole nation. Both Executive Order 9066 and the USA Patriot Act were necessary at the time to protect the United States. They were controversial decisions but these decisions helped to protect this nation and ultimately the rights of the people.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for Executive Order 9066 and the USA Patriot Act
- Is more descriptive than analytical (*Executive Order 9066*: the attack on Pearl Harbor led many Americans, who already held racist feelings towards Japanese Americans, to become even more suspicious; President Franklin D. Roosevelt was convinced by California politicians and military officials to relocate Japanese Americans from the West Coast; Roosevelt believed that every measure possible had to be taken in order to best protect the citizens of the United States against possible threats from our enemy, the Japanese; the opposition believed that it punished innocent citizens based on nothing but their ethnicity; some believed that it came from the deep-rooted racism and hostility white men held against the Japanese because they feared their numbers and economic competition; some argued that the government was out of line with this action and should be held accountable; some argued that the federal government has the responsibility of protecting the liberties of the many even though it might mean sacrificing the liberties of the few; *USA Patriot Act*: supporters believed it would help prevent any new attacks against the United States; sacrificing personal rights such as the right to privacy would better help the government to protect the entire nation; people who did not support it believed that President Bush was undermining the Constitution; some people felt the act gave the government too much power; citizens believed they needed protection but some believed that the Act went beyond reasonable measures)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Executive Order 9066*: increased paranoia about Japanese began to hit many West Coast Americans as newspaper and radio coverage became more sensational; some people argued that innocent citizens were being sent to camps without due process; very few Japanese citizens were disloyal to the United States government but yet they suffered by being made to leave their farms, homes, and businesses)
- Includes some relevant facts, examples, and details (*Executive Order 9066*: it relocated Japanese Americans to internment camps during World War II; it was issued shortly after the attack on Pearl Harbor; residents of the West Coast became fearful of ethnic Japanese who lived among them; Roosevelt stated it would help protect the national security during time of war; *USA Patriot Act*: the passage happened shortly after the events of September 11, 2001; the nation was plunged into a state of fear and panic following the terrorist attacks in New York City and Washington; it granted the federal government the power to conduct surveillance on all forms of communication that might be used by potential terrorists, such as cell phone or email; the goal was to help federal agencies better uncover and prevent potential threats to national security)
- Demonstrates a satisfactory plan of organization; includes an introduction that during times of crisis or war civilians are often called upon to help their country in different ways, and a conclusion that decisions exceeding the limitations of the federal government's power affect the whole country

Conclusion: Overall, the response fits the criteria for Level 3. Outside historical references and some document analysis combine to add substance to supporting and opposing arguments regarding Executive Order 9066. Although recognizing the challenges posed by terrorism, the discussion relies primarily on document information.

In history many actions have been taken by the U.S. government to protect the U.S.A. The question is, has the U.S. government ever went too far when taking action? A couple of actions taken by the federal government in the past was the Espionage and Sedition Acts, and the executive order 9066, relocating Japanese-Americans. Both acts had their supporters, but were publically criticized as well.

The Espionage and Seditions Acts came into effect during World War I, and that was the main reason for these acts (Document 1). It was important to support government policies during war and not be negative. Another reason was because pro-German propaganda had went unchecked for the first few months of war (Document 1). Immigrant groups depending on where they came from disagreed on which country should be our ally. The government felt threatened by public opinion that was not unified and used the Espionage and Sedition Acts to try and control the debate. These Acts made it illegal to try to interfere with anything to do with the military's success. Charles T. Schenck urged people to resist the draft, and was convicted despite first amendment rights because the supreme court felt that there was a "clear and present danger." (Document 2). One argument against these acts was a crucial one, the restriction of free speech (Document 3a). Free speech has always been a right since the Bill of Rights was added

to the Constitution, and more than 100 years later it was being limited, and people, especially those who disagreed about the war, felt like their rights might permanently be threatened due to these acts.

Another act taken by the U.S. government to protect the country was the relocating of Japanese Americans. This act came during a time of war as well, World War II. The Japanese attacked Pearl Harbor in 1942, and shortly after the country started relocating Japanese Americans primarily because of West Coast fear (Document 4). The government took this action to protect the country in anyway possible just as it had in World War I. (Document 5a). "The day of infamy" is what sparked the relocating of Japanese Americans, but some thought the U.S. went too far. Individuals that were born on U.S. soil, but from Japanese decent, were sent to internment camps as well. One of the most famous case's was Korematsu vs. United States. Even though Korematsu was born in the U.S., and no claim was made that he was disloyal to the country, he was still treated like the enemy and was ordered to leave his home and relocate (Document 6). Internment concerned some people across the country, and some felt the government took the act way to far in the name of national security.

The Espionage and Sedition Acts and the interning of

Japanese-Americans were two acts taken by the government to help protect the country. The acts did have their supporters, but they also had just as many of opposers. The American people like their rights, and when they feel they have been violated, they sometimes feel threatened by the government.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the Espionage and Sedition Acts and Executive Order 9066
- Is more descriptive than analytical (*Espionage and Sedition Acts*: it was important to support government policies during war and not be negative; the government felt threatened by public opinion that was not unified and used them to try and control the debate; people, especially those who disagreed about the war, felt like their rights might permanently be threatened by the acts; *Executive Order 9066*: it was passed to protect the country in any way possible just as they had done in World War I; some thought the United States went too far in the name of national security)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*Espionage and Sedition Acts*: immigrant groups depending on where they came from disagreed on which country should be our ally; free speech has been a right since the Bill of Rights was added to the Constitution; *Executive Order 9066*: “the day of infamy” is what sparked the relocating of Japanese Americans)
- Includes some relevant facts, examples, and details (*Espionage and Sedition Acts*: World War I was the main reason for the acts; pro-German propaganda had gone unchecked for the first few months of the war; the acts made it illegal to try to interfere with anything to do with the military’s success; Schenck urged people to resist the draft and was convicted because the Supreme Court felt that there was a “clear and present danger”; *Executive Order 9066*: Japanese Americans were relocated during World War II shortly after the Japanese attacked Pearl Harbor; individuals who were born on United States soil, but from Japanese descent, were sent to internment camps; even though Korematsu was born in the United States and no claim was made that he was disloyal to the country he was still treated like the enemy and was ordered to leave his home and relocate); includes a minor inaccuracy (*Executive Order 9066*: Japanese attack on Pearl Harbor in 1942)
- Demonstrates a satisfactory plan of organization; includes an introduction that questions whether the United States government ever went too far when taking action to protect the country and a conclusion that Americans like their rights and when they feel they have been violated, they sometimes feel threatened by the government

Conclusion: Overall, the response fits the criteria for Level 3. Limited outside information is balanced by a few analytical references which, in the case of the Espionage and Sedition Acts, strengthen the discussion. While there is a reference to comparable government actions during World War I and World War II, it is not developed.

There were many times in the history of the United States when the federal government had to take controversial actions that may have limited civil liberties. Two examples of these actions were the passage of the Executive Order 9066 and the Espionage and Sedition Acts.

The Executive Order to place Japanese Americans in internment camps resulted from the Attack on Pearl Harbor. In the attack Japanese planes flew over Pearl Harbor and dropped bombs, ruined war supplies and took many American lives. As Document 4 says, the American people were fearful of the ethnic Japanese around them and their failure to assimilate into society. The order to place these Japanese Americans in ~~isolated~~ isolated internment camps, where they were constantly watched, grew from these fears. Those who opposed the act saw it as immoral and unfair to imprison someone who was born on U.S. ground and should be protected under the Constitution like any other citizens (Doc. 5). Also, it's not fair to isolate these people if they

have nothing to do with the initial crime. The internment of Japanese-Americans is only one example of the federal government passing laws that violate civil liberties.

Another example would be the Espionage and Sedition Acts passed by Congress during World War I due to the criticism and disloyalty the government faced during the time of war (Doc. 1). The acts imprisoned those who negatively spoke out against government involvement in the military and war efforts. The Supreme Court justified the acts by saying some newspaper articles/news opinions criticized the government so much they would possibly make people not want to join the armed forces, and during a time of war, the armed forces were extremely important to the safety of the nation (Doc. 2). The other side of the argument was that the United States was based on the Constitution, which included the Bill of Rights and in the Bill citizens had the freedom of speech, however with the Espionage and Sedition Acts, those rights

were violated.

The passage of the Executive Order to intern Japanese - Americans after Pearl Harbor and the Espionage and Sedation Acts are just two examples of the federal government instituting laws that were controversial and limited civil liberties in the United States. Each had it's own purpose or reason for being passed, however, along with that reason came those who opposed and those who agreed with the governments actions.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for Executive Order 9066 and the Espionage and Sedition Acts
- Is primarily descriptive (*Executive Order 9066*: American people were fearful of the ethnic Japanese around them; the order to place Japanese Americans in isolated internment camps where they would be constantly watched grew from these fears; those who opposed it saw it as immoral and unfair to imprison someone who was born on United States ground and should be protected under the Constitution like any other citizen; it is only one example of the federal government passing laws that violate civil liberties; *Espionage and Sedition Acts*: they were passed due to the criticism and disloyalty the government faced during the time of war; during a time of war the armed forces were extremely important to the safety of the nation); includes faulty and weak application (*Espionage and Sedition Acts*: the acts were used to imprison those who negatively spoke out against government involvement in the military and war efforts; the Supreme Court justified them by saying some newspaper articles and news opinions criticized the government so much that they would possibly make people not want to join the armed forces; *Executive Order 9066*: Japanese Americans had failed to assimilate into society)
- Incorporates limited relevant information from documents 1, 2, 4, and 5
- Presents little relevant outside information (*Executive Order 9066*: in the attack on Pearl Harbor Japanese planes dropped bombs, ruined war supplies, and took many American lives; some felt it was not fair to isolate Japanese Americans who had nothing to do with the initial crime)
- Includes few relevant facts, examples, and details (*Executive Order 9066*: it was an order to place Japanese Americans in internment camps which resulted from the attack on Pearl Harbor; *Espionage and Sedition Acts*: they were passed by Congress during World War I; in the Bill of Rights citizens had the freedom of speech which was violated by the acts)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although an incorrect assumption is made regarding assimilation and internment, some understanding of document information and its relation to the task is demonstrated. The opposition argument in both cases could have been strengthened by more supporting facts and details.

Throughout the history of the United States, there have been times when the federal government felt it necessary to ^{take} actions that limited civil liberties. Two examples of this are the passage of the USA Patriot Act in 2001 and the issuing of Executive Order 9066. Both of these actions had supporters and opposers and were enacted by the government because of troubling circumstances.

The USA Patriot Act was passed in 2001 because of acts of terrorism. As stated in Document 7, there were devastating attacks in both Washington and New York. The most infamous being the attack on the World Trade Center building on September 11th that took many innocent lives. After these attacks the government felt it necessary to limit some civil liberties in order to protect its people. The government supported this action by saying that they were taking measures to stop terrorism while it was still being organized. As ~~g~~ former president George Bush expressed in Document 8, they were giving

the government powers to survey communication to stop a terrorism attack before it could even start. However, many opposers believed this new power was an invasion on their privacy and a restriction on their rights.

The internment of Japanese Americans was enacted during World War II. As stated in Document 4, the Japanese attack on Pearl Harbor was a big blow to Americans. Many people felt that Japanese Americans were not assimilated or loyal to our country. Document 5a shows how the government supported this decision. According to Franklin Roosevelt, the Japanese Americans were interned to ensure the country from espionage and sabotage. However, some people felt that the internment was the result of racism and paranoia. Document 6 also brings up the fact that Japanese Americans were legally United States citizens and had a right to freedom.

As you can see, these actions taken

by the government were very controversial. In order to help protect their people the government sometimes has to limit their civil liberties. Two such cases are the USA Patriot Act of 2001 and the internment of Japanese Americans in 1942. Both the government and its opposers bring up valid arguements to support their opinion.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for the USA Patriot Act and Executive Order 9066
- Is primarily descriptive (*USA Patriot Act*: after the attacks in Washington and New York the government felt it necessary to limit some civil liberties in order to protect its people; government supported its action by saying that they were taking measures to stop terrorism while it was still being organized; many of the opposition believed the new power was an invasion of their privacy and a restriction on their rights; *Executive Order 9066*: many people felt that Japanese Americans were not assimilated or loyal to our country; some people felt the internment was the result of racism and paranoia; Japanese Americans were legally United States citizens and had a right to freedom)
- Incorporates limited relevant information from documents 4, 5, 6, 7, and 8
- Presents little relevant outside information (*USA Patriot Act*: the most infamous attack was on the World Trade Center building on September 11 that took many innocent lives)
- Includes few relevant facts, examples, and details (*USA Patriot Act*: it was passed because of acts of terrorism; it gave the government powers to survey communication to stop a terrorist attack before it could even start; *Executive Order 9066*: internment was enacted during World War II; the Japanese attack on Pearl Harbor was a big blow to Americans; Franklin Roosevelt said the Japanese Americans were interred to ensure the country from espionage and sabotage)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. An understanding that troubling circumstances can result in government limitations on civil liberties is demonstrated in a brief discussion. While primarily relevant document information is used to address both actions, statements about Japanese internment lack sufficient explanation.

Throughout history, there are those who want to enforce peace, and there are others who wish to disrupt it. There are many times in history where this has been seen. America has had its fair share of peace + wartime. And when the nation is affected, the government must act in a manner that protects the people.

During WWII, following the events at Pearl Harbor, America passed the Executive Order 9066: The Japanese Internment Act, in 1942. This act sent all Japanese Americans, citizens or not, to internment camps and forced to give up all their property + belongings. According to Document 4, the people of California were afraid of the Japanese residents because they felt they were in league with the Japanese armies and could attack the West. In response, military defense bases were set up and the Japanese were moved into internment camps. This decision caused much controversy. Theodore Roosevelt argued that necessary actions must be taken to protect the nation in wartime. (Doc 5c)

Writer Stanley Kutler felt that the government passed the internment act as an act of racism and insecurity towards foreigners. (Doc 5b).

On the other hand, many people were against the Japanese Internment. Justice Robert Jackson argued that many of the foreigners in question were citizens and that removing them from society to live in isolation was unconstitutional. (Doc 6).

In the end, however, necessary actions were taken to protect the nation.

Another step that was taken to protect America was the Patriot Act, established in 2001 by George W Bush (Doc 7) after 9/11. The Patriot Act gives the government the right to wire-tape possible terror suspects, allowing them to intercept calls, texts, e-mails, or any communication of the sort. (Doc 8). The Patriot Act had its flaws however. Some felt it infringed on the privacy of the American citizens. Many, like Richard Lucayo, feel that the Patriot Act was not that necessary. He stated

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

the government was taking drastic measures in protecting the US. (Doc 9, a+b).
No matter how you look at it, drastic times do call for drastic measures. When a nation is attacked, its government is responsible for protecting the citizens and doing what is needed to ensure that safety.
In times of war we all must make sacrifices.

Anchor Level 2-C

The response:

- Develops some aspects of the task for Executive Order 9066 and the USA Patriot Act
- Is primarily descriptive (*Executive Order 9066*: people of California were afraid of Japanese residents; Roosevelt argued that necessary actions must be taken to protect the nation during wartime; Kutler felt that the government passed the internment act as an act of racism and insecurity towards foreigners; Justice Robert Jackson argued that many in question were citizens and that removing them from society to live in isolation was unconstitutional; *USA Patriot Act*: some felt it infringed on the privacy of American citizens; many felt it was not necessary and that the government was taking drastic measures in protecting the United States); includes faulty and weak application (*Executive Order 9066*: it sent all Japanese Americans, citizens or not, to internment camps and they were forced to give up all their property and belongings; many foreigners in question were citizens; people of California felt Japanese residents were in league with the Japanese armies and could attack the West)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Executive Order 9066*: it was passed following the events at Pearl Harbor during World War II; military defense bases were set up; *USA Patriot Act*: it was established in 2001 by George W. Bush after 9/11; it gives the government the right to wiretap possible terror suspects, allowing them to intercept calls, texts, emails, or communication of any sort); includes an inaccuracy (*Executive Order 9066*: Theodore Roosevelt instead of Franklin D. Roosevelt)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that when a nation is affected by war, the government must act in a manner that protects the people

Conclusion: Overall, the response fits the criteria for Level 2. Although misconceptions regarding the Japanese American internment weaken the discussion, a limited understanding of its controversial nature is demonstrated. Historical circumstances surrounding Executive Order 9066 and the passage of the USA Patriot Act are limited to the mentioning of a date and an event. A brief explanation of the action is presented as a supporting argument.

At various times in United States history, the Federal government has taken controversial actions that have limited civil liberties. Two such actions were interning Japanese Americans (1942), and the passage of USA Patriot Act (2001):

In 1942 World War II was going on. The Japanese were attacking the Americans. The government thought that Japanese Americans would betray America. Government officials in California called for the relocation of Japanese Americans because the west coast is much closer to Japan than every other part of the USA. and Japanese planes could land in California and the government thought that Japanese Americans would help them. It was to protect the USA against Espionage and sabotage in time of war. Those who opposed the government's action said If you are born in American soil you are an American citizen of the United State of America.

On September 11, 2001 New York was attacked. There were new power given to the Federal government by the USA Patriot Act. The USA Patriot Act gives law-officials better tools to put an end to financial counterfeiting, smuggling, and money laundering. The goal of passing of the USA Patriot Act was to stop anybody who wanted to do something bad to the USA. Those who opposed the government's action said is significant civil liberties price to be paid as we adopt various national security.

When the United States is at war things change. People are sometime not okay with it.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for Executive Order 9066 and the USA Patriot Act
- Is descriptive (*Executive Order 9066*: the government thought that Japanese Americans would betray America; government officials in California called for the relocation of Japanese Americans because the West Coast was much closer to Japan than every other part of the United States; the government thought that if Japanese planes landed in California Japanese Americans would help them; the government wanted to protect the United States against espionage and sabotage in time of war; those who opposed the government's action believed if you are born on American soil you are a citizen of the United States of America; *USA Patriot Act*: the goal of the act was to stop anyone who wanted to do something bad to the United States; those who opposed the government's action said civil liberties was a significant price to be paid as various acts of national security were adopted)
- Includes minimal information from documents 4, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Executive Order 9066*: in 1942 World War II was going on; Japanese were attacking Americans; *USA Patriot Act*: on September 11, 2001 New York City was attacked; it gave the federal government new power; it gave law officials better tools to put an end to financial counterfeiting, smuggling, and money laundering)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion that when the United States is at war things change and people are sometimes not okay with it

Conclusion: Overall, the response fits the criteria for Level 1. An attempt is made to use relevant information from the documents to establish historical circumstances for both actions. Statements that represent arguments to support the government action are presented without explanation. Statements representing arguments against the government action are vague.

In many years, the United States took actions that denied people of their civil liberties. In 1917, the passage of the Espionage and Sedition Act, and the passage of the USA Patriot Act (2001) were some actions taken.

The Espionage and Sedition act gave the government the right to do anything to prevent people from speaking out against the military. This deprived people of their constitutional rights. At the passage of this act the government claimed it was to protect the USA's ~~second~~ security. The citizens ~~there~~ who were accused of Espionage and sedition felt a whole other way. They felt rumors, criticism and propaganda was one way the act was passed. They also felt it was a way that the President can screen himself from criticism (Doc 1). People were deprived of their constitutional rights. The rights were limited if they created "a clear and present danger." The printing of leaflets could be intended to obstruct the recruiting of armed forces. (Doc 2).

The USA Patriot Act was passed in 2001. This act was to prevent acts of terrorism (Doc 3) It was passed after the tragic September 11, 2001 attack. That

attacked prompted a change in national security, law enforcement, and intelligence operations. More than half the US felt that the government would not go far enough to protect us.

Other citizens felt that the U.S would go too far. The passage of the USA Patriot Act resulted in the absence of constitutional rights. (Doc 9). These citizens felt that some of the changes weren't necessary because our rights were being ignored.

Those actions resulted in the ignoring of our constitutional rights. The USA Patriot Act and the Espionage and Sedition Act made the US feel that they could ignore our rights.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for the Espionage and Sedition Acts and the USA Patriot Act
- Is descriptive (*Espionage and Sedition Acts*: they deprived people of their constitutional rights; the government claimed they were passed to protect the country's security; people felt the acts were a way the President could screen himself from criticism; people's constitutional rights were limited if they created "a clear and present danger"; printing of leaflets could be intended to obstruct the recruiting of armed forces; *USA Patriot Act*: it was to prevent acts of terrorism); lacks understanding and application (*Espionage and Sedition Acts*: they gave the government the right to do anything to prevent people from speaking out against the military; *USA Patriot Act*: it resulted in the absence of constitutional rights)
- Includes minimal information from documents 1, 2, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*USA Patriot Act*: it was passed in 2001 after the tragic September 11, 2001 attack; the attack prompted a change in national security, law enforcement, and intelligence operations; more than half the citizens felt the act did not go far enough to protect us)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that actions of the federal government resulted in ignoring citizens' constitutional rights

Conclusion: Overall, the response fits the criteria for Level 1. Document information is used to hint at historical circumstances associated with the USA Patriot Act. Arguments supporting and opposing the government actions, although document-based, are poorly stated and demonstrate very little understanding.

Throughout American History, war time has brought a unique sense of urgency and security to the nation. The necessity to protect the well-being and safety of the American people becomes a priority. Many methods used have stirred great controversy on the grounds that these precautions interrupt individual rights and freedoms guaranteed by the United States Constitution. The Executive order 9066 and the USA Patriot Act of 1942 and 2001, respectively, both offer protection to the American People, however they both become target for those who thought they were a hindrance to individual rights and freedoms. The internment of ~~Japans~~ Japanese-Americans and they surveillance of all forms of communication was intended to protect the nation, but had more implications than that.

From a standpoint of national security and necessity, it could be argued by some that Executive Order 9066 and the USA Patriot Act were in the best interest of the American People. Although it was never proven that there was widespread sabotage of or treason by the Japanese American community, ~~reloc~~ relocation was an extra step taken to insure the public's safety. It would hopefully prevent even the slightest possibility of spy activities. Pearl Harbor made many people on the West Coast anxious because of its geographic location. The intent of these camps was not to physically harm or mistreat Japanese Americans, although psychologically they did great harm. Internment was designed

to eliminate the possibility of trouble on the home front during a national emergency. Similarly, after the September 11, 2001 terrorist attacks, the USA Patriot Act was passed a precaution taken in order to better the chances of the government finding potential terrorist threats and hopefully eliminating them before other attacks occur. It significantly increased the power of the federal government to monitor different forms of communication (doc 8).

The opposition to these attempts at homeland security posted good arguments. Although the Supreme Court case of *Korematsu vs. United States* said that relocation of Japanese Americans to internment camps during World War II was constitutional, many points were made that strongly favor *Korematsu's* defense. As an American citizen, and a native to the United States, why should it be made a crime for being of Japanese descent (doc 6)? If it was, internment was an act of racism. Other arguments stated that it was done because of the insecurity of military officials (doc 5b). Nativist Californians who were anti-Japanese American had supported legislation to limit their right to become citizens and to own land (doc 4). Basically because of being of Japanese descent, their rights were stripped again when the federal government made them relocate to camps without evidence of wrongdoing. Similarly, people against the USA Patriot Act argued that it was a direct interruption of privacy. Though most

Americans agreed that the government should resort to almost any means necessary to stop terrorism (Doc 7), there was controversy as to how much power the government should have in monitoring communication. There was much question as to how far from guaranteed civil liberties the government should go to protect the American Public for national security reasons (Doc. 9b).

There were ~~a~~ many arguments favoring both sides of the situation when it came to the welfare of the nation, and the national security of the U.S. Most of the precautions taken which have compromised civil liberties ~~has~~ throughout history have had mixed results. Congress eventually apologized to the Japanese Americans, but the Patriot Act so far seems to have helped prevent further terrorist acts. Many continue to believe that the lives negatively impacted by these steps taken to insure national security have been sacrifices necessary for the good of America.

Although the United States is seen by many countries as a country of many freedoms, there have been times when the U.S. had to limit the rights people had. Two such examples are, the passage of the Espionage & Sedition Acts of 1917 and 1918 and Executive Order 9066 in 1942. Both of these examples limited the rights of Americans during war-time and both were seen as exaggerated responses to a mostly non-existent problem.

Initially reluctant to get involved in a European war, the U.S. declared ^{neutrality} ~~neutrality~~. This was consistent with our foreign policy traditions all the way back to George Washington and his Proclamation of Neutrality during the wars stemming from the French Revolution. However, in 1917, the U.S. had joined the war effort of World War I on the side of the Allies. This switch came in part from Germany's use of submarine warfare which took hundreds of American lives. Anti-German sentiment was one factor creating support for shutting down pro-German activities here at home. Although most Americans were convinced of the war's idealistic goals and saw it as a way to protect democracy, some also saw it as a waste of men and material for a war thousands of miles away. Some who were not sympathetic to the British, started spreading ill rumors and pushing pro-german propaganda. Since the U.S. was unprepared to fight in a world war the national gov't saw dissent as a dampener on the U.S. war effort. To counter antiwar sentiments and worries about German sabotage, the gov't passed the Espionage and Sedition Acts in 1917 and 1918 respectively. The Espionage Act allowed the government to arrest and imprison people seen as spreading negative opinions about the war or trying to do something to impede the war effort. The Sedition Act made it illegal

to say or write anything disloyal about the government or the armed services. Many Americans were for this, seeing it as patriotic and necessary to keep radical anti-war groups such as the IWW and Socialists in their place. The Espionage Act led Charles Schenck to be imprisoned for passing out leaflets to people saying not to support the draft. Others though, saw it as a way for the government to limit criticism of its war efforts and control public opinion. Senator Robert M. LaFollette stated that Americans need to be allowed their free speech during wars when the government becomes more powerful. Some thought Americans should have the right to disagree with a war or the policies imposed on a country during a war. These opposing viewpoints in such a problematic time has made these two acts very controversial just as the Alien and Sedition Acts were in the 1790s. Passing legislation targeting individuals who disagree with the government goes against our democratic ideals.

On December 7th, 1941, the Japanese Imperial Fleet destroyed most of the U.S. Pacific Fleet at Pearl Harbor using a devastating plan assault. This made Americans, particularly on the west coast, very afraid of a possible Japanese invasion of the U.S. People living on the west coast, perhaps due to a long-term "yellow peril" racism and paranoia, began to say that the Japanese Americans living in their areas might actually be spies for the Japanese Empire. The U.S. general charged with defending the west coast argued that military necessity demanded the removal of Japanese Americans. The FBI and others claimed this was nonsense, but the military prevailed. Franklin D. Roosevelt then issued Executive Order 9066 in 1942. This allowed for the re-location of Japanese-Americans on the basis of their ethnic origin from

the coast to internment camps in the interior of the U.S. Many white Americans on the Pacific Coast saw this as necessary due to fears that Japanese Americans might sabotage factories or join Japanese forces if they invaded. Taking a chance of having so many enemies "within" didn't make sense to some when so much had to be done to win a war against the Japanese and Germans. But others, such as Justice Robert H. Jackson of the Supreme Court, thought it was an unconstitutional order that went against everything the U.S. stood for. He went on to state as a dissenter in the Supreme Court case *Korematsu vs. U.S.*, that Korematsu was living in America, was born in America and was Japanese by heritage and that his heritage was the reason of his internment. The Supreme Court however ruled that the internment policies were a military necessity. Executive order 9066 kept the Japanese Americans in relocation camps for more than three years. Some today see this as an act of paranoia and racism by the U.S. against Japanese Americans. A congressional apology for the internment does not erase this terrible violation of civil liberties.

The United States is said to be the "land of the free and the home of the brave." What many people don't realize is that, at times, especially wartime, individuals have been forced to give up certain liberties due to their ethnicity or their beliefs. 2 such times were the passing of the Espionage & Sedition acts of 1917 and 1918 and the issuing of Executive Order 9066 in 1942. Both of these government policies, although seeming right at the time, undermined what the U.S. stood for.

In several cases during United States history, government became more involved with citizens' personal rights and liberties for various reasons, including war and terrorism. Two such acts included the Executive Order 9022 for the relocation of Japanese Americans and the USA Patriot Act. Each of these two acts was faced with a series of oppositions and support, leading to their characterization of being "controversial" federal actions.

~~These~~ The first of these two acts was the Executive Order 9022, issued during the 1940's in response to the Japanese aggression in World War II. With the bombing of Pearl Harbor, the Japanese initiated a conflict between America and Japan that led to American involvement in the second World War. Another event, according to Rehnquist's ALL LAWS BUT ONE, was the shelling of oil installations in Feb. 1942 near Santa Barbara. "Public officials began to call for the 'relocation' of persons of Japanese ancestry." The government supported this action in response to American ^{citizens' fear} ~~war~~ effects, that Japanese-Americans would become traitors and sabotage American war efforts. President Roosevelt approved of the measure, stating that "successful prosecution of the war required every possible protection against espionage and against sabotage to national self-defense material." Apparently, the government believed that if Japanese continued to live in American society, they would remain loyal to their native lands and send American secrets to them. However, some believed that

This act was ~~only~~ overly drastic and denied rights to legal Japanese-American citizens. Stanley I. Kutler wrote that "very few [Japanese] were disloyal persons" and that "no military necessity existed to justify so Draconian a measure." In *Korematsu vs. US*, Justice Robert Jackson stated his opinion that the Japanese were being unfairly treated. They were "law abiding and well disposed," and their only "crime" was being of Japanese birth. Many Japanese Americans were Nisei, American-born Japanese, and harbored very little sentimental connections to their native land. Many years later, the government formally apologized to the Japanese internment camp survivors for the Executive Order and awarded compensation for their material losses.

The second government interference in citizens' personal rights was seen in the USA Patriot Act of 2001. This act was a response to the terrorist attacks on September 11th, the anthrax mailings and American fear of another terrorist attack. Leone and Anrig in *The War on Our Freedoms* wrote that the majority of American citizens supported the Act, stating that they would rather protect the country from terrorist attacks even if it meant possible government infringement on their civil liberties. The act changed "the laws governing information-sharing." The government could now initiate the surveillance of communications legally, which included phone-tapping, emails, Internet and cell-phones. However a rather large portion of American

population expressed a negative sentiment of the Patriot Act. Stating that the act denied American citizens' right to privacy, people protested the invasive and intrusive acts of the government into their personal lives. People had the right to freedom of speech and expression, and this right was nullified by allowing the government to possibly prosecute American citizens and legal residents by recording their ^{communication} ~~conversations~~ with others. Although the government passed the measure, declaring it the most effective way to root out terrorism, many citizens felt discomfort at the lack of privacy and the dismissal of their privacy rights and freedom of speech. Federal courts have declared some parts of the Patriot Act unconstitutional.

Both the Executive Order 9822 and the USA Patriot Act held different, varying opinions by American citizens. Neither act was completely good nor evil, but was a measure taken by government in order to protect American people. However, no matter how much America needed protection, many believed that citizens' original rights should be respected and that certain measures were far too drastic and gave the federal government too much power.

The espionage act and the
Sedition legislation were two Acts.

The US took the Sedition and
legislation act two severely.

The US took the espionage
Act right because people were dying from
fevers and US had to fix it

Both Acts have helped United
States.

Throughout United States History the Federal government has taken actions which led to the limiting of civil liberties. Two of these actions include the Espionage and Sedition Acts of 1917 and 1918 and the USA Patriot Act of 2001.

The Espionage and Sedition Acts were the government's ability to limit the freedom of speech of the people. They did this because many negative rumors began to spread, America's military preparations were being criticized, and people in favor of Germany had sent out propaganda which was left unchecked. (Doc 1) The Act said that any statement that interfered with the armed forces or was disloyal to the army was now to be punished. The government could now control what the people said.

The Supreme Court's argument to support the Espionage and Sedition Acts was backed up by Brandeis. They said that the words by the people created a "clear and present danger" which Congress had to prevent. (Doc 2) It was the job of the government to make sure that nobody interfered with the army even if that meant taking away freedom of speech. However others thought differently. Senator La Follette argued that

Citizens and representatives in Congress, especially in times of war must be allowed to maintain freedom of speech (Doc 3a) Without freedom of speech there is no way to express the ideas of the people. Others believed that the Acts were far too drastic, (Doc 3b) and that such severe action was not needed.

The USA Patriot Act also limited civil liberties. After the attack on September 11, 2001, the nation was put into a state of chaos. Threat after threat was coming in and anthrax mailings became a constant concern. (Doc 7) The people wanted the government to do all they could to protect the civil liberties of the people, no matter what the cost. In fact, some feared the government wouldn't do enough.

According to President Bush, the USA Patriot Act gave law officials better tools to put an end to financial counterfeiting, smuggling and money laundering. (Doc 8a) Those against it said that it went against the constitution (Doc 9b) and unraveled the original constitution to protect the people.

Both acts were made to limit the civil

Liberties of the people. The Espionage and Sedition Acts tried to limit free speech to prevent army interference and USA Patriot Act unraveled the Constitution to protect the liberties of the people. Both acts were made for the people and illustrated government interference.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth but discusses Executive Order 9066 more thoroughly than the USA Patriot Act
- Is more descriptive than analytical (*Executive Order 9066*: Pearl Harbor made many people on the West Coast anxious because of its geographic location; internment was designed to eliminate the possibility of trouble on the home front during a national emergency; in *Korematsu v. United States* many points were made that strongly favored Korematsu's defense; arguments stated that internment was because of the insecurity of military officials; *USA Patriot Act*: after the September 11, 2001 terrorist attacks it was passed as a precaution to better the chances of the government finding potential terrorist threats and hopefully eliminating them before other attacks could occur; people who argued against it believed it was a direct interruption of their privacy; it significantly increased the power of the federal government to monitor different forms of communication)
- Incorporates some limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Executive Order 9066*: although it was never proven that there was widespread sabotage or treason by the Japanese American community, it was an extra step taken to ensure the public's safety; it would hopefully prevent even the slightest possibility of spy activities; the intent of the camps was not to physically harm or mistreat Japanese Americans although psychologically they did great harm; nativist Californians who were anti-Japanese American had supported legislation to limit the right of Japanese Americans to become citizens and own land; the federal government made them relocate to camps without evidence of wrongdoing basically because they were of Japanese descent)
- Includes some relevant facts, examples, and details (*Executive Order 9066*: the Supreme Court case of *Korematsu v. United States* said that relocation of Japanese Americans to internment camps during World War II was constitutional; Korematsu was an American citizen and a native to the United States; *USA Patriot Act*: most Americans agreed that the government should resort to almost any means necessary to stop terrorism; there was controversy over how much power the government should have in monitoring communication)
- Demonstrates a satisfactory plan of organization; includes an introduction that war has brought a unique sense of urgency and security to the nation and a conclusion that steps taken to ensure national security have been necessary sacrifices for the good of America

Conclusion: Overall, the response fits the criteria for Level 3. The premise that actions taken by the federal government have had implications beyond their intent and that compromising civil liberties can have mixed results are supported by good document analysis. Further development of ideas and the inclusion of relevant outside information would have strengthened the discussion of the USA Patriot Act.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Espionage and Sedition Acts and Executive Order 9066
- Is more analytical than descriptive (*Espionage and Sedition Acts*: some saw them as a way for the government to limit criticism of its war efforts and control public opinion; Senator La Follette stated that Americans needed to be allowed free speech during wars when the government becomes more powerful; passing legislation targeting individuals who disagree with the government goes against our democratic ideals; *Executive Order 9066*: Pearl Harbor made Americans, particularly those on the West Coast, very afraid of a possible Japanese invasion; people living on the West Coast, perhaps due to long-term “yellow peril” racism and paranoia, began to say that the Japanese Americans living in their areas might actually be spies; taking a chance of having so many enemies “within” did not make sense to some when so much had to be done to win a war against the Japanese and Germans; Justice Jackson thought internment was unconstitutional)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Espionage and Sedition Acts*: this was consistent with our foreign policy traditions all the way back to George Washington and his Proclamation of Neutrality; most Americans were finally convinced of the war’s idealistic goals and saw them as a way to protect democracy; some saw the war as a waste of men and material for a war thousands of miles away; some who were not sympathetic to the British started spreading ill rumors and pushing pro-German propaganda; national government saw dissent as a dampener on the war effort; many Americans supported the acts as patriotic and necessary to keep radical antiwar groups in their place; they were as controversial as the Alien and Sedition Acts were in the 1790s; *Executive Order 9066*: the Japanese Imperial fleet destroyed most of the United States Pacific fleet at Pearl Harbor; it kept the Japanese Americans in relocation camps for more than three years; a congressional apology for the internment does not erase the terrible violation of civil liberties)
- Richly supports the theme with many relevant facts, examples, and details (*Espionage and Sedition Acts*: Espionage Act allowed the government to arrest and imprison people seen as spreading negative opinions about the war; Sedition Act made it illegal to say or write anything disloyal about the government or the armed services; Espionage Act led to Schenck’s imprisonment for passing out leaflets to people saying not to support the draft; *Executive Order 9066*: it allowed for relocation of Japanese Americans on the basis of ethnic origin to internment camps in the interior of the United States; Justice Jackson stated that Korematsu’s heritage was the reason for his internment; the Supreme Court ruled that internment policies were a military necessity)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that while we are seen by many countries as a country of freedoms, there have been times when the United States has had to limit the rights of the people

Conclusion: Overall, the response fits the criteria for Level 5. A good knowledge of historical factors influencing support for the passage of the Espionage and Sedition Acts sets the stage for a thorough discussion of arguments supporting and opposing those actions. Limited historical information about Executive Order 9066 is offset by sophisticated analytical conclusions that reflect a thoughtful approach to document interpretation.

Practice Paper C—Score Level 3

The response:

- Develops most aspects of the task with some depth for Executive Order 9066 and the USA Patriot Act
- Is more descriptive than analytical (*Executive Order 9066*: American citizens feared that Japanese Americans would become traitors and sabotage American war efforts; some believed the act was overly drastic and denied rights to legal Japanese American citizens; Stanley Kutler wrote that very few Japanese were disloyal and “no military necessity existed to justify so Draconian a measure”; Justice Jackson stated that the Japanese were being unfairly treated because they were “law abiding and well disposed” and their only “crime” was being of Japanese birth; many Japanese Americans were Nisei and harbored very little sentimental connections to their native land; *USA Patriot Act*: the majority of American citizens supported the Act, stating that they would rather protect the country from terrorist attacks even if it meant possible government infringement on their civil liberties; some stated the Act denied American citizens’ right to privacy; people protested the invasive and intrusive acts of the government into their private lives; many citizens felt discomfort with the lack of privacy and the dismissal of their privacy rights and freedom of speech)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Executive Order 9066*: with the bombing of Pearl Harbor, the Japanese initiated a conflict between America and Japan that led to American involvement in the second World War; many years later the government formally apologized to the Japanese internment camp survivors and awarded compensation for their material losses; *USA Patriot Act*: federal courts have declared some parts of the Act unconstitutional)
- Includes some relevant facts, examples, and details (*Executive Order 9066*: oil installations near Santa Barbara were shelled in February 1942; the government supported the relocation of persons of Japanese ancestry; President Roosevelt stated that the successful prosecution of war required every possible protection against espionage and against sabotage to national self-defense material; *USA Patriot Act*: it was a response to the terrorist attacks on September 11, 2001, the anthrax mailings, and American fear of another terrorist attack; it changed the laws governing information sharing; government could initiate the surveillance of communications legally, which included phone-tapping, emails, Internet, and cell phones); includes an inaccuracy (*Executive Order 9066*: Executive Order 9022)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that no matter how much America needed protection, many believed that citizens’ rights should be respected

Conclusion: Overall, the response fits the criteria for Level 3. The documents are used to frame the response to make key points. Quotations from documents are aligned with the task. A methodical approach to the development of the task is enhanced by the inclusion of some analytical statements.

Practice Paper D—Score Level 0

The response:

Attempts to develop the task; refers to the theme in a general way; includes no relevant facts, examples, and details

Conclusion: Overall, the response fits the criteria for Level 0. Although there is recognition that the Espionage and Sedition Acts are different, that is not relevant to the task. There is no indication of an understanding of the task.

Practice Paper E—Score Level 2

The response:

- Minimally develops some aspects of the task for the Espionage and Sedition Acts and the USA Patriot Act
- Is primarily descriptive (*Espionage and Sedition Acts*: they were passed because many negative rumors began to spread; people in favor of Germany had sent out propaganda which was left unchecked; the government could now control what the people said; Congress had to prevent a “clear and present danger”; the Supreme Court said it was the job of the government to make certain that no one interfered with the army even if that meant taking away freedom of speech; Senator La Follette argued that citizens and representatives in Congress, especially in times of war, must be allowed to maintain freedom of speech; without freedom of speech there is no way to express the ideas of the people; others believed they were far too drastic and that such severe action was not needed; *USA Patriot Act*: some feared the government would not do enough; those against it said it went against the Constitution); includes faulty and weak application (*Espionage and Sedition Acts*: the Supreme Court’s argument to support them was backed up by Rehnquist; *USA Patriot Act*: people wanted the government to do all they could to protect the civil liberties of people, no matter what the cost)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Espionage and Sedition Acts*: they gave the government the ability to limit freedom of speech; America’s military preparations were being criticized; the act said that any statement that interfered with the armed forces or was disloyal to the army was now to be punished; *USA Patriot Act*: after the attack on September 11, 2001 the nation was put into a state of chaos; threat after threat was coming in and anthrax mailings became a constant concern; according to President Bush it gave law officials better tools to put an end to financial counterfeiting, smuggling, and money laundering)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is unclear and confusing

Conclusion: A limited understanding of the task is demonstrated. While document information related to arguments supporting and opposing the Espionage and Sedition Acts and the USA Patriot Act is provided, this information is not explained or clarified.

United States History and Government Specifications August 2012

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Reform Movements (Industrialization); Economic Systems; Immigration and Migration; Environment	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Government; Constitutional Principles; Citizenship; Foreign Policy; Presidential Decisions and Actions	Standards 1, 2, 3, and 5: United States and New York History; World History; Geography; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the August 2012 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 5 and a total Part I and Part IIIA score of 47 would receive a final examination score of 80.

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	3	6	9	12	16	20	24	28	32	37
	1	1	4	7	10	14	17	21	25	29	34	38
	2	2	5	8	11	15	19	23	27	31	35	40
	3	3	6	9	12	16	20	24	28	32	37	41
	4	4	7	10	14	17	21	25	29	34	38	42
	5	5	8	11	15	19	23	27	31	35	40	44
	6	6	9	12	16	20	24	28	32	37	41	45
	7	7	10	14	17	21	25	29	34	38	42	47
	8	8	11	15	19	23	27	31	35	40	44	48
	9	9	12	16	20	24	28	32	37	41	45	50
	10	10	14	17	21	25	29	34	38	42	47	51
	11	11	15	19	23	27	31	35	40	44	48	53
	12	12	16	20	24	28	32	37	41	45	50	54
	13	14	17	21	25	29	34	38	42	47	51	55
	14	15	19	23	27	31	35	40	44	48	53	57
	15	16	20	24	28	32	37	41	45	50	54	58
	16	17	21	25	29	34	38	42	47	51	55	60
	17	19	23	27	31	35	40	44	48	53	57	61
	18	20	24	28	32	37	41	45	50	54	58	62
	19	21	25	29	34	38	42	47	51	55	60	64
	20	23	27	31	35	40	44	48	53	57	61	65
	21	24	28	32	37	41	45	50	54	58	62	67
	22	25	29	34	38	42	47	51	55	60	64	68
	23	27	31	35	40	44	48	53	57	61	65	69
	24	28	32	37	41	45	50	54	58	62	67	70
	25	29	34	38	42	47	51	55	60	64	68	72
	26	31	35	40	44	48	53	57	61	65	69	73
	27	32	37	41	45	50	54	58	62	67	70	74
	28	34	38	42	47	51	55	60	64	68	72	75
	29	35	40	44	48	53	57	61	65	69	73	77
	30	37	41	45	50	54	58	62	67	70	74	78
	31	38	42	47	51	55	60	64	68	72	75	79
	32	40	44	48	53	57	61	65	69	73	77	80

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	33	41	45	50	54	58	62	67	70	74	78	81
	34	42	47	51	55	60	64	68	72	75	79	82
	35	44	48	53	57	61	65	69	73	77	80	83
	36	45	50	54	58	62	67	70	74	78	81	84
	37	47	51	55	60	64	68	72	75	79	82	85
	38	48	53	57	61	65	69	73	77	80	83	86
	39	50	54	58	62	67	70	74	78	81	84	87
	40	51	55	60	64	68	72	75	79	82	85	88
	41	53	57	61	65	69	73	77	80	83	86	89
	42	54	58	62	67	70	74	78	81	84	87	90
	43	55	60	64	68	72	75	79	82	85	88	91
	44	57	61	65	69	73	77	80	83	86	89	92
	45	58	62	67	70	74	78	81	84	87	90	93
	46	60	64	68	72	75	79	82	85	88	91	94
	47	61	65	69	73	77	80	83	86	89	92	95
	48	62	67	70	74	78	81	84	87	90	93	96
	49	64	68	72	75	79	82	85	88	91	94	97
	50	65	69	73	77	80	83	86	89	92	95	97
	51	67	70	74	78	81	84	87	90	93	96	98
	52	68	72	75	79	82	85	88	91	94	97	98
	53	69	73	77	80	83	86	89	92	95	97	98
	54	70	74	78	81	84	87	90	93	96	98	98
	55	72	75	79	82	85	88	91	94	97	98	98
	56	73	77	80	83	86	89	92	95	97	98	99
	57	74	78	81	84	87	90	93	96	98	98	99
	58	75	79	82	85	88	91	94	97	98	98	99
	59	77	80	83	86	89	92	95	97	98	99	99
	60	78	81	84	87	90	93	96	98	98	99	99
	61	79	82	85	88	91	94	97	98	98	99	99
	62	80	83	86	89	92	95	97	98	99	99	99
	63	81	84	87	90	93	96	98	98	99	99	99
	64	82	85	88	91	94	97	98	98	99	99	100