

REGENTS IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 19, 2007 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

REGENTS IN U.S. HISTORY AND GOVERNMENT

Part I

Answer all questions in this part.

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

- 1 In the pamphlet *Common Sense*, Thomas Paine urged the American colonists to
 - (1) oppose the French colonization of North America
 - (2) compromise with the British
 - (3) reaffirm their loyalty to King George III
 - (4) declare their independence from Great Britain
- 2 What was the primary reason for holding the Constitutional Convention of 1787?
 - (1) outlaw slavery in both the North and the South
 - (2) place taxes on imports and exports
 - (3) revise the Articles of Confederation
 - (4) reduce the power of the federal government
- 3 Which idea did the Founding Fathers include in the Constitution that allows Congress to meet the needs of a changing society?
 - (1) federalism
 - (2) separation of powers
 - (3) the elastic clause
 - (4) States rights
- 4 The major reason Antifederalists opposed ratification of the Constitution was because they believed
 - (1) amending the Constitution was too easy
 - (2) too much power was given to the states
 - (3) a federal court system would be too weak
 - (4) individual rights were not adequately protected
- 5 Which power was delegated to the federal government in the United States Constitution?
 - (1) establishing an official religion
 - (2) controlling interstate commerce
 - (3) regulating marriage and divorce
 - (4) granting titles of nobility

Base your answers to questions 6 and 7 on the quotation below and on your knowledge of social studies.

. . . The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it. . . .

— Article I, Section 9, Clause 2,
United States Constitution

- 6 This clause of the Constitution expresses the idea that
 - (1) civil liberties are not absolute
 - (2) revolution is essential to democracy
 - (3) national defense is less important than individual rights
 - (4) freedom of the press is guaranteed
- 7 During which war was the writ of habeas corpus suspended by the president?
 - (1) Revolutionary War (3) Mexican War
 - (2) War of 1812 (4) Civil War
- 8 Which heading best completes the partial outline below?

- I. _____

 - A. Political parties
 - B. Committee system in Congress
 - C. Judicial review
 - D. President's cabinet

- (1) Unwritten Constitution
- (2) Constitutional Amendments
- (3) Electoral Process
- (4) Checks and Balances

- 9 • The United States government taxes gasoline.
• New York State law requires a sales tax on many goods.

These two statements best illustrate the principle of

- (1) concurrent powers
 - (2) property rights
 - (3) reserved powers
 - (4) popular sovereignty
- 10 Which statement about the United States House of Representatives is accurate?
- (1) Representatives are chosen by the legislatures of their states.
 - (2) The Constitution allows each state two representatives.
 - (3) The number of representatives from each state is based on its population.
 - (4) The political party of the president always holds a majority of House seats.
- 11 Lobbying groups like the National Rifle Association (NRA) and the National Education Association (NEA) can influence government decisions because they
- (1) directly choose the leaders of Congress
 - (2) work to elect legislators who support their views
 - (3) pay the salaries of elected officials
 - (4) become members of third political parties
- 12 The Mississippi River system was an important economic resource during the first half of the 1800s because it was used to
- (1) irrigate desert lands
 - (2) transport farm goods to market
 - (3) move immigrants to the Northeast
 - (4) produce hydroelectric power
- 13 Washington's Proclamation of Neutrality (1793), Jefferson's Embargo Act (1807), and the Monroe Doctrine (1823) were all efforts to
- (1) avoid political conflicts with European nations
 - (2) directly support European revolutions
 - (3) aid Great Britain in its war against France
 - (4) promote military alliances

- 14 Under the leadership of Chief Justice John Marshall (1801–1835), the United States Supreme Court issued decisions that

- (1) declared racial segregation laws unconstitutional
- (2) gave states the power to tax the Bank of the United States
- (3) increased the ability of Congress to limit the powers of the president
- (4) established the supremacy of federal laws over state laws

- 15 What was a major reason that slavery expanded in the South in the first half of the 1800s?

- (1) Federal government regulations favored Southern exports.
- (2) New inventions led to an increase in cotton production.
- (3) Most early textile mills were built in the South.
- (4) The federal government encouraged the importation of enslaved persons.

- 16 President Andrew Jackson used the spoils system to

- (1) veto bills he disliked
- (2) enforce Supreme Court decisions
- (3) move Native American Indians off their traditional lands
- (4) provide jobs to political party supporters

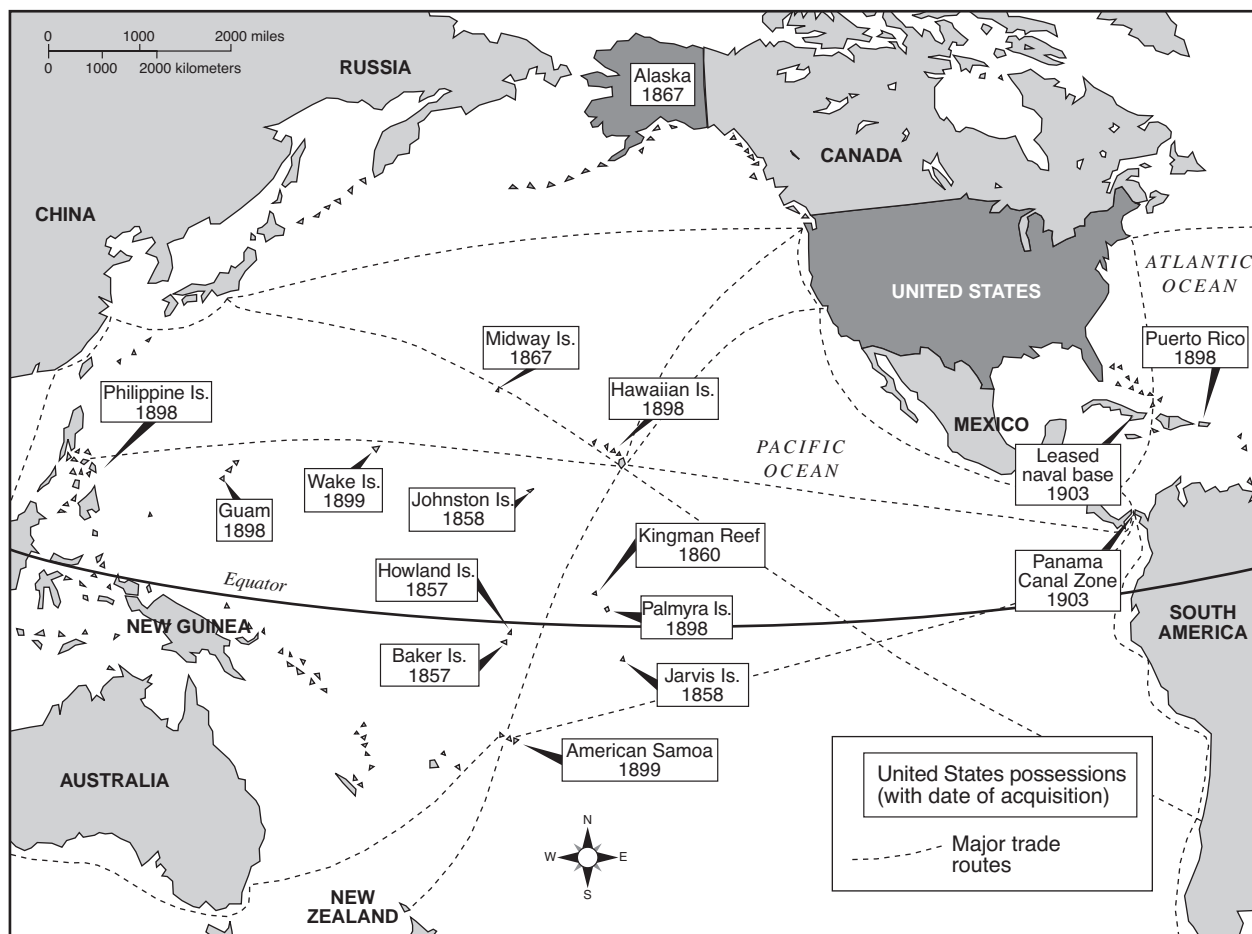
- 17 The slogan "Fifty-four forty or fight!," the annexation of Texas, and the Mexican War all relate to the

- (1) theory of nullification
- (2) practice of secession
- (3) belief in Manifest Destiny
- (4) idea of due process

- 18 The Homestead Act (1862) attempted to promote development of western lands by
- (1) creating a system of dams for crop irrigation
 - (2) providing free land to settlers
 - (3) removing all restrictions on immigration
 - (4) placing Native American Indians on reservations
- 19 Which two geographic features most influenced United States foreign policy throughout the 19th century?
- (1) Atlantic Ocean and Pacific Ocean
 - (2) Gulf of Mexico and Missouri River
 - (3) Great Lakes and Hudson River
 - (4) Appalachian Mountains and Rocky Mountains
- 20 In the second half of the 1800s, the federal government encouraged the building of transcontinental railroads by
- (1) giving land to the railroad companies
 - (2) purchasing large amounts of railroad stock
 - (3) forcing convicts to work as laborers
 - (4) taking control of the railroad trust
- 21 Which action marked the end of Reconstruction in the United States?
- (1) ratification of the 14th amendment
 - (2) withdrawal of federal troops from the South
 - (3) creation of the Freedmen's Bureau
 - (4) impeachment of President Andrew Johnson
- 22 During the late 1800s, which group strongly supported an open immigration policy?
- (1) conservationists
 - (2) nativists
 - (3) factory owners
 - (4) southern farmers
- 23 What was a major goal of the Dawes Act (1887)?
- (1) to provide a tribal legislature to govern all reservations
 - (2) to remove the Cherokees from the southeastern United States
 - (3) to strengthen Native American Indian tribal unity
 - (4) to encourage assimilation of Native American Indians
- 24 The theory of Social Darwinism was often used to justify the
- (1) creation of the Ku Klux Klan
 - (2) formation of business monopolies
 - (3) use of strikes by labor unions
 - (4) passage of antitrust laws
- 25 The national income tax, free and unlimited coinage of silver, and the direct election of senators were proposals that were included in the
- (1) Declaration of Sentiments
 - (2) Republican plan for Reconstruction
 - (3) Populist Party platform
 - (4) Federal Reserve System
- 26 Prior to entering World War I, the United States protested Germany's use of submarine warfare primarily because it
- (1) violated the Monroe Doctrine
 - (2) discouraged immigration to the United States
 - (3) posed a direct threat to American cities
 - (4) violated the principle of freedom of the seas
- 27 What was a primary reason for the great migration of African Americans to northern cities during World War I?
- (1) Job opportunities were available in northern factories.
 - (2) Jim Crow laws in the South had been repealed.
 - (3) Voting rights laws had been passed in northern states.
 - (4) The federal government had guaranteed an end to discrimination.
- 28 Which characteristic of the 1920s is illustrated by the trial of Sacco and Vanzetti?
- (1) hostility toward woman's suffrage
 - (2) support for segregation
 - (3) opposition to separation of church and state
 - (4) intolerance toward immigrants

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

United States Territory and Leases, 1857–1903



Source: Maps.com (adapted)

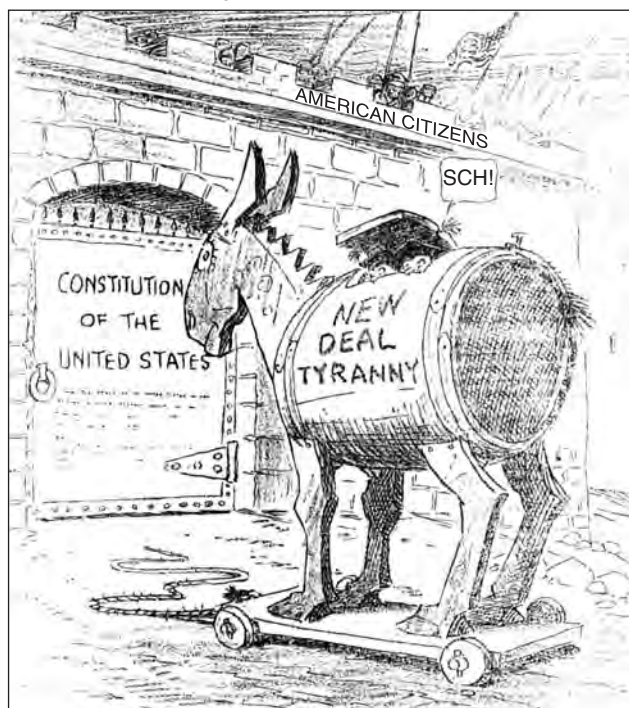
- 29 The main purpose of this map is to illustrate the
- (1) sources of important natural resources
 - (2) development of United States imperialism
 - (3) growth of the Atlantic slave trade
 - (4) results of the Spanish-American War

- 30 The conclusion that can best be supported by the information on this map is that construction of the Panama Canal was motivated by the desire of the United States to
- (1) raise the living standards of Latin American people
 - (2) increase naval mobility and expand overseas markets
 - (3) improve relations with Latin American and Asian nations
 - (4) maintain a policy of collective security

- 31 The national policy of Prohibition ended when the states
- (1) strengthened food and drug laws
 - (2) legalized alcohol for medical purposes
 - (3) ratified the 21st amendment
 - (4) banned interstate shipment of alcoholic beverages

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

The Trojan Horse at Our Gate



Source: Carey Orr, *The Chicago Tribune*, September 17, 1935 (adapted)

- 32 The main idea of the cartoon is that the New Deal
- (1) threatens the Constitution and the American people
 - (2) threatens the two-party political system
 - (3) provides American citizens with greater political freedom
 - (4) provides protection from foreign tyranny

- 33 President Franklin D. Roosevelt's Good Neighbor policy was designed mainly to
- (1) reduce border conflicts with Canada
 - (2) increase acceptance of minorities within the United States
 - (3) encourage Germany and the Soviet Union to resolve their differences
 - (4) improve relations with Latin America

- 34 One result of President Franklin D. Roosevelt's New Deal was that it
- (1) raised the national debt
 - (2) weakened labor unions
 - (3) deregulated the stock market
 - (4) repealed federal antitrust laws

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



Source: Library of Congress (adapted)

- 35 The main purpose of the World War II coupons shown in this illustration was to
- (1) choose men for the draft
 - (2) conserve essential goods for military use
 - (3) encourage increased production of consumer goods
 - (4) pay defense contractors for military hardware

- 36 In which pair of events is the second event a response to the first?
- (1) Truman Doctrine → D-Day Invasion
 - (2) Manhattan Project → Lend-Lease Act
 - (3) Holocaust → Nuremberg War Crimes trials
 - (4) Germany's invasion of Poland → Munich Conference
- 37 United States foreign policy changed following World War II as the United States
- (1) became more involved in world affairs
 - (2) returned to a policy of isolationism
 - (3) rejected membership in the United Nations
 - (4) pursued a policy of appeasement toward the Soviet Union
- 38 President Harry Truman's order requiring loyalty checks and the Senate hearings led by Joseph McCarthy were both responses to
- (1) excessive spending by the armed forces after World War II
 - (2) racial discrimination against African Americans
 - (3) fear of communist influence in government
 - (4) control of labor unions by known criminals
- 39 As a result of the Interstate Highway Act of 1956, the United States experienced
- (1) increased suburban growth
 - (2) the elimination of urban renewal programs
 - (3) less air pollution from motor vehicles
 - (4) a reduction in United States dependence on foreign oil
- 40 The Supreme Court decisions in *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966) resulted in
- (1) an increase in the power of the police to obtain evidence
 - (2) a clarification of rules pertaining to cruel and unusual punishment
 - (3) a limitation of a citizen's right to an attorney
 - (4) an expansion of rights for persons accused of crimes
- 41 A major effect of the Watergate scandal of the 1970s was that it
- (1) led to the Arab oil embargo
 - (2) reduced people's trust in government
 - (3) resulted in term limits for elected officials
 - (4) increased presidential power
- 42 In the Camp David Accords (1978), President Jimmy Carter succeeded in
- (1) returning the Panama Canal Zone to Panama
 - (2) suspending grain sales to the Soviet Union and China
 - (3) providing a foundation for a peace treaty between Egypt and Israel
 - (4) freeing hostages being held in Iran
- 43 Which event is most closely associated with the end of the Cold War?
- (1) passage of the North American Free Trade Agreement (NAFTA)
 - (2) establishment of a policy of détente with the Soviet Union
 - (3) invasion of Afghanistan by the Soviet Union
 - (4) fall of the Berlin Wall
- 44 Which event led to the other three?
- (1) United States overthrow of the Taliban in Afghanistan
 - (2) passage of the Patriot Act
 - (3) September 11, 2001, terrorist attacks against the United States
 - (4) creation of the Department of Homeland Security
- 45 Which person's action was most closely associated with the abolitionist movement?
- (1) William Lloyd Garrison's publication of *The Liberator*
 - (2) Booker T. Washington's commitment to African American education
 - (3) Thurgood Marshall's legal argument in *Brown v. Board of Education of Topeka*
 - (4) Martin Luther King, Jr.'s leadership of the Birmingham march

46 “Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”

This statement is part of the

- (1) Missouri Compromise
- (2) Kansas-Nebraska Act
- (3) Dred Scott decision
- (4) 13th amendment to the Constitution

Base your answer to question 47 on the song lyrics below and on your knowledge of social studies.

Brother, Can You Spare a Dime?

. . . Once I built a tower, up to the sun,
brick and rivet and lime.

Once I built a tower, now it's done--

Brother, can you spare a dime? . . .

— E. Y. Harburg and J. Gorney

47 These song lyrics are most closely related to

- (1) the writers of the Harlem Renaissance
- (2) unemployment during the Great Depression
- (3) the “Lost Generation” following World War I
- (4) business expansion during the 1950s

48 Which pair of events shows a correct cause-and-effect relationship?

- (1) secession of South Carolina → election of Abraham Lincoln
- (2) United States enters the Spanish-American War → sinking of the USS *Maine*
- (3) passage of the Meat Inspection Act → publication of *The Jungle*
- (4) Soviets launch *Sputnik* → United States lands astronauts on the Moon

49 The Marshall Plan (1948) and the Cuban missile crisis (1962) are most closely associated with

- (1) the establishment of the Peace Corps
- (2) the creation of the Alliance for Progress
- (3) United States–Soviet relations during the Cold War
- (4) an increase in trade between the United States and Cuba

50 Which federal government program has been most affected by the longer life expectancy of people in the United States?

- (1) Medicare
- (2) Americans with Disabilities Act
- (3) War on Poverty
- (4) No Child Left Behind Act

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

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

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Change — Industrialization

During the 19th century, the United States experienced tremendous industrial growth. This industrial growth resulted in many changes in American life.

Task:

Identify **two** changes in American life that resulted from industrial growth in the United States and for **each** change

- Explain how industrialization contributed to this change
- Discuss *one* positive **or** *one* negative effect of this change on American life

You may use any appropriate change in American life that resulted from industrial growth. Some suggestions you might wish to consider include increased immigration, new inventions or technologies, growth of labor unions, growth of monopolies, growth of reform movements, and increased urbanization.

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

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

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

The woman’s suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s had many similar goals and used similar methods to achieve these goals. Yet these movements also had many different goals and used different methods to achieve them.

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

- Discuss the similarities ***and/or*** the differences between the woman’s suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of
 - the goals of the movements ***and***
 - the methods used by the movements to achieve these goals

Part A

Short-Answer Questions

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

Document 1

On November 5, 1872, Susan B. Anthony, along with sixteen other women, went to the local polling booth in Rochester to vote in the general election. She was arrested and made this statement during her trial. In the trial, she was convicted and fined.

. . . Miss Anthony.[speaking] — May it please your honor, I will never pay a dollar of your unjust penalty. All the stock in trade I possess is a debt of \$10,000, incurred by publishing my paper—The Revolution—the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, which tax, fine, imprison and hang women, while denying them the right of representation in the government; and I will work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old Revolutionary maxim, “Resistance to tyranny is obedience to God.”. . .

Source: Ida Husted Harper, *The Life and Work of Susan B. Anthony*, Vol. I, The Hollenbeck Press, 1898

- 1 According to Susan B. Anthony, why did she refuse to pay a fine? [1]

Score

Document 2

Suffragists' Machine
Perfected in All States
Under Mrs. Catt's Rule

**Votes for Women Campaign Is
Now Run with All the Method
of Experienced Men Politicians**

. . . A suffrage publishing company, whose first President was Mrs. Cyrus W. Field, and whose present President is Miss Esther Ogden, is one of the important auxiliaries of the National American Suffrage Association's work. It has proved so successful as a business proposition that in January of this year, after two years of work, it declared a dividend of 3 per cent. This publishing company issues fliers, leaflets, books, posters, and suffrage maps. Incidentally, it produces, as an adjunct of the propaganda work, playing cards, stationery with "Votes for Women" printed on it, calendars, dinner cards, and postcards; also parasols, &c. [etc.], for use in parades. Last year this company issued 5,000,000 fliers. . . .

Source: *New York Times*, April 29, 1917

- 2 According to this *New York Times* article, what was **one** way that the National American Suffrage Association drew attention to its cause? [1]

Score

Document 3a

Suffragists' Parade, c. 1913



Source: Library of Congress

Wisconsin
Women Have
Had School
Suffrage
Since 1900

Connecticut
Women Have
Had School
Suffrage
Since 1893

In All But
4 States
Women Have
Some
Suffrage

White House Picketer, 1917



Document 3b

Source: Miles Harvey, *Women's Voting Rights*,
Children's Press

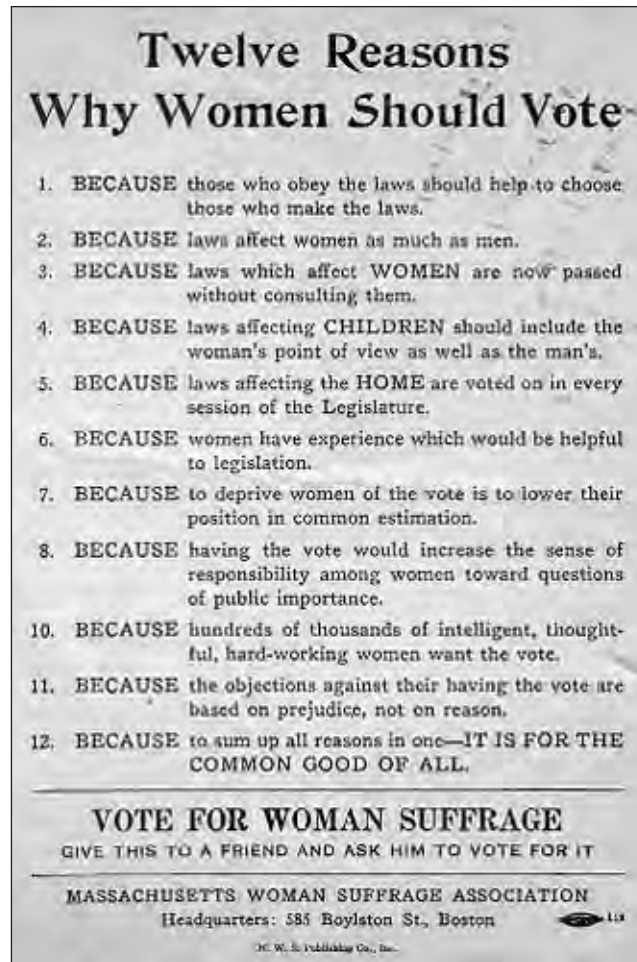
3a What was a goal of the women shown in these photographs? [1]

Score

b As shown in these photographs, what was **one** method being used by women to achieve their goal? [1]

Score

Document 4



Source: Massachusetts Woman Suffrage Association

(Note: The original version of this flier did not include a Reason 9.)

4 According to this document, what were **two** arguments suffragists used in this 1915 flier in support of their goal? [2]

(1) _____

Score

(2) _____

Score

Document 5

. . . At these meetings [about the treatment of African Americans on buses], we discussed not only the two women who had been arrested, but also a number of additional bus incidents that never found their way into court, no doubt because the victims were black passengers. Several of the white drivers were determined to harass our people at every opportunity. For example, when the bus was even slightly crowded, they would make blacks pay their fare, then get off, and go to the back door to enter. Sometimes they would even take off with a squeal as a passenger trudged toward the rear after paying. At least once a driver closed the back door on a black woman's arm and then dragged her to the next stop before allowing her to climb aboard. Clearly this kind of gratuitous [unnecessary] cruelty was contributing to an increasing tension on Montgomery buses. We tried to reason with local authorities and with bus company officials. They were polite, listened to our complaints with serious expressions on their faces, and did nothing.

On December 1, 1955, Mrs. Parks took her now-famous bus ride and set events in motion that would lead to a social revolution of monumental proportions. . . .

Source: Ralph David Abernathy, *And the Walls Came Tumbling Down*, Harper & Row

5a According to Ralph David Abernathy, what was a goal of African Americans in Montgomery, Alabama? [1]

Score

b According to Ralph David Abernathy, what was **one** method used by African Americans to address their concerns? [1]

Score

Document 6a

College students face a hostile crowd at a southern “Whites Only” lunch counter in 1963.



Source: Juan Williams, *Eyes on the Prize*, Viking

Document 6b

African American college students wait for service or forcible removal from a “Whites Only” lunch counter.



Source: Gary Nash et al., ed., *The American People*, Pearson Longman

6a Based on these photographs, identify **one** method used by these civil rights activists to achieve their goals. [1]

Score

b What was **one** specific goal of the civil rights activists shown in these photographs? [1]

Score

Document 7

April 16, 1963

Birmingham, Alabama

. . . You may well ask: “Why direct action? Why sit-ins, marches and so forth? Isn’t negotiation a better path?” You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. My citing the creation of tension as part of the work of the nonviolent-resister may sound rather shocking. But I must confess that I am not afraid of the word “tension.” I have earnestly opposed violent tension, but there is a type of constructive, nonviolent tension which is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered [free] realm of creative analysis and objective appraisal, we must see the need for nonviolent gadflies [activists] to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. . . .

Source: Martin Luther King, Jr., “Letter from Birmingham Jail,” 1963

7a According to Martin Luther King, Jr., what was **one** method of achieving the goals of the civil rights movement? [1]

Score

b According to Martin Luther King, Jr., what was a specific goal of the civil rights movement? [1]

Score

Document 8

200,000 MARCH FOR CIVIL RIGHTS IN ORDERLY WASHINGTON RALLY



WASHINGTON, Aug. 28 — More than 200,000 Americans, most of them black but many of them white, demonstrated here today for a full and speedy program of civil rights and equal job opportunities.

It was the greatest assembly for a redress of grievances that this capital has ever seen.

One hundred years and 240 days after Abraham Lincoln enjoined the emancipated slaves to “abstain from all violence” and “labor faithfully for reasonable wages,” this vast throng [crowd] proclaimed in march and song and through the speeches of their leaders that they were still waiting for the freedom and the jobs. . . .

Source: *New York Times*, August 29, 1963

8a According to this *New York Times* article, what method was used by these activists to achieve their goals? [1]

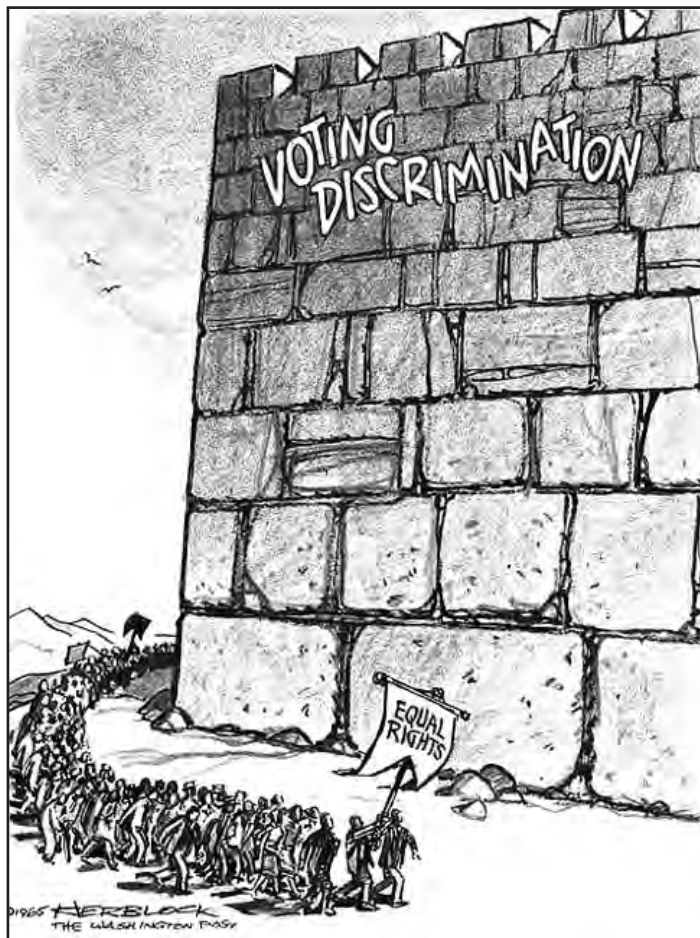
Score

b According to this *New York Times* article, what was a specific goal of these activists? [1]

Score

Document 9

JERICHO, U.S.A.



Source: Herblock, *Washington Post*, March 21, 1965 (adapted)

9 As shown in this Herblock cartoon, what was a specific goal of these marchers in their effort to gain equal rights? [1]

Score

Part B

Essay

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

Historical Context:

The woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s had many similar goals and used similar methods to achieve these goals. Yet these movements also had many different goals and used different methods to achieve them.

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

- Discuss the similarities *and/or* the differences between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of
 - the goals of the movements *and*
 - the methods used by the movements to achieve these goals

Guidelines:

In your essay, be sure to:

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

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Tuesday, June 19, 2007 — 1:15 to 4:15 p.m., only

ANSWER SHEET

☐ Male
☐ Female

Student Sex:
Teacher
School

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

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
| 5..... | 30..... |
| 6..... | 31..... |
| 7..... | 32..... |
| 8..... | 33..... |
| 9..... | 34..... |
| 10..... | 35..... |
| 11..... | 36..... |
| 12..... | 37..... |
| 13..... | 38..... |
| 14..... | 39..... |
| 15..... | 40..... |
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Right

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

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

Signature

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 19, 2007 — 1:15 to 4:15 p.m., only

SCORING KEY AND RATING GUIDE

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

Contents of the Rating Guide

For both **Part II** (thematic) and **Part III B** (DBQ) essays:

- 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

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

- A question-specific rubric

Mechanics of Rating

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

United States History and Government

June 19, 2007

Part I

1...4...	26...4...
2...3...	27...1...
3...3...	28...4...
4...4...	29...2...
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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The chart located at the end of these scoring materials must be used for determining the final examination score.

United States History and Government
Content-Specific Rubric
Thematic Essay—June 2007

Theme: Change—Industrialization

During the 19th century, the United States experienced tremendous industrial growth. This industrial growth resulted in many changes in American life.

Task: Identify *two* changes in American life that resulted from industrial growth in the United States and for *each* change

- Explain how industrialization contributed to this change
- Discuss *one* positive *or one* negative effect of this change on American life

You may use any appropriate change in American life that resulted from industrial growth. Some suggestions you might wish to consider include increased immigration, new inventions or technologies, growth of labor unions, growth of monopolies, growth of reform movements, and increased urbanization.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (how industrial growth contributed to *two* changes in American life and discussing *one* positive *or one* negative effect of *each* change on American life).
2. The changes and the effects on American life that resulted from industrial growth in the United States may include changes and effects in the 19th century as well as the 20th and 21st centuries.
3. The changes in American life that resulted from industrial growth in the United States may be discussed simultaneously, i.e., the effect of increased immigration and increasing urbanization as a result of this immigration may be discussed together.
4. The response need not explicitly state whether the effect is positive or negative as long as the intent is clear.
5. As is the case with many historical topics, what constitutes a positive or a negative effect of a change on American life is subject to the student's point of view. The response may discuss an effect from any perspective as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by explaining how industrialization contributed to *two* changes in American life and discussing *one* positive *or one* negative effect of *each* change on American life
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *increased immigration*: conditions in Europe were not pleasant and the need for laborers in America was so great that a massive immigration took place; so many immigrants came that the cities tended to become overcrowded with people living in tenements that were often unsanitary; *increased urbanization*: many immigrants came to the United States in search of a better life, and the cheap wages that the factories were willing to pay immigrants were much better than anything they had earned before; urbanization increased greatly during this time period as poor Americans from rural areas frequently moved to cities because factory jobs were abundant due to the great industrial growth of the country
- Richly supports the theme with relevant facts, examples, and details, e.g., *increased immigration*: “new immigrants” from southern and eastern Europe; Little Italy; melting pot; Ellis Island; United States need for laborers; Sacco and Vanzetti; *increased urbanization*: dumbbell tenements; Jacob Riis, *How the Other Half Lives*; Jane Addams; Lincoln Steffens; New York City; Chicago
- 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 by explaining how industrialization contributed to **two** changes in American life and discussing **one** positive *or* **one** negative effect of **each** change on American life, but may do so somewhat unevenly by completing both aspects of the task for one change more thoroughly than for the other change *or* discussing one aspect of the task for both changes more thoroughly than for the other aspect
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) e.g., *increased immigration*: due to the increase in factories and new inventions, workers were needed to operate these facilities; these immigrants tended to live in their own neighborhood, creating Little Italy and Chinatown; *increased urbanization*: people settled in the cities to be near the factory jobs; many urban residents were crowded into tenements and lived in unsanitary conditions
- Supports the theme with relevant facts, examples, and details, e.g., *increased immigration*: people coming from all over Europe and Asia; cultural diversity; tenements; *increased urbanization*: New York City ghettos; meat-packing industry in Chicago; attraction for farmers
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops **at least three** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- 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 **both** aspects of the task for only **one** change have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the response may be a Level 3 paper.

Score of 2:

- Minimally develops **all** aspects of the task *or* develops **at least two** 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 19th century was a time of tremendous change. Industrialization was growing rapidly therefore effecting American life drastically. Not only did this growing industrialization change the individual lives of Americans but it effected the economy as a whole as well as the geographic distribution of the population. Two major changes were the growth of cities as well as increased immigration. These changes have shaped American Life ~~and~~ and formed the basis of America today.

A major change caused by 19th century industrialization was the growth of cities. Industrialization led to the building of large factories where people could earn little money but be considered independent. These factory products may have boosted the economy but they also caused a massive population shift and migration. Young farm girls who chose not to get married and have a hard life working on the farm moved to the cities where they could earn their own living by working in a large factory. Anyone who worked in a factory was required to work extremley long hours and because of that they chose to live in the city. ~~large~~ Small rooms were set up as apartments in buildings known as tenements. With work and life being transfered to the city new industries were formed. Clothing factories and other popular consumer good factories grew because the population

and demand in cities also grew. When tenements were full to the brim of poor factory workers and the living conditions of the now crowded cities were so terrible, some people chose to help. Places such as Hull House, founded by Jane Adams, were set up to help the factory workers who had no home and no life outside of the factory. Although industrialization proved to be beneficial in many ways for America, the negative effects can be clearly seen in the overcrowded streets, steady growth of already crowded cities, and diminishing ~~safety~~ to non-existent safety conditions at factories.

While cities grew so did the need for more cheap and unskilled labor. Conditions in Europe were not pleasant and the need for laborers in America was so great a massive immigration took place. This drastically changed America in many ways. Throughout the 19th century an enormous amount of immigrants came through Ellis Island to work in the factories that have come to symbolize America's industry. The immigrants brought with them their own culture and ethnicity. America became known as the "melting pot" of all cultures. There was an onslaught of prejudice at the beginning but without this 19th

century burst of immigration America would not be what it is today. The creation of Little Italy and Chinatown in New York City came to represent the blend and diffusion of so many diverse cultures and people. A positive effect of industrialization is the blending of many cultures and the formation of an accepting country as well as a more stable economy due to an increase in laborers and therefore consumers.

Great change can occur for many reasons but the industrialization of America in the 19th century is a premier example. The growth of cities and factories led to an increased market. The need for labor led America to become one of the most culturally diverse countries in the world. The industrial growth of the 19th century became the basis of the nation that has grown to be the most economically and politically powerful nation in the world.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining how industrialization contributed to the growth of cities and increased immigration and discussing the effects of these changes on American life
- Is more analytical than descriptive (*growth of cities*: young farm girls, who chose not to get married and had a hard life working on the farm, moved to the cities where they could earn their own living by working in a large factory; with work and life being transferred to the city, new industries were formed; when tenements were full to the brim of poor factory workers and the living conditions of the now crowded cities were so terrible, some people chose to help; although industrialization proved to be beneficial in many ways for America, the negative effects can be clearly seen in the overcrowded streets, steady growth of already crowded cities, and diminishing to nonexistent safety conditions at factories; *increased immigration*: conditions in Europe were not pleasant; the need for laborers in America was so great a massive immigration took place; factories have come to symbolize America's industry; a positive effect of industrialization is the blending of many cultures and the formation of an accepting country as well as a more stable economy due to an increase in laborers and therefore consumers)
- Richly supports the theme with relevant facts, examples, and details (*growth of cities*: tenements; clothing factories; consumer-goods factories; Hull House, Jane Addams; *increased immigration*: Ellis Island; "melting pot" of all cultures; Little Italy and Chinatown in New York City)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. This response discusses effects of industrialization on the economy, population changes, factory conditions, living conditions of immigrants, and the cultural diversity that resulted. It includes good analysis and good details on these factors. Both the introduction and the conclusion are particularly strong.

The United States ^{became more} industrialized in the 19th century. Factories sprang up and contributed to the bustle of the cities. These factories produced goods for wealthy consumers. Monopolies became a large part of society as a result of industrialization. Another change was the increased immigration ~~at the~~ in this time period.

Industrialization contributed to the growth of monopolies. Only the wealthy businessmen were able to succeed in a society where factories were so expensive to run and own. The days of the small craftsman in his shop had ended. ~~It was more lucrative and efficient to own one large factory than several~~ ~~so~~ These small businesses were unable to compete with the lower prices of the large monopolies. A monopoly is a ^{group with} control over a certain industry. Rockefeller Monopolies are able to fix prices and wages. Rockefeller was in control of the oil monopoly. The Standard Oil company worked on the basis of horizontal integration. He bought all competing oil companies and was therefore ^{basically} able to control the oil in America. Carnegie was another "robber baron" or head of a monopoly. He controlled the steel industry. He worked with vertical integration. Carnegie bought companies

involved with all stages of the steel production.

A negative effect of monopolies was that they had total control over the public in a particular industry. They were able to fix prices. Due to the fact that all companies in a market were working together, they could all decide to raise prices, and there would be no competition to curtail the spiraling prices. The monopolies could also fix wages at a low cost, and there would be no competition to offer better wages.

Immigration was another result of industrialization. Large companies were able to advertise in Europe in order to attract immigrants to the United States. The many factories in American cities provided immigrants with a place to work. The industrialization had led to the growth of cities and tenement houses. The immigrants were able to afford cheap housing in the tenements, which were called "dumbell apartments." Many immigrants came to the US from South Eastern Europe during the late 1800s.

The increased immigration had a negative impact on society in certain aspects. The incredible surplus of labor led to ~~worke~~ foreign workers willing to work for low wages.

Many immigrants came to the US in search of a better life, and the cheap wages that the factories were willing to pay was much better than anything they had earned before. This kept the wages in America low and stagnant. Labor unions were unable to gain attention. They could not demand better working conditions, shorter days, or increased wages because millions of immigrants pouring into the country could just be called into the factories to replace the insubordinate workers.

During the 19th century the United States experienced astounding industrial growth. The growth of big business and factories led to overpowering monopolies that controlled the public. Immigration was another result of industrialization. The immigrants drove down the wages and standards of working conditions in the US.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining how industrialization contributed to the growth of monopolies and increased immigration and discussing the effects of these changes on American life
- Is more analytical than descriptive (*growth of monopolies*: only the wealthy businessmen were able to succeed in a society where factories were so expensive to run and own; Rockefeller bought all competing oil companies and was therefore able to control the oil in America; they could all decide to raise prices, and there would be no competition to curtail the spiraling prices; *increased immigration*: the immigrants were able to afford cheap housing in the tenements; the incredible surplus of labor led to foreign workers willing to work for low wages; many immigrants came to the United States in search of a better life, and the cheap wages that the factories were willing to pay was much better than anything they had earned before)
- Richly supports the theme with relevant facts, examples, and details (*growth of monopolies*: Carnegie; vertical integration, horizontal integration; Robber Baron; Standard Oil Company; fixed prices; fixed wages; *increased immigration*: dumbbell apartments; many immigrants came to the United States from southeastern Europe during the late 1800s; labor unions could not demand better working conditions, shorter days, or increased wages)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Both the growth of monopolies and increased immigration are thoroughly discussed. The response contains good analysis and detailed information about the effects of monopolies on the economy, the cheap housing in cities, and low wages paid to immigrants. The explanation of how Rockefeller and Carnegie used horizontal and vertical integration to establish monopolies in their respective industry is particularly strong.

Throughout the 19th century, the United States underwent enormous changes due to industrialization. These changes effected many aspects of American life. Two specific changes that occurred during this period of growth were, increased immigration and the rise of labor unions. These had positive and negative effects on society. Overall, the changes that occurred, aided in establishing our countries manners of today.

One change that occurred in the 19th century due to industrialization was an increase in immigration. Industrialization lead to the building of factories and such next to large bodies of water. New York City was the largest industrial city in the nation. Many people seeking better lives, ~~at that time~~ saw America as a new option. Most immigrants arrived in New York at Ellis Island. Immigrants usually came to the United States as to seek better lives. Most were impoverished. This lead to very crowded cities because they were so poor they couldn't afford to live away from the jobs New York City promised. Most stayed within blocks of their jobs. To immigrants New York City was a smoke-stack of dreams waiting for them. This also had a negative effect on the society of New York. There were vast amounts of people coming from all over Europe and Asia. The city became ridiculously crowded as well as divided. Having so many people from so many places put in such a small area lead to the formation of ghettos. Ghettos were sections of the city populated people of a specific ethnicity, some even remain in New York today. These also lead to violence between ethnicities and the formation of mobs. Violence skyrocketed during this period. Industrialization was the mother of this evil spawn. As shown not all aspects were positive but

did lead our country in the direction we are today.

Another effect that industrialization had on our country was the rise of labor unions. Now that our country had such a diverse influx of people, it led to intense discrimination against many ethnic groups. Many employers had signs in windows such as "Irish need not apply." It wasn't just the Irish it was the Italians, Chinese, Germans, and practically everyone who had come here. When people finally obtained a job, many employers would pay them less because of their ethnicity. The conditions in factories were horrible to begin with but employers allowed little children to work these dangerous machines in such horrific conditions. Most times the whole family would be working in factories. Everyone was highly underpaid maybe 25 cents a day. Most people, even children, worked 16 hour days. These conditions were horrible. This was all the spawn of industrialization. Due to these appalling circumstances huge groups of people would pull together to make the employers create better working conditions. They would pull tons of people together and they would all strike many times it worked. They achieved better hours, better wages, and better conditions. As a result child labor laws were set up. This was a very positive effect of the industrialization.

The effects of industrialization were key in determining the manners of our country as it is today. Two very important effects were increased immigration which was negative on our country due to violence and discrimination. The other was the rise of labor unions which had a positive effect on our country because it eliminated discrimination as well as

leading to the advancement of people. All and all our country
was built on the back of the diverse roots and hard work of these people.

Anchor Level 4-A

The response:

- Develops all aspects of the task by explaining how industrialization contributed to increased immigration and the rise of labor unions and discussing the effects of these changes on American life
- Is both descriptive and analytical (*increased immigration*: industrialization led to the building of factories and such next to large bodies of water; New York City was the largest industrial city in the nation; most immigrants were impoverished; the city became ridiculously crowded as well as divided; ghettos led to violence between ethnicities and the formation of mobs; *rise of labor unions*: employers would pay them less because of their ethnicity; employers allowed little children to work these dangerous machines in such horrific conditions; groups of people would pull together to make employers create better working conditions; child labor laws were set up)
- Supports the theme with relevant facts, examples, and details (*increased immigration*: Ellis Island; ghettos; vast amounts of people coming from all over Europe and Asia; *rise of labor unions*: discrimination against ethnic groups; “Irish need not apply,” Italians, Chinese, Germans; most people worked 16 hour days)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The analysis and detail are not of the Level typical of a Level 5 response. For example, in the discussion of the rise of labor unions, specific names of labor unions and leaders are not mentioned. The response tends to use generalizations rather than cause-and-effect statements.

From the late 1800's to the early 1900's, the United States experienced a period of enormous industrial growth. Industry boomed and its success began to have many effects on American life. As our nation entered this period of industrialization, it completely changed certain aspects of American lifestyle. ~~For example, Two~~ Specific examples are an increase in urbanization and the growth of reform movements.

As American industry continued to grow, American life experienced an increase in urbanization as a result. As more and more factories sprung up, more job opportunities became available in them. As a result, people moved near the factory where they worked and cities began to develop. One specific example is Chicago. As the meat-packing industry in Chicago began to develop, more and more people moved there because of their jobs. Soon, Chicago became a very populated city booming with industry. New cities were established and offered even more jobs. These jobs attracted the suffering farmers in rural areas and they too migrated toward the cities. Soon, urbanization overwhelmed American society, and changed American life all because of industrialization.

With this increase of urbanization came one large negative effect. This was the treatment of workers at their jobs in these cities. The owners of the industry treated their workers very poorly and

unfairly, and became a negative result of this change in American life. But, this negative change influenced many positive reform movements which developed as a result.

Another change in American life due to industrialization is the growth of reform movements. In the growing industries, the workers were treated very poorly. They received low and unfair wages, suffered through horrible working conditions, and endured long hours. Because of this negative aspect of industrialization, reform movements began to develop across our country. Populists and Progressives began to demand fair practices and equal chances in business. They advocated for equal opportunities in business and for the government to get involved. Muckrakers urged change in their writings. One specific example is Upton Sinclair, author of The Jungle. His book informed the public of the awful practices of the Chicago meat-packing industry and its inhumane policies. Because of industrial growth and its poor treatment of workers, reform movements began to develop change American life.

These reform movements had many positive effects on American life. One specific example is how they helped the suffering workers gain equality. The Progressive movement helped workers gain fair wages, decent hours, and safe working conditions. Without the active reform movements of this era, workers would

still be suffering under the unfair working conditions and business practices that resulted from industrialization.

Overall, the growth of industry in America had many prominent effects on American life. It influenced a move to urban areas and development of large cities, as well as reform movements for better working conditions. These are two changes in American life that no one will forget.

Anchor Level 4-B

The response:

- Develops all aspects of the task by explaining how industrialization contributed to increased urbanization and the growth of reform movements and discussing the effects of these changes on American life
- Is both descriptive and analytical (*increased urbanization*: as more and more factories sprang up, more job opportunities became available in them; people moved near the factory where they worked and cities began to develop; *growth of reform movements*: they received low and unfair wages, suffered through horrible working conditions, and endured long hours; because of this negative aspect of industrialization, reform movements began to develop across the country)
- Supports the theme with relevant facts, examples, and details (*increased urbanization*: meat-packing industry in Chicago; these jobs attracted the suffering farmers in rural areas; *growth of reform movements*: Populists and Progressives; Upton Sinclair, author of *The Jungle*; muckrakers)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. This response integrates the developing problems of urbanization with the need for reform movements to correct them. Although all aspects of the task are addressed, the essay lacks the degree of detail and analysis typical of a Level 5 response.

Industrialization is one of the most important factors ^{that} has led to the development of the United States as a world power today. Cars, trains, television, and even big cities all derived from ~~the~~ the 19th century which is known for its tremendous industrial growth.

Before the 19th century, America had few main cities. The country was mainly made up of ~~one~~ ^{descendants} of British people living in the east. At the turning of the 19th century, this was all about to change. The growth of immigration to the United States led to the growth of big cities.

Irish, German, Italian, and many more ethnic groups arrived here from the eastern hemisphere. Industrialization played a big role in the increase of immigrants.

Due to the increase of factories and manufacturing, there ~~was~~ ^{was} a need of workers to operate these facilities. ~~People~~ People from other countries were aware of this, and therefore came to the U.S. in search of jobs and an opportunity to make money.

The increase in immigration ~~was~~ ^{had} both positive and negative effects. The growth of cities and ~~and~~ different ethnic groups to make them up, all led to the cultural diversity of the United States today.

Still though, the rise ⁱⁿ immigration also caused some problems. There were many people living in one area, ~~but~~ and there was a need of space to ^{house} ~~house~~ all these people. This led to the rise of tenements, which was not sanitary or a clean place to live. The great amounts of people led to the tenements were dirty, rat-infested, and ~~the~~ diseases became rampant.

The 19th century also ~~became~~^{is} known for its rise of inventions and new technologies. Inventions such as the telephone, electricity, and cars all lead to a great amount of changes in the everyday lives of Americans. The invention of new tools and technologies were necessary for this country during the industrialization age. Big cities, and growing numbers of people ~~with~~ which meant a growing consumer population meant that new inventions would help the economy even more. People wanted to ~~buy~~ buy more products, so new inventions and technologies were a big step in satisfying the growing consumers wants and needs. This was good, since inventions such as the telephone, T.V, and cars, made everyday life easier for the American population. ~~but~~ And

also, the television, for example there were still some bad effects of made seeing the world outside of America much more ~~clearer~~ interesting and even lead to views ~~on world affairs~~ ^{of many Americans} to change on world affairs to change. Despite all these good effects, though, there were some bad bad effects on the U.S. ~~population~~ population. For example, in factories, machines were used regularly to help manufacture products at a quicker rate than usual. Unfortunately many people died operating these machines, including young children. Also, to operate these large machines, child labor became widespread for a certain amount of time. Children were forced to operate these machines for long hours with few benefits.

The ^{19th century} Industrial Age was a time of extreme change for the United States. People were given a chance to explore ~~different~~ ^{different} ~~unventions~~ ^{unventions} life with less hardships than before, and also the rise in cultural diversity has made the United States what it is today. Despite its many positive and negative effects the Industrial period was a time of change and economic, and social improvement and the U.S. ~~is what it is today~~ ^{has} ~~because of that~~ ^{benefited from that}.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the contribution of industrialization to the changes more thoroughly than the effects of these changes
- Is both descriptive and analytical (*increased immigration*: the growth of immigration to the United States led to the growth of big cities; due to the increase of factories and new inventions, workers were needed to operate these facilities; the growth of cities and different ethnic groups to make them up led to the cultural diversity of the United States today; *new inventions*: led to a great number of changes in the everyday lives of Americans; big cities and growing numbers of people meant a growing consumer population; made everyday life easier for the American population; unfortunately many people died operating these machines, including young children; child labor became widespread for a certain amount of time)
- Supports the theme with relevant facts, examples, and details (*increased immigration*: Irish, German, Italian; tenements; diseases; *new inventions*: telephone, electricity, cars; television)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the contribution of industrialization to the cultural diversity of the United States as a result of increased immigration is effective as is the inclusion of television as an outgrowth in the progression of inventions that came out of industrial growth. However, the effect of these changes is less thoroughly addressed.

Industrialization was happening throughout America. During the 19th century, the United States experienced tremendous industrial growth. Increasing Industrialization resulted in many changes in American life. A couple of these changes included increased immigration and increased urbanization. Each one of these changes have a positive and a negative. Either way, these changes affected American life drastically.

Brand new factories that made brand new products were being built right in the major cities. Urbanization was beginning to sprout all through out the U.S. Families who worked on farms sold there land and moved into the cities for new jobs and new opportunities. Since there was such an increase of people moving to the cities, big business went up and lots of money was being made. Advertisement was all around attracting people who had no food, job, or money. Even people from other countries came over to work in the cities. It was most definatly a dramatic change in American life in deed.

Urbanization, however, was not all fun and good times. People were beginning to over crowd one another. Many jobs paid little money and people had to live in tenements. Because of the over crowding, sickness and disease were spreading around alot faster and alot more than usual.

Immigration was beginning to increase once

Industrialization started. There were so many advertisements greeting poor people to come and work in American factories. Most immigrants left most of their family behind to try to make a living, and to send money back home to their families. The Industrialization period gave those immigrants a chance to make a living and take care of their families. This change has effected us into present time.

Since there were so many immigrants coming to America, jobs for American workers were beginning to fade away. Immigrants were paid cheaper, so they were more likely to get more jobs than regular American workers. There were different sections of the cities and often the immigrants from a particular country lived in one of these sections. This led to the growth of places like Little Italy and Chinatown in some major cities. Sometimes this made it hard for some of the immigrants to learn English. These changes effects us in present time.

The 19th century experienced tremendous industrial growth. Increased Immigration and Increased Urbanization were a couple of the changes that effected American life.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by explaining how industrialization contributed to increased urbanization and increased immigration and discussing the effects of these changes on American life
- Is more descriptive than analytical (*increased urbanization*: brand new factories that made brand new products were being built right in the major cities; families who worked on farms sold their land and moved into the cities for new jobs and new opportunities; it was most definitely a dramatic change in American life; *increased immigration*: most immigrants left most of their family behind to try to make a living, and to send money back home to their families; immigrants were paid cheaper, so they were more likely to get more jobs than regular American workers; hard for some immigrants to learn English)
- Includes some relevant facts, examples, and details (*increased urbanization*: advertisements; tenements; overcrowding, sickness and disease were spreading; *increased immigration*: advertisements greeting poor people; different sections of the cities; Little Italy; Chinatown)
- 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 details are specific as to how industrialization led to increased urbanization and immigration. However, sweeping generalizations and limited analysis weaken the response.

During the 19th century, the United States experienced tremendous industrial growth. Increasing industrialization resulted in many changes in American life. Changes in American life that resulted from industrial growth include increased immigration, new inventions or technologies, growth of labor unions, growth of monopolies, growth of reform movements, and increased urbanization.

One of the biggest changes that resulted from industrial growth was the creation of new inventions or technologies. Industrialization contributed to this change, by exposing the world to things like the assembly line, and mass production. These things, present in the industrial world, made it possible to create new inventions at quicker speeds. Thus leading the way for cars (one of the most significant changes during that time).

One positive effect of this change on American life has been the ability of people to get from here to there on their own. It has given the American people freedom to do as they please without worry or interruption. It has also pushed the world into greater independence, and taught many self-reliance.

Another change in American life that resulted from industrial growth in the United States is, increased immigration. Many people saw America in the 19th century as the place to be. What drew these immigrants in was the promise of work and a steady income in the industry. They were paid cheap wages for hard labor in factories and mines. As factories grew, so did the amount of immigrants arriving in the U.S. Industrialization contributed to this change, by promising to pay these people for working. This drew many immigrants in other countries, to start new in the U.S.

One positive effect of this change was, that today, the United States is a diverse country. It contains many different ethnicities and races. That's a wonderful thing to have. Not many countries are as mixed and integrated in race as America.

Many changes did occur in the 19th century due to industrial growth. Some prove to be more important than others. Overall they all helped to form the flourishing nation we have today called America. Together they ~~have~~ had a huge impact on our nation, and our future relations with other countries.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by explaining how industrialization contributed to new inventions and increased immigration and discussing the effects of these changes on American life
- Is more descriptive than analytical (*new inventions*: made it possible to create new inventions at quicker speeds; one positive effect of this change on American life has been the ability of people to get from here to there on their own; *increased immigration*: many people saw America in the 19th century as the place to be; as factories grew, so did the number of immigrants arriving in the United States; today the United States is a diverse country)
- Includes some relevant facts, examples, and details (*new inventions*: assembly line; mass production; cars; *increased immigration*: steady income; cheap wages; hard labor; different ethnicities and races)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that goes beyond a restatement of theme

Conclusion: Overall, the response best fits the criteria for Level 3. The response lacks the amount of detail or analysis that would be characteristic of a higher score level.

In industrialization of the United States had a big impact on American life. With industrialization came the growth of monopolies and labor unions.

The growth of monopolies in the United States started in the age of industrialization. One major monopoly was the Standard Oil Company.

Standard Oil Company became a monopoly during industrialization because the demand for oil for cars, trucks, and other things that required lubrication for moving parts. This company had a negative effect on American life because people were paid very little and only one person was making a profit off of this company. Once the labor unions were created the people who worked long hours with little pay were going to start to see benefits, more money, and less work hours per week. The labor unions came about to help the large amounts of people working in factories, which were very dangerous at the time. The positive outlook on labor unions was that it took the standard work week to no more than forty hours a week. This made people very happy because they got paid a ~~set~~ set amount per week.

~~Ind~~ Industrialization has always been
a positive and negative flow no matter
who invented what or what organization
boomed in the world.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by explaining how industrialization contributed to the growth of monopolies and labor unions and discussing the effects of these changes on American life
- Is more descriptive than analytical (*growth of monopolies*: result of demand for oil for cars, trucks, and other things that required lubrication; *growth of labor unions*: once the labor unions were created, the people who worked long hours with little pay were going to start to see benefits); includes some faulty analysis (*labor unions*: this made people very happy because they got paid a set amount per week)
- Includes some relevant facts, examples, and details (*growth of monopolies*: Standard Oil Company; cars, trucks; *labor unions*: long hours with little pay; standard work week to no more than forty hours a week); includes a minor inaccuracy (*growth of monopolies*: only one person was making a profit from this company)
- Demonstrates a general plan of organization; includes a brief introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The level of analysis is characteristic of a Level 3 response; however, very little detailed information is provided.

During the 19th Century, the United States experienced tremendous growth in industry. Increasing industrialization resulted in many changes in American life. During this time the population dramatically increased due to immigration and many moved into cities in order to find jobs. People changed their ways of life and moved from around the world to experience the technologies and new employment opportunities offered by the United States' industrialization.

As jobs became available in the United States' cities foreigners rushed overseas to pursue the economic opportunities that were becoming available. While some immigrated because of religious and political persecution, most sought factory jobs for money. Immigrants moved here with low standards making it easy for factory owners to make workers labor for long hours with an unfair pay. Most immigrants accepted their disadvantage because they needed money. While industry grew, more immigrants moved to the United States to find a job. To them, America was a land of opportunities.

Foreigners weren't the only ones seeking economic advancement. Many farmers abandoned their farms and ~~left~~ moved to the cities for a more steady pay. This ~~caused~~ urbanization caused a huge increase in city populations. It caused problems because sanitation and living conditions worsened. While populations increased, slums grew worse. Working conditions were poor and wages were unfair, but many people were desperate for work. Industrialization opened up many jobs in factories. These Americans changed their lifestyle in hope of economic prosperity in cities.

Industrialization created many opportunities for Americans and foreigners. Many jobs opened up causing a rush of people ~~left~~ to move to cities looking for work. With so many people desperate for work, factory owners could work people for many hours and little pay to increase production. Many people changed their lives in hopes of economic success.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth by discussing how immigration and the rural to urban movement contributed to the growth of cities
- Is both descriptive and analytical (*immigration*: while some immigrated because of religious and political persecution, most sought factory jobs for money; immigrants moved here with low standards making it easy for factory owners to make workers labor for long hours with unfair pay; *rural to urban movement*: these Americans changed their lifestyle in the hope of economic prosperity in cities)
- Includes few relevant facts, examples, and details (*immigration*: America was a land of opportunities; *rural to urban movement*: farmers abandoned their farms and moved to the cities for a more steady pay; sanitation and living conditions worsened; wages were unfair)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response contains some analysis but has very few specific details. The response develops the effects of increasing immigration and the movement of farmers to cities at a level consistent with Level 2 papers.

During the 19th century, the United States experienced tremendous industrial growth. Increasing industrialization resulted in many changes in American life. Two things that changed in American life due to industrial growth were an increase in immigration and new inventions or technologies were created.

Industrialization contributed to the rapid increase in immigration because it offered new jobs. People from other countries came to the United States for new jobs but not all of them got one. When the industrialization happened, lots of new jobs were opened up so immigrants started coming over again. One positive effect this change had on American life was that the immigrants would work for a cheap price. The government and the business owners didn't have to pay the immigrant workers as much money and the money can go to other uses. This also caused a negative effect. Because the immigrants were working for less, it took jobs away from all the other workers.

Also, during this time period, new inventions and technologies were invented. Industrialization contributed to this because this time gave people the chance to invent new things to make

work easier and shorter. One positive effect that this had was that it made work go by faster, like the assembly line that was created by Henry Ford. A negative effect was that machinery was now replacing workers so lots of people were out of jobs.

These are just two of the many ways that industrialization changed the American life. Some of this change was for the better and some was for the worst. Either way, it helped us out in the long run and made life simpler.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by explaining how industrialization contributed to increased immigration and new inventions or technologies and discussing the effects of these changes on American life
- Is primarily descriptive (*increased immigration*: people from other countries came to the United States for new jobs but not all of them got one; one positive effect this change had on American life was that the immigrants would work for a cheap price; *new inventions or technologies*: gave people the chance to invent new things to make work easier and shorter; one positive effect that this had was that it made work go by faster); includes oversimplified analysis (*increased immigration*: the government and the business owners didn't have to pay the immigrant workers as much money; *new inventions or technologies*: machinery was now replacing workers so lots of people were out of jobs); includes isolated analysis (*increased immigration*: because the immigrants were working for less, it took jobs away from all the other workers)
- Includes few relevant facts, examples, and details (*increased immigration*: industrialization offered new jobs; *new inventions or technologies*: assembly line; Henry Ford)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response is primarily descriptive and includes very few relevant specific historic details. There is some analysis but it is isolated and sometimes overstated.

Throughout the 19th century the United States experienced vast industrial expansion. The increasing industrialization occurring made many changes in American life. Two changes that occurred because of industrialization is increased immigration and new inventions or technologies.

The increase in immigration resulted because of industrialization. This is both a positive and a negative. This is a positive because there was a increase in job opportunities but the negative thing about increases in job opportunities is people are paid less and many people had to live in tenement houses or just on the streets and sanitation was a problem then. Industrialization contributed to this by lowering the standard of living.

New inventions or technologies were created during the industrial period because there was a need to produce things faster lowering the face value of the product produced. An example of this is Henry Ford's production line to build and automobile only cost the consumer about 200 dollars compared to Chevy where cars were still built by hand it would cost the consumer 500+ dollars this is definitely a positive.

In conclusion industrialization was good for the United States. This is because it made living cheaper.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth by discussing some effects of increased immigration and new technologies on American life
- Is primarily descriptive (*increased immigration*: there was an increase in job opportunities); includes faulty, weak, and isolated analysis (*increased immigration*: but the negative thing about increases in job opportunities is people are paid less; *new technologies*: there was a need to produce things faster lowering the face value of the product produced)
- Includes few relevant facts, examples, and details (*increased immigration*: tenements; sanitation was a problem; *new technologies*: Henry Ford's production line; Fords cost \$200; Chevys, made by hand, cost \$500+)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states industrialization was good for the United States

Conclusion: Overall, the response fits the criteria for Level 2. This response has more detailed information and more development of the effect of changes than is typical of a Level 1 response.

During the 19th century, the United States experienced ~~unprecedented~~ tremendous industrial growth. Increasing industrialization resulted in many changes in American life. Two changes in American life that resulted from industrial growth are women reform movements and increased immigration.

Women played a minor role in American society for many years. However, throughout the 1920's and until today women have become part of high society. After the 19th Amendment was put into effect, and leading into the 1940's women were found in the workplace. During WWII, many American women worked in factories taking over "male jobs". This lasted up until the end of WWII, when women were expected to leave the work force so men could have their jobs back. Increased immigration also had

a major impact on industrial growth. immigrants would come to America immediately looking for work, and where else could they find a job, but in a factory. Factories, however, had their harsh working conditions, paid very little for extreme hours. ~~Although~~ immigrants worked cheaply, but without workers factories wouldn't have been able to prosper.

Both women reform efforts and increased immigration increased industrialization. These reforms impacted American life greatly.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by discussing increased immigration as a change resulting from industrial growth in the United States
- Is descriptive (immigrants would come to America, immediately looking for work; immigrants worked cheaply)
- Includes few relevant facts, examples, and details (harsh working conditions; paid very little for extreme hours; without workers, factories would not have been able to prosper)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The discussion dealing with women is not relevant because the response fails to make the connection between the women's reform movement and industrialization. In addition, the response fails to discuss the effect of increased immigration on American life. However, the information provided in the explanation of the contribution of industrialization to increased immigration is accurate and relevant.

Have you ever wondered what life would be like without the advancements that we have today?

Much of what we have is thanks to industrial advances during the 19th century. Improvements came in all forms cars & transportation all together, as well as cloths and packaged food from factories.

Althow many of thies improvements helped american life it also polluted every thing around. Destroyed resources that the united States are now short ~~of~~ of.

So you see with our advances are many & are almost esential for life as we know it now. We have also destroyed things we cannot get back.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning how some industrial advances affected American life
- Is descriptive (improvements came in all forms)
- Includes few relevant facts, examples, and details (cars and transportation; clothes and packaged food from factories; improvements polluted everything around; destroyed resources)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Although the introduction and conclusion are perhaps not typical of Level 1, this response has many content weaknesses. The response consists primarily of generalities. Historical context is missing for the few details mentioned.

The 19th century was filled with industrialization. Throughout the entire century, American life was changed changing at a rapid pace. Industrialization made it possible to create ~~new inventions~~ ^{monopolies} as well as labor unions on the rise increasing in availability.

Many ~~new inventions~~ ^{monopolies} occurred as a product of industrialization. Monopolies ~~were~~ resulted when a company gains full control over a certain product or type of service by buying out or driving out their competition. Industrialization made monopolies easy to come across because the industrialists who were very competitive could use all means necessary to gain control of an industry. Two major monopolists at this time were John D. Rockefeller, owning the Standard Oil Company and Andrew Carnegie, owner of the Carnegie Steel Company. For the monopolists like Rockefeller and Carnegie, business is great because they can raise their prices as much as they can. ~~For the American consumer, this is negative because they have to buy their product regardless of what the cost. No one could truly stop them because they owned the entire industry.~~

Labor Unions became the new group to be in. A labor union regulated ~~at~~ how many hours someone

could work, ~~with~~ how much money they earned and better working conditions for those under the union. ~~The only labor unions were for all workers of a certain trade.~~ Industrialization helped give birth to labor unions because many didn't want to work ~~to~~ without having some support by a group. They wanted to fight for better working conditions without being fired ~~off~~ or a scab take their place. For the American union workers, this was a safe way to continue on a job and make it better for that person and his/her fellow workers.

Industrialization is ^{the} key to the 19th Century. It opened passages to all types of actions such as monopolies and labor unions. ~~to make~~ These events made it possible for America to flourish in the 1800s.

During the late 19th century, the United States experienced tremendous industrial growth. Increasing industrialization resulted in many changes in American life. Industrialization tested people's traditional values and pushed them to seek new things in life. Industrialization brought about many new ideas and changes into American mainstream life. Two drastic changes that occurred was the increased urbanization of America and the formation of labor unions. Both these changes led to many other new ideas and changes. And both brought about both positive and negative changes.

Not long after industrialization had began, people from the suburbs and from farm began moving to the city. This increased migration caused an increase in urbanization and a decrease in suburbanization. Farmers who were forced into bankruptcy were able to move to the city for jobs. At first, factories were constantly looking for workers and jobs were always available in the city, which encourage migration to the city even more. The idea of being sure that they will have money at the end of each week was appealing to many. But increased migration led to dangerously crowded cities. People had to live in run down tenement buildings, where families lived in a cramped apartments. The tenement buildings, as shown in Jacob Riis's How the Other Half Lives, were in almost unlivable conditions. Although they had money, they did not make enough to live a good life. The increased urbanization also increased pollution in the cities. This increased pollution led to diseases, which would cause many families to go into poverty because they could not afford to have anyone out of work.

Because of all the horrible conditions factory workers had to endure, labor

unions were organized to try to protect the workers. Workers were forced to work for 10 or more hours a day, were paid horrible, and were provided with no insurance. Labor unions such as the Knights of Labor and the A.F. of L. began to form to try to alleviate the workers from the stress of the job. At first they were unsuccessful because of failure to organize correctly and public misunderstanding about unions caused by unfortunate events, such as the Haymarket riots, which labeled labor unions as an anarchist organization who sought to cause chaos. But when the A.F. of L. formed under Samuel Gompers, it began to change public point of view about labor unions by encouraging pacifist ways to gain rights. And they gained success with the passing of the 8 hour law by congress and extra pay for any additional hours, minimum wage requirements, and outlawing of child labor. Although it took a while for labor unions to understand that the best way to win against business was through pacifist ways, they were able to bring about much change for the average worker.

American industrialization is out helped shape the country into what it is today. It pushed for changes and encouraged new ideas. But brought about harm to the country as well as good. It was probably the most important ingredient in the developing of the country.

In the United States 19th century, there was tremendous industrial growth. Increasing industrialization resulted in many changes in American life. During this time many families were living and depending on farms. Industrialization allowed Americans to move to more urban areas such as the north. Factories were being built and workers were needed. Americans sought for more money, so entrepreneurs were starting business and people began working in factories.

Immigrants were people born in other countries who moved to America. They saw America as a country with wealth and freedom, so they came in large amounts. ~~When they came~~ When they came to America it wasn't as perfect as it sounded. There were poor living conditions and unsanitary workplaces. Immigrants held many jobs in factories because they worked for really low wages. Industrialization was a major reason for the increase of immigrants in the 19th century.

Industrialization also contributed to the growth of monopolies. Monopolies were businesses who destroyed business competition, therefore taking all the profit and ~~destroying~~ making other businesses go bankrupt. They left no wealth for anyone else and caused a major gap between them and middle class. Some monopolists were J.P. Morgan and Carnegie. Industrialization was the start of big money and big business.

Industrialization had many affects on ~~American~~ American life. Positive affects were growth of jobs and a growing economy, which puts America above other countries today. Negative affects were the growth of monopolies and unsanitary working conditions. Industrialization will be remembered as a time of American growth or a time that led to American growth economically. It was also the start of reform movements and Americans taking a stand for what they believe to be right.

The 19th century marked a transformation of America from an agricultural society to an industrial one. This shift to a more manufacturing economy affected many aspects of ~~the~~ life in America. Two major changes that resulted from the growth of industry were the increase in new inventions and technologies, and increased urbanization. With more factory jobs available, city populations and the need for tenement housing grew tremendously. ~~the~~ New inventions came from the increases in mass production which made new products available to the middle class at a cheaper price.

Founded on a predominantly agricultural and rural society, America had a lot of adjusting to do during industrialization. With the increase of corporations and factories came an increase ~~in~~ ~~of~~ in the needs for ~~new~~ jobs. This demand ultimately led the growth of the modern city. Places such as NYC and Chicago found themselves overflowing with people. New housing such as tenements became overwhelmingly popular. The concepts of apartment building and projects originated at this time. One negative affect

that increased urbanization had on Americans was the decrease in the quality of life. Ten people would find themselves cramped in a room fit for four. Disease ran rampant through the tenements and ~~dangerous~~ spoiled meat and rotten bread were eaten often.

With the introduction of new ~~perce~~ technologies such as the Bessemer Process and the assembly line, new inventions and products could be mass produced and distributed. ~~The~~ Factories and increased industry served as a breeding ground for new innovations that made life easier and more enjoyable. This made the everyday ~~life~~ life of a factory worker easier to cope with.

This concludes my essay on the effects of industrialization of America in the 19th century. Increased urbanization and an increase in technology had both positive and negative effects on society. If not for the advances made during this time, America today would be a very different place.

During the 19th century, the United States experienced tremendous industrial growth. Increasing industrialization resulted in many changes in American life. Two of these changes were increased urbanization and the growth of monopolies. Therefore, American industrialization greatly altered American life.

One of the most significant changes to American society caused by rapid American industrialization was increased urbanization. Urbanization greatly increased during this time period because poor Americans from rural areas ^{frequently} moved to cities such as New York and Chicago because factory jobs were abundant due to the great industrial growth of the country. However, this increase in urbanization ~~had~~ had various negative affects on American life. For instance, the Americans which moved into these cities were often forced to live in crowded tenement buildings, which were considered slums. These tenement buildings were for the most part very unsanitary. The negative aspects of such a location were later depicted in the early 1900's in Jacob Riis's novel entitled, "How the Other Half Lives". Therefore, significant industrialization during

the 19th century, caused an a great increase in urbanization.

Another change brought about by ~~industrial~~ industrialization was an increase in monopolies. During the 1800's businessmen followed the Darwinist ideology of "survival of the fittest" to justify their ruthless tactics to put down competition, in their respective industries, and form monopolies. Two monopolies which arised ~~is~~ from the American industrial age was the Standard Oil Company headed by John Rockefeller and Andrew Carnegie's company in the steel industry. These monopolies eventually brought about numerous negative effects on American life. For instance, since monopolies had no competition they frequently priced their products unfairly. Additionally, monopolies were often so powerful that they had a tremendous influence over government. As a result, in order to prevent monopolies from forming, legislation was later passed such as the Sherman Antitrust Act. ~~to prevent them from~~ Therefore, industrialization led to ~~on~~ the formation of monopolies, which

were eventually dismantled.
Increased industrialization, during
the 19th century led to many changes in
american life, such as increased urbanization
and growth of monopolies

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by explaining how industrialization contributed to the growth of monopolies and the growth of labor unions and discussing the effects of these changes on American life
- Is more descriptive than analytical (*growth of monopolies*: monopolies resulted when a company gained full control over a certain product or type of service by buying out or driving out their competition; industrialists, who were very competitive, could use all means necessary to gain control of an industry; no one could truly stop them because they owned the entire industry; *growth of labor unions*: labor unions became the new group to be in; many wanted to fight for better working conditions without being fired)
- Includes some relevant facts, examples, and details (*growth of monopolies*: John D. Rockefeller, Standard Oil Company; Andrew Carnegies, Carnegie Steel Company; *growth of labor unions*: a labor union regulated how many hours someone could work; support of a group; scab)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that goes somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Relevant details and sweeping generalizations make up the major portion of the response. However, the response shows a satisfactory understanding of the task.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but discusses the rise of labor unions more thoroughly than increased urbanization
- Is both descriptive and analytical (*increased urbanization*: farmers, who were forced into bankruptcy, were able to move to the city for jobs; increased migration led to dangerously overcrowded cities; although they had money, they did not make enough to live a good life; *formation of labor unions*: because of all the horrible conditions factory workers had to endure, labor unions were organized to try to protect the workers; workers were forced to work for 10 or more hours a day, were paid horrible, and were provided with no insurance; gained success with passing of 8-hour law and minimum wage requirements)
- Supports the theme with relevant facts, examples, and details (*increased urbanization*: tenements; Jacob Riis, *How the Other Half Lives*; pollution; *formation of labor unions*: Knights of Labor, Haymarket Riot; anarchists; AFL; Samuel Gompers; outlawing of child labor); includes some inaccuracies (*increased urbanization*: people from the suburbs began moving to the city; decrease in suburbanization)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. For the discussion of labor unions, the response contains much detailed information but little analysis. This lack of analysis and the inaccuracies in the discussion of increased urbanization detract from the response.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task by explaining how industrialization contributed to increased immigration and the growth of monopolies and discussing the effects of these changes on American life
- Is primarily descriptive (factories were being built and workers were needed; *increased immigration*: they saw America as a country with wealth and freedom, so they came in large amounts; there were poor living conditions and unsanitary work places; *growth of monopolies*: caused a major gap between the wealthy and the middle class); includes weak analysis (*increased immigration*: when they came to America, it wasn't as perfect as it sounded); includes faulty analysis (*growth of monopolies*: they left no wealth for anyone else)
- Includes few relevant facts, examples, and details (*increased immigration*: immigrants were people born in other countries who moved to America; *growth of monopolies*: monopolies were businesses that destroyed business competition; J. P. Morgan; Carnegie)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response lacks the amount of detail and development that would make this a Level 3 response.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task in some depth but discusses increased urbanization more thoroughly than new inventions or technologies
- Is more descriptive than analytical (*increased urbanization*: need for tenement housing grew tremendously; founded on a predominately agricultural and rural society, America had a lot of adjusting to do during industrialization; *new technologies*: mass production made new products available to the middle class at a cheaper price; factories and increased industry served as a breeding ground for new innovations that made life easier and more enjoyable)
- Includes some relevant facts, examples, and details (*increased urbanization*: New York City and Chicago; corporations; tenements; apartment buildings and projects; decrease in the quality of life; disease; spoiled meat and rotten bread; *new technologies*: Bessemer process; assembly line)
- Demonstrates a satisfactory plan of organization; includes an introduction that goes beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response best fits the criteria for Level 3. Some aspects of the task are well developed; however, details are mentioned but not fully explained. The response exhibits specific content weaknesses.

Practice Paper E—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining how industrialization contributed to increased urbanization and the growth of monopolies and discussing the effects of these changes on American life
- Is more analytical than descriptive (*increased urbanization*: urbanization increased greatly during this time period because poor Americans from rural areas frequently moved to cities; factory jobs were abundant due to the great industrial growth of the country; Americans who moved into these cities were often forced to live in crowded tenement buildings, which were considered slums; tenement buildings were for the most part very unsanitary; *growth of monopolies*: during the 1800s, businessmen followed the Darwinist ideology of “survival of the fittest” to justify their ruthless tactics to put down competition in their respective industries and form monopolies; monopolies were often so powerful that they had a tremendous influence over government; to prevent monopolies from forming, legislation was later passed)
- Richly supports the theme with relevant facts, examples, and details (*increased urbanization*: New York and Chicago; tenement buildings; *How the Other Half Lives* by Jacob Riis; *growth of monopolies*: Standard Oil Company; John Rockefeller, Andrew Carnegie; Sherman Anti-trust Act)
- 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 5. Both the growth of monopolies and increased urbanization are thoroughly developed in the discussions of living conditions in the cities, the abundance of factory jobs, the negative influence of monopolies on prices, and the eventual intervention of government. Solid analysis and ample detail are provided in this response.

United States History and Government
Part A Specific Rubric
Document-Based Question—June 2007

Document 1

On November 5, 1872, Susan B. Anthony, along with sixteen other women, went to the local polling booth in Rochester to vote in the general election. She was arrested and made this statement during her trial. In the trial, she was convicted and fined.

... Miss Anthony.[speaking] — May it please your honor, I will never pay a dollar of your unjust penalty. All the stock in trade I possess is a debt of \$10,000, incurred by publishing my paper—The Revolution—the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, which tax, fine, imprison and hang women, while denying them the right of representation in the government; and I will work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old Revolutionary maxim, “Resistance to tyranny is obedience to God.” . . .

Source: Ida Husted Harper, *The Life and Work of Susan B. Anthony*, Vol. I, The Hollenbeck Press, 1898

1 According to Susan B. Anthony, why did she refuse to pay a fine?

Score of 1:

- States why Susan B. Anthony refused to pay a fine
Examples: she thought it was unjust; women were not represented in the government; the government made unjust laws; she thought it was an unconstitutional form of law; she believed that “resistance to tyranny is obedience to God”; it was against her beliefs

Score of 0:

- Incorrect response
Examples: she did not believe in paying debts; she was found innocent; no one else had to pay; she published a newspaper; to please your honor
- Vague response that does not answer the question
Examples: she urged earnestly/persistently; all women to recognize the maxim; it was the old Revolutionary maxim; she didn’t want to
- No response

Document 2

Suffragists' Machine
Perfected in All States
Under Mrs. Catt's Rule

**Votes for Women Campaign Is
Now Run with All the Method
of Experienced Men Politicians**

. . . A suffrage publishing company, whose first President was Mrs. Cyrus W. Field, and whose present President is Miss Esther Ogden, is one of the important auxiliaries of the National American Suffrage Association's work. It has proved so successful as a business proposition that in January of this year, after two years of work, it declared a dividend of 3 per cent. This publishing company issues fliers, leaflets, books, posters, and suffrage maps. Incidentally, it produces, as an adjunct of the propaganda work, playing cards, stationery with "Votes for Women" printed on it, calendars, dinner cards, and postcards; also parasols, &c. [etc.], for use in parades. Last year this company issued 5,000,000 fliers. . . .

Source: *New York Times*, April 29, 1917

2 According to this *New York Times* article, what was *one* way that the National American Suffrage Association drew attention to its cause?

Score 1:

- States a way the National American Suffrage Association drew attention to its cause according to this *New York Times* article
Examples: flyers/leaflets/books/posters/suffrage maps were issued; a suffrage publishing company was started; propaganda was published; playing cards/stationery/ calendars/dinner cards/ postcards/parasols were made; by using methods of experienced male politicians; printed suffrage materials

Score of 0:

- Incorrect response
Examples: dividends were paid; Mrs. Field was the first President
- Vague response that does not answer the question
Examples: important auxiliaries; it has proved successful; suffragists' machine was perfected
- No response

Document 3a

Suffragists' Parade, c. 1913



Source: Library of Congress

Wisconsin
Women Have
Had School
Suffrage
Since 1900

Connecticut
Women Have
Had School
Suffrage
Since 1893

In All But
4 States
Women Have
Some
Suffrage

Document 3b

White House Picketeter, 1917



Source: Miles Harvey, *Women's Voting Rights*,
Children's Press

3a What was a goal of the women shown in these photographs?

Score of 1:

- States a goal of the women shown in these photographs
Examples: to get the right to vote; to gain liberty; to get attention for their cause; to pressure the government to take action; to extend women's suffrage rights to all states; to allow women to vote in all elections; get people stirred up about voting

Score of 0:

- Incorrect response
Examples: to be paid equal pay for equal work; to be able to overthrow the government; to be allowed to go to school
- Vague response that does not answer the question
Examples: to march; to wait; to parade; to protest
- No response

3b As shown in these photographs, what was *one* method being used by women to achieve their goal?

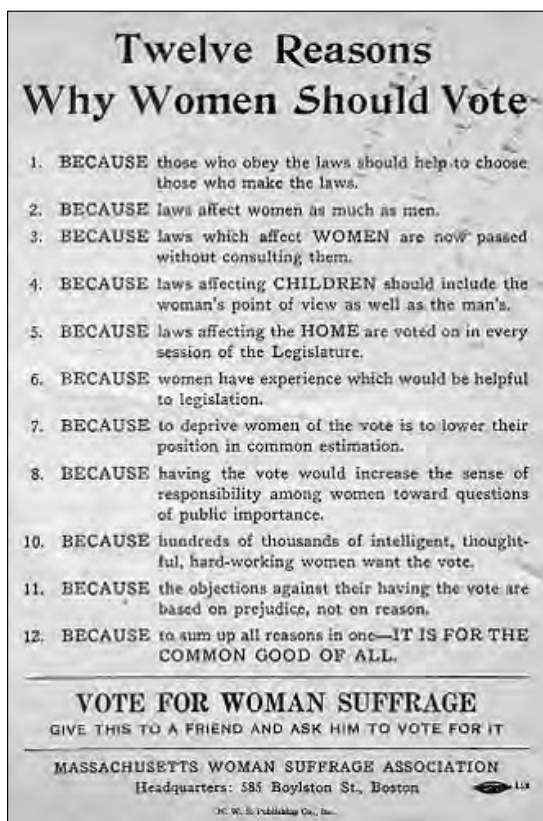
Score of 1:

- States a method used by these women to achieve their goal as shown in these photographs
Examples: they marched in parades; they carried informational picket signs; they appealed to the President; they protested; they joined with other suffragists

Score of 0:

- Incorrect response
Examples: they used violence; they left the country; they hired police to keep the crowd under control
- Vague response that does not answer the question
Examples: they wore white dresses/hats; the president said something; they attracted huge crowds, they used horses and wagons; women led the horses
- No response

Document 4



Source: Massachusetts Woman Suffrage Association

(Note: The original version of this flier did not include a Reason 9.)

4 According to this document, what were *two* arguments suffragists used in this 1915 flier in support of their goal?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* argument suffragists used in this 1915 flier in support of their goal

Examples: any of the 11 arguments stated on the flyer such as women should be able to choose representatives to make laws that they have to obey; legislation which affects children should have input from women; women have experience that would be helpful to legislation; women should vote because they are intelligent/thoughtful; it was for the common good of all

Note: To receive maximum credit, two *different* arguments used by the suffragists in this document must be stated. For example, *laws affecting women should have a women's point of view* and *women should be able to vote on legislation that effects them* 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: women are more responsible; women work harder than men; men know nothing about children's issues
- Vague response that does not answer the question
Examples: because; prejudice; friends vote; twelve reasons
- No response

Document 5

. . . At these meetings [about the treatment of African Americans on buses], we discussed not only the two women who had been arrested, but also a number of additional bus incidents that never found their way into court, no doubt because the victims were black passengers. Several of the white drivers were determined to harass our people at every opportunity. For example, when the bus was even slightly crowded, they would make blacks pay their fare, then get off, and go to the back door to enter. Sometimes they would even take off with a squeal as a passenger trudged toward the rear after paying. At least once a driver closed the back door on a black woman's arm and then dragged her to the next stop before allowing her to climb aboard. Clearly this kind of gratuitous [unnecessary] cruelty was contributing to an increasing tension on Montgomery buses. We tried to reason with local authorities and with bus company officials. They were polite, listened to our complaints with serious expressions on their faces, and did nothing.

On December 1, 1955, Mrs. Parks took her now-famous bus ride and set events in motion that would lead to a social revolution of monumental proportions. . . .

Source: Ralph David Abernathy, *And the Walls Came Tumbling Down*, Harper & Row

5a According to Ralph David Abernathy, what was a goal of African Americans in Montgomery, Alabama?

Score of 1:

- States a goal of African Americans in Montgomery, Alabama as stated by Ralph David Abernathy
Examples: to be treated with respect on buses; to stop the harassment of black passengers; to get local authorities to do something about their complaints; to stop white cruelty; to decrease tension on Montgomery buses

Score of 0:

- Incorrect response
Examples: to make the buses less crowded; to stop drivers from closing the back door; to arrest white bus drivers; to have meetings
- Vague response that does not answer the question
Examples: arrests; additional bus incidents; to stop things
- No response

5b According to Ralph David Abernathy, what was *one* method used by African Americans to address their concerns?

Score of 1:

- States a method used by African Americans to address their concerns as stated by Ralph David Abernathy
Examples: to attend meetings; to reason with/be able to complain to local authorities/bus company officials

Score of 0:

- Incorrect response
Examples: to refuse to pay the fare; to have bus company officials arrested
- Vague response that does not answer the question
Examples: to discuss; to be determined; to use serious expressions; to listen to complaints
- No response

Document 6a

College students face a hostile crowd at a southern “Whites Only” lunch counter in 1963.



Source: Juan Williams, *Eyes on the Prize*, Viking

Document 6b

African American college students wait for service or forcible removal from a “Whites Only” lunch counter.



Source: Gary Nash et al., ed., *The American People*, Pearson Longman

6a Based on these photographs, identify *one* method used by these civil rights activists to achieve their goals.

Score of 1:

- Identifies a method used by these activists to achieve their goals as shown in these photographs
Examples: to organize sit-ins at segregated lunch counters; to sit at all white lunch counters; to not move until they were served/forcibly removed; to use civil disobedience

Score of 0:

- Incorrect response
Examples: to go on a hunger strike; to use violent resistance; to watch other people
- Vague response that does not answer the question
Examples: “Whites Only”; lunch counters; to fill every seat
- No response

6b What was *one* specific goal of the civil rights activists shown in these photographs?

Score of 1:

- States a goal of the activists shown in these photographs
Examples: to be served/to eat at the lunch counter; to integrate lunch counters; to bring attention to the issue of inequality; to bring attention to their lack of civil rights; to gain equal access to public accommodations; to gain equal treatment

Score of 0:

- Incorrect response
Examples: to throw food; to pour liquid; to sit in a row
- Vague response that does not answer the question
Examples: to be part of a hostile crowd; to be a college student; civil rights
- No response

Document 7

April 16, 1963
Birmingham, Alabama

. . . You may well ask: “Why direct action? Why sit-ins, marches and so forth? Isn’t negotiation a better path?” You are quite right in calling, for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. My citing the creation of tension as part of the work of the nonviolent-resister may sound rather shocking. But I must confess that I am not afraid of the word “tension.” I have earnestly opposed violent tension, but there is a type of constructive, nonviolent tension which is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered [free] realm of creative analysis and objective appraisal, we must see the need for nonviolent gadflies [activists] to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. . . .

Source: Martin Luther King, Jr., “Letter from Birmingham Jail,” 1963

7a According to Martin Luther King, Jr., what was *one* method of achieving the goals of the civil rights movement?

Score of 1:

- States a method to achieve the goals of the civil rights movement as stated by Martin Luther King, Jr., in *Letter from Birmingham Jail*
Examples: to use negotiation/non-violent direct action; to create nonviolent tension; to dramatize the issue so that it cannot be ignored; sit-ins; marches; to work as a nonviolent resistor

Score of 0:

- Incorrect response
Examples: to use violence; to ignore issues; to silence critics
- Vague response that does not answer the question
Examples: actions; prejudice; brotherhood
- No response

7b According to Martin Luther King, Jr., what was a specific goal of the civil rights movement?

Score of 1:

- States a specific goal of the civil rights movement as stated by Martin Luther King, Jr.
Examples: to get men to rise from the depths of prejudice/racism; to help men reach understanding/brotherhood; to force a community to confront the issue

Score of 0:

- Incorrect response
Examples: to create violent tension; to create prejudice; to write a letter
- Vague response that does not answer the question
Examples: to find a better path; to find a community
- No response

Document 8

200,000 MARCH FOR CIVIL RIGHTS IN ORDERLY WASHINGTON RALLY



WASHINGTON, Aug. 28 — More than 200,000 Americans, most of them black but many of them white, demonstrated here today for a full and speedy program of civil rights and equal job opportunities.

It was the greatest assembly for a redress of grievances that this capital has ever seen.

One hundred years and 240 days after Abraham Lincoln enjoined the emancipated slaves to “abstain from all violence” and “labor faithfully for reasonable wages,” this vast throng [crowd] proclaimed in

march and song and through the speeches of their leaders that they were still waiting for the freedom and the jobs. . . .

Source: *New York Times*, August 29, 1963

8a According to this *New York Times* article, what method was used by these activists to achieve their goals?

Score of 1:

- States a method used by these activists to achieve their goals as stated in this *New York Times* article
Examples: they marched on Washington; they assembled for redress of grievances; their leaders gave speeches; they proclaimed their views in march/song; they held an orderly rally

Score of 0:

- Incorrect response
Examples: they overthrew the government; they labored faithfully for reasonable wages; they joined the emancipated slaves
- Vague response that does not answer the question
Examples: they used a full and speedy program; redress of grievances; still waiting for freedom
- No response

8b According to this *New York Times* article, what was a specific goal of these activists?

Score of 1:

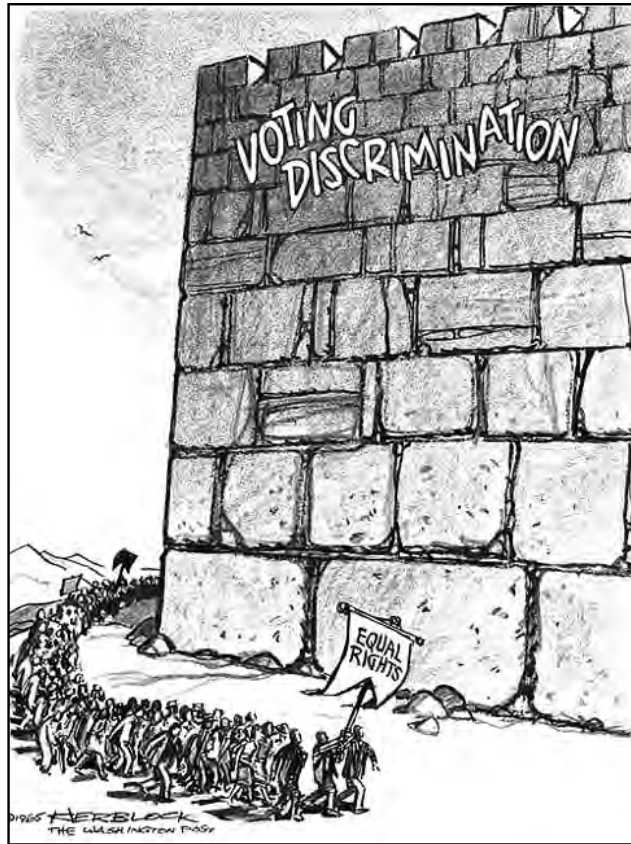
- States a goal of these activists as stated in this *New York Times* article
Examples: to gain their civil rights; they wanted equal job opportunities; to get a full/speedy program of civil rights; to be treated equally

Score of 0:

- Incorrect response
Examples: to emancipate the slaves; to see the Washington Monument; to sing songs
- Vague response that does not answer the question
Examples: orderly; redress; to have a great assembly; to rally
- No response

Document 9

JERICO, U.S.A.



Source: Herblock, *Washington Post*, March 21, 1965 (adapted)

9 As shown in this Herblock cartoon, what was a specific goal of these marchers in their effort to gain equal rights?

Score of 1:

- States a specific goal of the marchers in their effort to gain equal rights as shown in this Herblock cartoon
Examples: to end voting restrictions; to end discrimination in voting; to bring down the walls of voting discrimination; to gain equal voting rights

Score of 0:

- Incorrect response
Examples: to build voting discrimination; to move to Jericho, U.S.A.
- Vague response that does not answer the question
Examples: tear down the wall; to surround it; equal rights; to gain equal rights
- No response

Note: Because the question focuses on the marchers efforts to gain a specific right (voter equality), the response of *equal rights* or *to gain equal rights* is not acceptable as a specific goal. Acceptable responses will refer specifically to voting.

United States History and Government
Content-Specific Rubric
Document-Based Question
June 2007

Historical Context: The woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s had many similar goals and used similar methods to achieve these goals. Yet these movements also had many different goals and used different methods to achieve them.

Task: Discuss the similarities *and/or* the differences between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of

- the goals of the movements *and*
- the methods used by the movements to achieve these goals

Scoring Notes:

1. This document-based question has a minimum of *two* components (discussing *at least two* similarities *and/or* differences between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of goals of the movements and methods used by the movements to achieve these goals).
2. The discussion may focus on just similarities between the movements, on just differences, or a combination of similarities and differences; however, both the goals and methods of the movements need to be included in the discussion.
3. The discussion may use the same goal for both movements and/or the same method for both movements.
4. When discussing the similarities and/or differences of the two movements, the goals of the two movements could be addressed separately, or the goals may be implied in the discussion of the methods.
5. The discussion of goals or methods need not be specifically identified as similarities or differences as long as the intent is implied in the discussion.
6. The discussion of goals or methods as similarities or differences between the two movements may depend on the point of view of the student. The response may discuss a goal or a method as a similarity or a difference as long as the position taken is supported by accurate historical facts and examples, e.g., Susan B. Anthony's objections to paying a fine for her attempt to vote and the lunch counter sit-ins may be discussed as similar methods of civil disobedience or they may be discussed as different forms of protest.
7. The discussion of the woman's suffrage movement should focus on the 1800s and early 1900s and the discussion of the civil rights movement should focus on the 1950s and 1960s, although the influence of events before or after the specified time periods could be included in the discussion, e.g., for suffrage, the failure to include a reference to women in the Declaration of Independence or the United States Constitution, or for civil rights, the 1970s use of busing to integrate schools.
8. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 3a, 3b, 6a, and 6b may be used as separate documents if the response uses specific separate facts from each individual document.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the similarities and/or the differences between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of goals of the movements and methods used by the movements to achieve these goals
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., connects the use of protests and marches by members of both groups to gain both public and government attention; to be guaranteed voting rights with the passage of the 19th amendment and the Voting Rights Act of 1965; connects the differences in the goal of women to obtain the right of suffrage and the goal of African Americans to be able to exercise the right of suffrage as guaranteed in the 15th amendment to the differences in the public response to events at the Seneca Falls Convention and events at the March on Washington
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., Susan B. Anthony; World War I; disenfranchisement; Jim Crow laws; literacy tests; poll taxes; poll tax amendment; National American Woman Suffrage Association (NAWSA); Carrie Chapman Catt; National Association for the Advancement of Colored People (NAACP); Martin Luther King, Jr.; Southern Christian Leadership Conference (SCLC)
- 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 similarity or difference between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s more thoroughly than the other similarity or difference *or* by comparing the methods more thoroughly than the goals of each movement
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., discusses the similarity of the goal for both groups to achieve the right to vote with the use of protests and marches by members of each group to gain public support; discusses the differences between women who did not have suffrage and African Americans who were denied suffrage; discusses the more radical strategies employed by some African Americans to achieve their goals
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Note: At score levels 5 and 4, all components of the task should be developed.

Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1.

Score of 3:

- Develops *all* aspects of the task with little depth *or* develops in some depth a similarity *or* a difference between the woman's suffrage movement and the civil rights movement in terms of goals and/or methods
- 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 *either* a similarity *or* a difference between the woman's suffrage movement and the civil rights movement in terms of goals and methods has been thoroughly developed and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops *all* aspects of the task *or* develops in little depth a similarity *or* a difference between the woman's suffrage movement and the civil rights movement in terms of goals and/or methods
- 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

Key Ideas from the Documents

Woman's Suffrage Movement of the 1800s and early 1900s

Document	Goals	Methods
1	To be able to vote in the general election To gain representation in the government	Used newspaper to educate women about efforts Showed up at polling places to try to vote Made a protest statement at the trial Refused to pay unjust court fine Rebelled against unconstitutional laws
2	To gain suffrage for women	Formed a national organization (National American Suffrage Association) Formed a suffrage publishing company Produced playing cards, stationery, calendars, dinner cards, postcards, and parasols for use in parades Issued flyers, leaflets, books, posters, and suffrage maps
3	To get liberty for women To gain suffrage for women	Paraded with suffragists from different states Protested to the president for liberty
4	To gain suffrage for women To have a say in laws that affect women, children and the home	Issued flyers Formed state organizations (Massachusetts Woman Suffrage Association) Linked voting rights to their traditional societal role

Civil Rights Movement of the 1950s and 1960s

Document	Goals	Methods
5	To stop harassment of black passengers on buses To get fair/equal treatment	Held meetings to discuss problems Made complaints to and reasoned with local authorities and bus company officials
6	To be served at lunch counters that were labeled "Whites Only" To end segregation in public facilities	Sat at lunch counters that were labeled "Whites Only" Used sit-ins Practiced nonviolence/ civil disobedience
7	To decrease prejudice and racism To increase tension peacefully To force negotiations	Used sit-ins, marches, nonviolent direct action to create tension Wrote letters Drew attention to issues so they could not be ignored
8	To get a full and speedy program of civil rights and equal job opportunities	Demonstrated with nonviolent protest Marched, sang, and made speeches Assembled to redress grievances
9	To end voting discrimination	Marched in protest

Relevant Outside Information

(This list is not all-inclusive.)

Woman's Suffrage Movement of the 1800s and early 1900s

Goals	Unrestricted national woman's suffrage
Methods	<p>Held meetings (influence of the Seneca Falls Convention, local and state meetings)</p> <p>Incorporated ideals of the Declaration of Independence in their rationale (Declaration of Rights and Sentiments)</p> <p>Wrote informational articles (<i>Ladies Home Journal</i> and other magazines and newspapers)</p> <p>Challenged voting laws in state and federal courts, testing 14th amendment citizenship rights</p> <p>Drew attention to suffrage rights gained in western states to get similar rights in other states</p> <p>Formed a political party (National Woman's Party under the leadership of Alice Paul)</p> <p>Used civil disobedience to call attention to unjust laws</p> <p>Formed organizations to lobby for constitutional amendments on a state level (American Woman Suffrage Association under the leadership of Lucy Stone; Women's Rights Convention in 1861)</p> <p>Lobbied in New York for liberalized divorce bill</p> <p>Worked to gain political support at national level (details of strategies, activities, and leadership of National American Woman Suffrage Association; Progressives; Presidential support in recognition of women's contributions to national war effort during World War I)</p>

Civil Rights Movement of the 1950s and 1960s

Goals	Ending segregation in all public places
Methods	<p>Used the judicial system to challenge "separate but equal" (<i>Brown v. Board of Education</i>)</p> <p>Worked to gain political support at state levels to end discrimination (Jim Crow laws, literacy tests, grandfather clause, poll taxes; Little Rock 9; efforts to integrate universities) and at national level to encourage passage of federal civil rights legislation (Civil Rights Acts of 1957, 1964, and 1968 and the Voting Rights Act of 1965, 24th amendment)</p> <p>Formed organizations (details of strategies, activities, and leadership of NAACP, CORE, SCLC, SNCC, Black Panthers)</p> <p>Used civil disobedience to bring attention to unjust laws (Montgomery Bus Boycott, Greensboro sit-ins, Freedom Riders)</p> <p>Organized protest marches (Albany Movement in Georgia, Birmingham, Selma to Montgomery)</p> <p>Organized voter registration drives (Mississippi, 1964)</p> <p>Published newsletters, books, and essays</p>

The women's suffrage movement of the 1800s and early 1900s as well as the civil rights movement of the 1950s and 1960s, although made up of a diverse group of people, actually had many of the same goals and concerns. Both groups felt oppressed by society and both groups demanded basic freedoms and equal opportunities. In addition, similar methods were used to achieve these goals. First of all, the civil rights movement took place during a turbulent time of history for the Cold War and Vietnam War were occurring, so the civil rights movement, in a sense, escalated tensions. The women's suffrage movement also coincided with explosive issues, the Civil War and World War I. As both groups sought to have their demands met, other issues became the major national focus.

While there were noticeable differences, both groups used similar methods to achieve their goals. The tactic of nonviolent protesting was used in both cases. Women marched in parades with huge posters (doc 3a) and could be found on street corners with posters expressing their beliefs that they should be able to vote in more than school elections. Document 3b shows a woman on a street corner with a poster reading, "Mr. President, How long must women wait for liberty?" This was an appeal to President Wilson who

initially was not in favor of a national women's suffrage amendment. However, the efforts of activists and women's contributions to the American war efforts during World War I helped to change his mind. The civil rights movement also used this technique of nonviolent protesting and Martin Luther King Jr. encouraged this peaceful form of resistance resulting in the "March on Washington" and the ideas expressed in his "I Have a Dream" speech. The sit-in, where blacks would sit at a "White Only" lunch counter in Greensboro and other Southern cities and demand to be served became increasingly popular throughout the South during the civil rights movement. While whites would terrorize blacks, the blacks and their white supporters ^{would} generally remain calm and remain seated (doc 6a). The African American participating in sit-ins would either wait patiently to be served or leave only when they were forcibly removed (doc 6b).

In addition to nonviolent protesting, both groups sought to change the way they were treated by giving rational reasons and not demands. For example, women justified that they should vote because they argued that laws are just as applicable to women as they are to men (doc 4). They also felt that having the right to vote would be an extension of their roles as wife and mother. Likewise, African Americans argued that

blacks should be treated fairly on buses. According to Ralph David Abernathy, "We [blacks] tried to reason with local authorities and with bus company officials." (doc 5). Therefore both groups were not just demanding that they be treated fairly, they were also giving reasons as to why they should be treated with respect. However, the response to calm reasoning and intellectual approach was not always positive.

The main difference between the movements is the fact that, in achieving their goal, blacks were calling for an enforcement of their voting rights and an end to segregation, where as the suffrage movement was calling for the right to vote. As Martin Luther King said, "we must see the need for nonviolent gadflies [activists] to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood..." (doc 7). Women's suffrage leader Susan B. Anthony said, "Resistance to tyranny is obedience to God." (doc 1). Both movements were based on nonviolence. Martin Luther King, Jr. used Mohandas Gandhi's civil disobedience for his inspiration. Both movements challenged authority, created tension, and mobilized their efforts through disobedience in courtrooms and communities throughout the nation.

Although there were more participants in the march for civil rights in Washington in 1963, it (doc 8) is very similar to the

suffragists parade in 1913 (doc 2a). Events like these cause the two movements to seem very similar on the surface, and in many ways, they are. However, extensive media coverage of the March on Washington was possible because of advances in technology and this increased public awareness and support. It is important to realize that although the two movements utilized similar methods and had similar goals, the movements had different leadership styles and drew their inspiration from different sources because of the time periods when they took place. With the passage of the 19th and 24th amendments and the Voting Rights Act of 1965, both groups achieved their political objectives. And with the integration of public schools in the south, the end of the Jim Crow laws, and the passage of the Civil Rights Act in 1964, African Americans began to realize their social equality. One thing is clear; ultimately both groups got much of what they wanted.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the similarities and the differences between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of goals of the movements and methods used by the movements to achieve these goals
- Is more analytical than descriptive (whites would terrorize blacks and their white supporters; both groups gave rational reasons rather than making demands; women justified that they should vote because laws were just as applicable to women as men; the response to a calm reasoning and intellectual approach was not always positive; both movements challenged authority, created tension, and mobilized their efforts through civil disobedience in courtrooms and communities throughout the nation; extensive media coverage of the March on Washington was possible because of advances in technology and this increased public awareness and support)
- Incorporates relevant information from documents 1, 3, 4, 5, 6, 7, and 8
- Incorporates substantial relevant outside information (the civil rights movement took place during a turbulent time in history because the Cold War and the Vietnam War were occurring at the same time; woman's suffrage movement also coincided with explosive issues, the Civil War and World War I; women appealed to President Wilson who initially was not in favor of a national woman's suffrage amendment; women felt that voting would be an extension of their role as wives and mothers; Martin Luther King, Jr. used Mohandas Gandhi's civil disobedience for his inspiration; in the 19th and 24th amendments and the Voting Rights Act of 1965, both groups achieved their political objectives; with the integration of public schools in the South, the end of Jim Crow laws, and the passage of the Civil Rights Act in 1964, African Americans began to realize their social equality)
- Richly supports the theme with many relevant facts, examples, and details (in both cases, nonviolent protesting was used; women marched in parades; Martin Luther King, Jr. encouraged a peaceful form of resistance; March on Washington was peaceful; suffrage movement was calling for the right to vote; Susan B. Anthony was a suffrage leader; there were more participants in the civil rights marches than in the suffragist's parades)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses the surface similarities of the movements while noting the differences

Conclusion: Overall, the response fits the criteria for Level 5. The conclusions that are drawn are both analytical and sophisticated. The placement of specific historical details highlights not only the similarities and differences between the movements but also the accomplishments of both movements. The quotations taken from the documents do not detract from the overall quality of the response.

The United States is well-known throughout the world for its broad protection of rights and freedom of individuals. However, many groups in our nation's history have faced long uphill battles to gain those rights for themselves and for future generations. Women and African-Americans, most notably, had to struggle to secure the freedoms we often take for granted today. The women's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s shared many similarities in both their goals and the use of organized action and nonviolent protest. The leaders of both groups also shared a similar vision.

The battle for women's rights spanned a century of dedication and frustration. In 1848, women met in New York at the Seneca Falls Convention to air their grievances. Under the early leadership of Elizabeth Cady Stanton, they put forth "A Declaration of Rights and Sentiments," asserting that women should be equal to men. Although abolition overrode the suffrage movement for a time, it returned in full force during the second half of the nineteenth century. After spending much time on abolitionist causes, women were disappointed that they were not given the right to vote in the 15th Amendment and renewed their interest in their own suffrage cause. New leaders emerged, among them Susan B. Anthony and Carrie Chapman Catt. Women began to push harder than ever towards a clearly defined goal: the vote. A variety of methods called attention to their cause. Women marched in parades, waved banners, and handed out fliers. A few, like Anthony, attempted to vote in 1872 and were arrested. Some women took extreme measures, such as

chaining themselves to the White House gate. The National American Suffrage Association organized many forms of protest, such as a newspaper to publish propaganda for the movement. Finally, after years of effort, and after having made valuable contributions to the home front during World War I, women received the vote in 1920 with the approval of the Nineteenth Amendment. (Doc 1, 2, 3a, 3b, 4, 14)

For African Americans, the struggle for civil rights was similar and just as difficult. Although Lincoln had freed some slaves with his Emancipation Proclamation in 1863, discrimination remained. During Reconstruction, African Americans did make some important gains through the 13th, 14th, and 15th Amendments, making them free citizens with the right to vote. However, when Reconstruction ended in 1877, white regimes in the South returned to power. State legislatures passed Jim Crow laws, limiting the civil rights of African Americans. In the landmark case of Plessy vs. Ferguson, the Supreme Court advocated "separate but equal" treatment of blacks, legalizing segregation. African Americans continued to be prevented from voting through devices like the grandfather clause, literacy test, and poll tax. This discrimination continued for decades, at times leading to violent lynchings or Ku Klux Klan mob activity. But black Americans refused to endure such ~~the~~ treatment in silence. Leaders like Dr. Martin Luther King, Jr. rallied the American public to call for civil rights, integration, and an end to voting discrimination. In 1963, he published "A Letter from a Birmingham Jail," advocating nonviolent resistance to discrimination. Activists took part in marches and sit ins and listened to rousing speeches like King's "I Have a Dream" speech. Gradually, these protests brought vast

changes. In 1964, Congress passed the Civil Rights Act, guaranteeing equal rights for African Americans, and in 1965 the Voting Rights Act was passed guaranteeing full participation in the political process. The Supreme Court ruled against school segregation in *Brown vs. Board of Education*. Finally, a dream of African Americans came true as more African Americans were elected to state and national offices. (Doc. 6a, 6b, 7, 8, 9, 10)

Clearly, the women's suffrage movement and the civil rights movement shared many similarities. Both used organized action and nonviolent protest to achieve their goals. Both used civil disobedience and both tried to influence public opinion and political leaders at all levels of government. The Civil Rights Movement, however, turned more violent in Birmingham and other American cities and more radical with the emergence of Malcolm X and the Black Panthers. Both groups struggled for years to secure their basic liberties. While women sought political equality and African Americans sought both political and social equality, both groups eventually met with success. Today, we enjoy the legacy of their hard work to ensure freedom, as future generations after us will do.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the similarities between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of goals of the movements and methods used by the movements to achieve these goals
- Is more analytical than descriptive (leaders of both groups shared a similar vision; battle for women's rights spanned a century of dedication and frustration; women were disappointed that they were not given the right to vote in the 15th amendment; black Americans refused to endure such treatment in silence; finally, a dream came true as more African Americans were elected to state and national offices)
- Incorporates relevant information from documents 1, 2, 3, 4, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (women met at the Seneca Falls Convention and put forth "A Declaration of Rights and Sentiments"; the abolition movement overrode the suffrage movement for a time; some women took extreme measures, such as chaining themselves to the White House gate; women made many valuable contributions to the home front during World War I; women received the right to vote with the 19th amendment; Abraham Lincoln had freed some slaves with his Emancipation Proclamation; during Reconstruction, African Americans made some important gains with the passage of the 13th, 14th, and 15th amendments; when Reconstruction ended in 1877, white regimes in the South returned to power; state legislatures passed Jim Crow laws; *Plessy v. Ferguson* legalized segregation; Voting Rights Act of 1965 guaranteed full participation in the political process; Supreme Court ruled against school segregation in *Brown v. Board of Education*; Civil Rights movement turned more violent in Birmingham and other American cities and more radical with the emergence of Malcolm X and the Black Panthers)
- Richly supports the theme with many relevant facts, examples, and details (both groups used organized action and nonviolent protests; Susan B. Anthony and Carrie Chapman Catt were leaders of the woman's suffrage movement; women marched in parades, waved banners, and handed out flyers; Susan B. Anthony attempted to vote and was arrested; Martin Luther King, Jr. rallied the American public; Martin Luther King, Jr. advocated nonviolent resistance; activists took part in marches and sit-ins)
- Demonstrates a logical and clear plan of organization; includes an introduction that states women and African Americans had to struggle to secure the freedoms we often take for granted today and a conclusion that summarizes the similarities in these struggles and mentions a difference in the methods used

Conclusion: Overall, the response fits the criteria for Level 5. Document information and outside information are woven together in an analytical discussion that includes historical details and good explanations of those details. The analysis in the discussion of outside information demonstrates a solid understanding of the similarities between the two movements and the impact of their work on future generations.

Throughout United States history, the Declaration of Independence has not always upheld its promise that "all men are created equal." This applied to women and African Americans. As the years went on, they realized that they were just as important as the white man. They wanted to enjoy the same unalienable rights that were supposed to be guaranteed to them. They decided to take matters into their own hands and fight for justice. Although the women's suffrage movement and the Civil Rights movement occurred in different time periods, they both have similarities.

The Women's Suffrage Movement occurred in the 1800s and early 1900s. Women were tired of being housewives and not being able to speak up for themselves. ^{They wanted to achieve the goal of equal opportunity.} They wanted to have an equal representation in government. They did not think it was right that they had to follow the rules of government but had no say in who established these laws. They decided to explain their goals to others and made flyers that posted all the reasons women should have the right to vote [4]. Women wanted an equal say especially in national matters that affected them, their children or their home.

The Women's Suffrage Movement was an important cause and its members used many tactics to get their point across. The National American Suffrage Association printed many items that educated people about their organization. These items included flyers, books, pamphlets and even creative items such as playing cards and stationery. [2]. These methods were used to bring attention to their cause.

Besides printing out flyers, women held meetings such as the Seneca Falls Convention. Many people attended this convention, listened to the words of Elizabeth Cady Stanton, and approved the Declaration of Rights and Sentiments. Women also held Suffragists' Parades, where women carried signs that expressed their concerns. [3a]. Women also made signs that were supposed to catch the President's eye so that he would support their goals. [3b]. All of their efforts paid off because an amendment was added to the Constitution in 1920, that allowed women the right to vote.

Another group of people that were denied their rights were African Americans. Unlike the women, African Americans were granted their rights during the 1860s. During Reconstruction the 13th, 14th, and 15th amendments were added to the Constitution. These abolished slavery, made them US citizens and gave them the right to vote. Although they were given these rights, African Americans were still being discriminated against. The Jim Crow laws established in the South segregated all public facilities. The decision in Plessy v. Ferguson upheld these laws.

The goal that African Americans wanted to achieve was to be able to exercise their legal rights as citizens. They wanted the segregation and the discrimination to end. They tried to achieve these goals but there were always barriers in their way. This is why the Civil Rights Movement became established.

Although African Americans experienced many harsh and violent attacks, they wanted to get their point across in a peaceful way. African American and white students participated in these peaceful

activities. One example is the sit-ins. These students would go and sit at an all whites lunch counter until they were either served or forcibly removed. Although other whites tortured them by throwing and spilling things on them, they held their ground. They did not curse at them or fight back [6a+6b]. This peaceful behavior increased public support for their goals.

Buses were also segregated and therefore the African Americans had to sit in the back of the bus. The white bus drivers were often cruel to the black passengers. When confronted with these issues, the local authorities and the bus company officials didn't do anything.^[5] When Rosa Parks refused to give up her seat because she was tired, she got arrested for breaking the law. Her act of courage inspired the Montgomery bus boycott and led to the desegregation of buses and other forms of public transportation.

Another form of peaceful ~~direct~~ direct action was marches. Both whites and blacks attended these marches where inspirational speakers such as Martin Luther King Jr delivered speeches about their fight for equality. This mass of people in the March on Washington demonstrated peacefully for their civil rights and equal job opportunities [8].

The Women's Suffrage Movement in the 1800s and early 1900s and the Civil Rights Movement in the 1950 and 60s were organized to help women and blacks achieve their goals. Women wanted to be represented in the government that they supported. African Americans wanted to be treated equally and they wanted to be able to exercise their right to vote. Both groups endured a long and hard fight. They fought peacefully using flyers, parades, sit-ins and marches to spread awareness. Although people got arrested and were attacked, their efforts were not made in vain. They achieved many of the goals that they had been struggling for.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing the similarities between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of goals of the movements and methods used by the movements to achieve these goals
- Is both descriptive and analytical (Declaration of Independence has not always upheld its promise that all men are created equal; as the years went on, women and African Americans realized that they were just as important as the white man; women were tired of being housewives and not being able to speak up for themselves; African Americans tried to achieve their goals but there were always barriers in their way; peaceful behavior of African Americans increased public support for their goals; Rosa Parks' act of courage inspired the Montgomery bus boycott)
- Incorporates relevant information from documents 2, 3, 4, 5, 6, and 8
- Incorporates relevant outside information (many people attended the Seneca Falls Convention and listened to the words of Elizabeth Cady Stanton; "Declaration of Rights and Sentiments" was approved; amendment was added to the Constitution in 1920 that allowed women the right to vote; during Reconstruction the 13th, 14th, and 15th amendments were added to the Constitution which abolished slavery, made them United States citizens, and gave them the right to vote; Jim Crow laws were established in the South and *Plessy v. Ferguson* upheld these laws; Montgomery bus boycott led to the desegregation of buses and other forms of public transportation)
- Supports the theme with relevant facts, examples, and details (women wanted to achieve the goal of equal opportunity and equal representation in government; National Suffrage Association printed many items to educate people about their organization; suffragists parades were held where women carried signs; goal that African Americans wanted to achieve was to be able to exercise their legal rights as citizens; African Americans and white students participated in peaceful activities; buses were segregated and African Americans had to sit in the back of the bus; Martin Luther King, Jr. delivered speeches about their fight for equality; mass of people demonstrated peacefully in the March on Washington)
- Demonstrates a logical and clear plan of organization; includes an introduction that uses the Declaration of Independence to discuss the two movements and a conclusion that summarizes the goals and methods of the two groups to demonstrate that their efforts were not in vain

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information enhances the interpretation of document information. Good conclusions and relevant historical information strengthen the response.

The shouts and protests of minorities often lead to the submission of a majority to their needs. Such was the case in terms of women and African Americans during the 19th and 20th centuries. Both toiled through protests, sarcasm and violence in order to eventually change society for the better. However, along the way the two movements used varying methods that differed from each other. Despite occurring during two different eras, the women's rights and civil rights movements greatly affected the nation while using similar methods and also leaving the norm with different practices.

In terms of similarities, the two movements shared protesting methods. Women often marched in major cities, clad in dresses and bonnets while carrying signs (Doc 3A). Their public protest was mimicked by African Americans who also marched in cities and even through the national capital (Doc 8). Both groups brought more public attention, and sometimes outcry, to their cause. Furthermore, both movements promoted nonviolent protest as a way to achieve their goal. Elizabeth Cady Stanton and Lucretia Mott, both known from the Seneca Falls Convention, favored using the Declaration of Independence to make their argument in their Declaration of Rights and Sentiments. Anthony's refusal to pay a fine for her protesting shows that she was willing to exercise her right to disagree with established rules (Doc 1). Decades later, Martin ~~lost~~ Luther King, Jr., following Gandhi's doctrine of nonviolent protest, encouraged the creation of tension to fight for civil rights through nonviolent means (Doc 8). Thus, each movement

strove to redefine society by shattering injustices by using peaceful protest.

Nevertheless, the movements also experienced many differences that defined each period as unique beyond just their goals. Compared to women's suffrage, achieving African American voting rights were a more violent experience. Women suffragists were able to use propaganda in their publications that added an undertow to their movement, helping change come quicker (Doc 2). However, the civil rights movement, occurring at a later time used a different type of medium – television. While newspapers were still used to spread information, televised police attacks on civil rights protesters in Birmingham showed the brutality of white actions during the sixties. Reports of bus boycotts and sit-ins along with flowing images of the protests and community backlash aided the movement (Doc 6A). Lastly, the movements also differed in terms of regions. Sure, they shared marches on the capital, Washington, DC and also New York City, but they split from there. Women's suffrage protests occurred in northern metropolitan centers due to the close proximity of many women. Massachusetts was just one example of a key protesting state and not surprisingly, Boston was the headquarters for Massachusetts Women Suffrage Association (Doc. 4). In contrast, African American civil rights movement occurred in the South, attempting to defy intolerance and prejudice that existed there for years. Clearly this gratuitous cruelty was contributing to an increasing tension on Montgomery buses (Doc. 5). This was just one of the protest activities centered in the South which eventually led to public and political support for the movement.

The movements for both woman and African American rights were unique to themselves but also shared successful protest strategies and goals. This allowed each to produce their desired effects and ultimately succeed, drastically changing American society for the better.

Anchor Level 4-B

The response:

- Develops all aspects of the task but discusses the similarities and the differences in methods between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s more thoroughly than the goals of the two movements
- Is more analytical than descriptive (Susan B. Anthony's refusal to pay a fine showed that she was willing to exercise her right to disagree with established rules; each movement strove to redefine society by shattering injustices with the use of peaceful protest; the propaganda used by the women suffragists added an undertow to their movement which helped change come quicker; while newspapers were still used to spread information, televised police attacks in Birmingham showed the brutality of white actions during the 1960s; flowing images of the protests and community backlash aided the movement; Massachusetts was just one example of a key protesting state; civil rights movement attempted to defy the intolerance and prejudice that had existed in the South for many years; the many protest activities, centered in the South, eventually led to public and political support for the movement)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, 7, and 8
- Incorporates relevant outside information (Elizabeth Cady Stanton and Lucretia Mott were both known for the Seneca Falls Convention; the Declaration of Independence was used to make the arguments in the Declaration of Rights and Sentiments; Martin Luther King, Jr. followed Gandhi's doctrine of nonviolent protest; civil rights movement used television as a medium; woman's suffrage protests occurred in northern metropolitan centers due to the close proximity of many women)
- Supports the theme with relevant facts, examples, and details (despite occurring during two different eras, both movements greatly affected the nation; women often marched in major cities and carried signs; both movements promoted nonviolent protest as a way to achieve their goal)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the premise that the shouts and protests of minorities often leads to the submission of a majority to the needs of the minority and a conclusion that states both movements ultimately succeeded in changing American society

Conclusion: Overall, the response fits the criteria for Level 4. Although the goals of both movements are not specifically mentioned, they are implied throughout the discussion. Much of the information from the documents is summarized; however, the connections made from this information and the discussion of the effects of geographic differences and the role of different media in the two movements strengthen the response.

The history of America is filled with reform and change. It holds the stories of many brave protests from men and women who demanded fair treatment. Both the Black Civil Rights movement and the suffragette movement are part of U.S. history. They were similar in many tactics and both wanted a fair future.

Both groups knew that to find real freedom they were going to have to fight fiercely. Change does not come about easily. They took the necessary risks and broke the law when necessary. Although they kept their protests non-violent, they often still got arrested for breaking the law. Susan B. Anthony broke the law when she tried to vote and later refused to pay a fine. She would not give money to a country that refused to include her in its political process. ^(Doc 1) In her arrest, she was very much like Rosa Parks. Many years later, Parks would not give up her seat on a bus. She lit a flame under the Civil Rights movement in her small rebellion. It was a peaceful and strong refusal to move and she "set events in motion that would lead to a social revolution of monumental proportions." ^(Doc 5) These arrests may have set the wheels in motion, but it also became necessary to show strength in numbers. Both the suffragettes and Martin Luther King Jr. and his followers organized marches, shown in Documents 3 and 8, respectively. Martin Luther King Jr. gave his famous "I Have a Dream" speech

during the march on Washington, in which he addressed political, social, and economic equality for all Americans. Both reform movements were fighting for recognition of their civil rights.

The suffragettes and the civil rights movement also had many differences in their tactics because the times were different. The women fighting for the right to vote made a lot of "suffragette memorabilia." There was a company that "produces, as an adjunct of the propaganda work, playing cards, stationery with "Votes for Women" printed on it..." (Doc. 2) They got the word across by simply stating what they wanted. They also explained exactly why they deserved the right to vote. They listed reasons on flyers (Doc. 4) and spread them around. Letters and books were a part of the Civil Rights movement as well, but often these activists took a more direct route and broke the rules they did not believe in. They created a "tension" through their marches and protests that King believed was necessary for growth (Doc. 7). They also sat at white lunch counters and rode on segregated buses, refusing to move for white bus drivers. (Doc. 6) It was a very different way to achieve their objectives.

The suffragettes and the Civil Rights advocates to end discrimination and become part of the political process and they were willing to take risks to get it. They broke rules, held marches and eventually they were successful. America today is a better place and is more equal because of their sacrifices. They helped create the America of today which prides itself on the democratic principles of equality.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing the similarities and the differences between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of goals of the movements and methods used by the movements to achieve these goals
- Is more analytical than descriptive (both groups knew that to find real freedom they were going to have to fight fiercely because change does not come about easily; many were arrested for breaking the law even though the protests were kept nonviolent; Susan B. Anthony refused to give money to a country that did not include her in its political process and in her arrest she was very much like Rosa Parks; Rosa Parks lit a flame under the civil rights movement in her small rebellion; the arrests of Susan B. Anthony and Rosa Parks may have set the wheels in motion, but it also became necessary to show strength in numbers; there were differences in the tactics of both movements because the times were different; the two movements helped create the America of today)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, 7, and 8
- Incorporates relevant outside information (Rosa Parks would not give up her seat on a bus; Martin Luther King, Jr. gave his famous "I have a Dream" speech during the March on Washington in which he addressed social, political, and economic equality for all Americans; letters and books were part of the civil rights movement but often the civil rights activists took a more direct route and broke the rules they did not believe in)
- Supports the theme with relevant facts, examples, and details (Susan B. Anthony broke the law when she tried to vote; both the suffragettes and Martin Luther King, Jr. and his followers organized marches; both movements were fighting for recognition of their civil rights; African Americans sat at white lunch counters and rode on segregated buses)
- Demonstrates a logical and clear plan of organization; includes an introduction that sets the stage for the stories of many brave protests from men and women who demanded fair treatment and a conclusion that states America today can pride itself on the democratic principle of equality because of the risks and sacrifices of suffragettes and civil rights advocates

Conclusion: Overall, the response fits the criteria for Level 4. A good analytical use of document information is integrated in the response to compare and contrast the two movements effectively. Despite the analytical statements, supporting historical facts and details are limited.

The United States of America was built on reformation. In the early years of colonization, the young nation was trying to reform their own government. In the early-mid twentieth century, people of America continue to fight to reform the government and society. Two movements, woman's suffrage movement and the civil rights movement, shared similar goals and similar methods to achieve them. Some of those goals include equal rights and equal status. Some of the methods include marches and protests.

In the twentieth century, African Americans and woman had similar goals in their movement. A general goal was equal rights. The woman wanted voting rights for her gender (Doc4). Many woman found it unfair and unjust that they had to obey laws created by men, who only believed that they had the best of woman's interests in mind. These woman were not merely housewives but intelligent individuals. This could be proven through the numerous woman activists, like Elizabeth Cady Stanton who was a main ~~participate~~ participant in the Seneca Falls Convention. There was also many female reformers like Dorothea Dix, a reformer on behalf of improving hospitals and the conditions of mental institutions.

African Americans sought the same goal in equal rights. They chose the branch of equal treatment. One example of this idea was equal treatment in public facilities. It is evident that in the Supreme Court case *Plessy vs. Ferguson* that separate public facilities are constitutional as long as they were equal. In the Montgomery bus boycotts (Doc 5) protesters took a stand against this idea. African Americans were treated unfairly as they were pushed to the back of the bus and was disregarded as people. The boycotts started when Rosa Parks, a civil rights activist, refused to leave her seat for a white passenger. She was promptly arrested. The African Americans desired to be treated as equal to any other human beings.

The methods of obtaining this goal was a long and hard struggle. The march for equal rights around discrimination was a difficult path (Doc 9). It has been compared to a biblical story when Joshua and his army was trying to penetrate the walls of the mighty city of Jericho. It had taken Joshua seven days to complete his task. The journey for the woman suffragist and the African Americans took a longer period of time. For example, the woman suffragist held protest and parades (Doc 3). They walked around on the city streets to gain recognition of their desire for equal rights. There also had been cases where they walked

to the polls to vote, only to be arrested right away (Doc 1). Leaders such as Susan B. Anthony led these protest.

African Americans had similar methods of performing their task. In 1963, there was a rally march for civil rights movement in Washington (Doc 8). Thousands of American of African descent and caucasian decent came together at this rally. At this march, the famous activist Dr. Martin Luther King Jr. also gave his famous speech, "I have a dream." They filled Washington Memorial Park near the Washington Monument to hear Dr. King Jr. speak about equal rights for the white and black people. Dr. King Jr. was famous for his non-violent protest. Some of his idea included the sit-ins at "white only" lunch counters and the peaceful protests.

These two groups have share a lot of pain in their existence as the United States citizens. They were disregarded as equal human beings compared to the white male race. They sought to change the society's view on them. There is doubt, even today, that they have fully accomplished their goal. However, they have greatly accomplished changing the perspective of our society toward the woman and African Americans.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing the similarities between the woman's suffrage movement and the civil rights movement
- Is both descriptive and analytical (laws were created by men who only believed that they had women's best interests in mind; women were not merely housewives but intelligent individuals; protesters took a stand against the *Plessy v. Ferguson* decision in the Montgomery bus boycott; African Americans were disregarded as people; details about the biblical story of Joshua and the walls of Jericho are compared to discrimination; both groups shared a lot of pain in their existence as United States citizens and were disregarded as equal human beings; both groups sought to change society's view of them)
- Incorporates some relevant information from documents 1, 3, 4, 5, 6, 8, and 9
- Incorporates relevant outside information (Elizabeth Cady Stanton was a main participant in the Seneca Falls Convention; African Americans wanted equal treatment in public facilities; *Plessy v. Ferguson* ruled that separate public facilities are constitutional as long as they are equal; boycotts started when Rosa Parks refused to leave her seat for a white passenger and was promptly arrested; Martin Luther King, Jr. gave his famous "I Have a Dream" speech)
- Includes some relevant facts, examples, and details (methods included marches and protests; women wanted voting rights for their gender; African Americans were pushed to the back of the bus; march for equal rights was a difficult path; Susan B. Anthony led women to the polls to vote and was arrested; 1963 rally in Washington for civil rights where African Americans and Caucasians came together; Martin Luther King, Jr. believed in nonviolence; sit-ins at "white only" lunch counters)
- Demonstrates a satisfactory plan of organization; includes an introduction that states that the woman's suffrage movement and the civil rights movement were attempts to reform the government and society and a conclusion that states the work of the two groups has changed the perspective of society toward them but may not have fully accomplished their goal

Conclusion: Overall, the response fits the criteria for Level 3. While some documents are thoroughly discussed, others are referred to with only a brief relevant statement. In some cases (Dorothea Dix), outside information is accurately stated but the relationship to the theme is not clearly developed.

The women's suffrage movement of the 1800s and early 1900s both compared and contrasted to the civil rights movement of the 1950s and 1960s in regard to the goals and methods used in each movement. Both movements occurred during times of tremendous change in America - the women's suffrage movement taking place during the pre-Civil War and Progressive Eras, and the civil rights movement during the times of great change and reform of the 1960s. This could be the reason for some of their similarities, but they also incorporate many differences.

Firstly, these two movements differ in their main goals. While women mainly focused on gaining suffrage, or the right to vote, African Americans had equally important goals of desegregation and the elimination of discrimination both in voting as well as in all other aspects of life. The reason for the women's goal of suffrage was because they were being taxed, and yet, without the right to vote, they had no representation in government. This is similar to the view of colonists over a century before towards parliament, and the idea of "no taxation without representation." This idea is shown in Document 1, in Susan B. Anthony's statement. She was one of the primary "suffragettes" in this movement

toward gaining the right to vote for women. On the contrary, as shown in Document 9, African Americans already had the right to vote. However, for many years they had faced discrimination in the process because of aspects of voting such as the Poll Tax, which limited poor African Americans' rights to vote. This limiting factor was eliminated with an amendment to the Constitution, and a Voting Rights Act was also passed to end the discrimination that continued to keep African Americans from the polls. In addition, as shown in Martin Luther King, Jr.'s "Letter from Birmingham Jail" (Document 7), other goals of the Civil Rights movement included the elimination of racism and prejudice, and moving towards "understanding and brotherhood." In these ways, the goals of these two movements differed. However, when analyzing this in a broader sense, both movements were aimed at gaining equality for all parties involved.

Secondly, these movements contain both differences and similarities in their methods of achieving their goals. They are similar in that both groups used nonviolent protest to get their message across. However, they differ in the specific tactics that they used. For example, as shown in Documents

2 and 4, women used their right of Freedom of the Press to publish their ideas for all to see. They published multitudenous flyers, newspaper articles, and the like to get their message across. They also used logic to gain support from audiences, such as "Laws that affect WOMEN are now passed without consulting them." They also made signs and marched, as shown in Document 3, to gain sympathy and support from the American public and the President. On the contrary, African Americans during the Civil Rights movement used different tactics to gain similar sympathy and support. For example, they used bus boycotts (Document 5) to attempt to end discrimination imposed on buses. Rosa Parks is a famous example of an African American women who sat in the white section of the bus and sparked others to rebel against this mistreatment. In addition, they imposed lunch counter sit-ins (Document 6). For example, a famous lunch counter sit-in took place in Greensboro, North Carolina. African Americans would simply sit at the counters and refuse to move until they were served. Whites would attack and throw things at them, while the civil rights

activists would sit there without response. These acts were exposed to the public, and sympathy was gained by the civil rights activists from the American public. Finally, civil rights activists made a huge impression on the American public and gained support after a large protest formed in Washington D.C. (Document 8). During this march, Martin Luther King, Jr. gave an inspiring speech about equal rights for American African Americans. In these ways, although the methods of the movements differed, the effects were generally similar.

In Conclusion, despite the similar time periods, the goals and methods of the movements differed greatly. Because of the difference in the goals of the civil rights movement and the women's suffrage movement, the methods for achieving these goals consequently differed.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing the similarities and the differences between the woman's suffrage movement and the civil rights movement
- Is both descriptive and analytical (African Americans had equally important goals of desegregation and the elimination of discrimination both in voting as well as in other aspects of life; women used logic to gain support from audiences; acts at lunch counters were exposed to the public and sympathy was gained for African Americans; support for African Americans increased after the large protest in Washington, D.C.)
- Incorporates some relevant information from all the documents
- Incorporates relevant outside information (women not having representation in government is similar to the view of colonists over a century before towards Parliament and the idea of "no taxation without representation"; the poll tax limited the right of poor African Americans to vote; an amendment to the Constitution ended the poll tax; the Voting Rights Act was also passed to end discrimination that continued to keep African Americans from the polls; Rosa Parks sat in a white section on a bus; famous lunch counter sit-in took place in Greensboro, North Carolina; Martin Luther King, Jr. gave an inspiring speech about equal rights for African Americans)
- Includes some relevant facts, examples, and details (women mainly focused on gaining suffrage; Susan B. Anthony was one of the primary suffragettes; African Americans already had the right to vote; Martin Luther King, Jr.'s *Letter from Birmingham Jail* included calls for the elimination of racism and prejudice; women used their right of freedom of the press to publish their ideas for all to see; women made signs and marched to gain sympathy and support from the American public and the president; African Americans used bus boycotts and lunch counter sit-ins, where they would refuse to move until they were served)
- Demonstrates a satisfactory plan of organization; includes an introduction that states that both movements occurred during times of tremendous change in America and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although information from the documents is only briefly explained, a few analytical statements and some outside information are strategically placed throughout the discussion and strengthen an otherwise superficial treatment of the movements.

The women's suffrage and civil rights movements were both centered around goals to improve society. Women were vying to have their voices heard in government, and African-Americans wanted to put an end to discrimination in all its forms. Though the goal of each movement is somewhat different the two groups used many similar tactics to achieve their somewhat different goals.

Both the suffrage and civil rights movements, with a few exceptions, used peaceful protest as a means to publicize their mission. Carry Chapman Catt, a strong proponent of Women's Suffrage, used the National Women's Suffrage Association company to print leaflets, cards and all sorts of propaganda to voice her views (Doc 2). Similarly, Susan B. Anthony refused to pay a fine for casting a vote in the 1872 election (Doc 1). Most notably, however, was the parade that the suffragists held (Doc 3a) and the protesting outside the White House in 1917 during World War I (Doc 3b). Not only did the parade cause an uproar among anti-suffragists, but it showed that the Women's movement was a growing force. The Civil Rights movement used similar tactics as well. Firstly, the march on Washington led by Dr. Martin Luther King Jr. was a milestone for blacks. People of all races joined together in an effort to demonstrate the need for racial equality in America (Doc 8.) Other

means were also used to convey their call for justice. Sit-ins at lunch counters (0069-663), though they often became violent when provoked, were intended to be a means of peaceful protest. Also, the Montgomery Bus Boycott in Birmingham, Alabama, which began with Rosa Parks, and ended over a year later, further demonstrated the unity and determination of the movement (0005).

However, the goals of each movement did ~~take~~^{vary} a bit. Women wanted their voices heard at the polls. How could women abide by laws created by a government in which they had no fair influence? The demonstrations, ~~led~~^{led} by women like Alice Paul and the congressional lobbying done by women like Carrie Chapman Catt did not go unrewarded. In the 1920's women were granted voting rights by the passage of the 19th Amendment to the Constitution. Similarly, the call for racial justice was answered in 1960's under the presidencies of Kennedy and Johnson. Civil Rights legislation was passed to ensure legal equality for all races in America, especially at the polls. (0009.)

Both movements achieved their goals with flying colors, in spite of the fierce opposition they faced. The methods used by the suffrage movement of the early twentieth century and the civil rights movement of the 1960's were strong ~~and~~ strikingly similar, even though their goals were remarkably different.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing the similarities and the differences between the woman's suffrage movement and the civil rights movement
- Is both descriptive and analytical (not only did the parade cause an uproar among anti-suffragists but it showed that the woman's movement was a growing force; the March on Washington was a milestone for blacks; sit-ins often became violent when the protesters were provoked; bus boycott demonstrated the unity and determination of the movement; both movements achieved their goals with flying colors, in spite of the fierce opposition they faced)
- Incorporates some relevant information from documents 1, 2, 3, 5, 6, 8, and 9
- Incorporates relevant outside information (women protested outside the White House during World War I; Montgomery bus boycott began with Rosa Parks and ended over a year later; congressional lobbying done by women did not go unrewarded; women were granted voting rights by the passage of the 19th amendment; call for racial justice was answered in the 1960s under the presidencies of Kennedy and Johnson; civil rights legislation was passed to ensure legal equality for all races in America, especially at the polls)
- Includes some relevant facts, examples, and details (both movements used peaceful protest as a means to publicize their mission; Carrie Chapman Catt was a strong proponent of women's suffrage; Susan B. Anthony refused to pay a fine for casting a vote in the 1872 election; suffragists held parades; Martin Luther King, Jr. led a March on Washington; sit-ins were held at lunch counters; women wanted their voices heard at the polls; Alice Paul led demonstrations); includes a minor inaccuracy (bus boycott in Birmingham, Alabama)
- Demonstrates a satisfactory 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 3. Although most of the response is based on a summary of document information, information is organized into a narrative that demonstrates an understanding of the similarities and differences between both movements. Historical evaluation of the 19th amendment and civil rights legislation of the 1960s strengthens the response.

Throughout the course of United States history, there has always been ~~th~~ a group in society that has been unfairly treated. Two such groups ~~th~~ include the African Americans and women. Beginning in the late 1800s and early 1900s, women began to fight for their rights. African Americans fought in the 1950s and 1960s. Because these two groups were ~~simi~~ ~~th~~ similarly mistreated by the same authority figures, their protest ~~a~~ methods and goals are also similar.

With the 15th amendment, all free citizens were given the right to vote.^(st) Women, however, were not included. Beginning in the ~~late~~ 1800s, under the leadership of Elizabeth Cady Stanton, Susan B. Anthony and so many others, women came to realize that they should be able to vote and started protesting for suffrage rights. (DOC 3). Women marched in parades, carrying banners saying things such as "Mr. President, how long must women wait for liberty." (DOC 3). Literature was another popular ~~way~~ ~~th~~ method especially for spreading the word and gaining support.

The handbill, "Twelve reasons why women should vote" listed reasons for granting women suffrage. For example: "Because to sum up all reasons in one - IT IS FOR THE COMMON GOOD OF ALL" (DOC 4). The National American Suffrage Association sent out 5,000,000 fliers one year in ~~addition~~ addition to books, posters, suffrage maps, leaflets, propaganda work, playing cards, stationery and parasols, which could be used in parades. (DOC 2).

African Americans began their civil rights movement in the 1950s with Rosa Parks' famous bus ride in 1955 (DOC 5). African Americans were mistreated in America even before the nation's birth. They were an enslaved people since the ~~16~~ 1600s and were mistreated ~~to~~ ~~up~~ to the mid-1900s and even up to today. (1) In the south there were many restaurants that served whites only. there were white only bathrooms and water fountains. African Americans had to sit in the back of the bus. They were discriminated against and

not given equal job opportunities. (OI) (DOC 8)
 Their primary goal was to end prejudice
 and to gain equal opportunities and civil rights.

Much like the ^{woman's} ~~feminist~~ suffragist movement, African Americans marched, ~~petitioned~~ and used literature as methods to achieve their goals. On August 28th, 1963, there was the infamous march for civil rights on Washington DC where activists sang, marched, and listened to speeches by the leaders, such as the "I Have A Dream" speech by Dr. Martin Luther King, Jr. (DOC 8) (OI). African Americans, under the guidance of King, protested nonviolently to gain their rights. (DOC 7) ~~DOC 8~~. They held sit-ins and sat at white only lunch counters until they were forced to move. (DOC 6).

Both the woman's Suffrage movement and the Civil Rights movement used peaceful protest ^{and literature} to achieve their goals. ~~Although the two movements~~ Their goals were similar in

that they wanted fairer treatment and recognition of their rights. Even though both these movements forced America to change for the better and made large strides within their respective fields, ~~both~~ there is still discrimination today that must be fought.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (women came to realize that they should be able to vote and started protesting suffrage rights; African Americans were discriminated against and not given equal job opportunities; literature was another popular method for spreading the word and gaining support; both groups wanted fairer treatment and recognition of their rights)
- Incorporates limited relevant information from documents 2, 3, 4, 5, 6, 7, and 8
- Presents some relevant outside information (although with the 15th amendment all free citizens were given the right to vote, women were not included; Elizabeth Cady Stanton was one of the leaders in the women's suffrage movement; African Americans were mistreated in America even before the nation's birth; African Americans were enslaved since the 1600s and mistreated even up to today; in the South, there were white only bathrooms and water fountains; Martin Luther King, Jr. made his "I Have a Dream" speech)
- Includes few relevant facts, examples, and details (women marched in parades and carried banners; National American Suffrage Association sent out flyers and other propaganda; Rosa Parks made her famous bus ride in 1955; in the South, many restaurants served whites only; African Americans had to sit in the back of the bus; Martin Luther King, Jr. led the march in Washington, D.C.; African Americans held sit-ins and sat at white only lunch counters until they were forced to move)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states discrimination still remains

Conclusion: Overall, the response fits the criteria for Level 2. Although some outside information is included, the lack of sufficient historical facts and details to support document information weakens the response. Good historical references introduce each section; however, the information that follows is generally a brief summary of document information.

In the late 1800's and early 1900's ~~womens~~ woman's suffrage ~~began to~~ became increasingly important for all woman in the United States. Similarly, the Civil Rights Movement of the 1950's and 1960's had the same effect on society, regardless of race. Both movements used similar methods to achieve their goal of equality.

During the Woman's suffrage movement, many strong and intelligent woman proved that woman had the same purpose in society and could ~~it~~ contribute the same way men did. Susan B. Anthony was a significant ~~role model~~ ^{role model} for all women because she refused to pay a fine she received for trying to vote at a general election. (doc. 1) Anthony argued that the fine was unjust and unconstitutional. She also urged women to act as she did and rebel against discriminative laws against women. Other ways women got their point across was with the use of marches, parades, and propaganda. (doc. 3) These women would march down streets ~~in~~ ^{with} signs, trying to get society to realize the injustice of not being able to vote. At the Seneca Falls Convention, many women were arrested for trying to

vote, which proves how unfairly women were treated. According to a poster entitled, "Twelve Reasons Why Women Should Vote," there were many valid reasons why all women were capable of contributing to legislation. (doc. 4) The poster explains ~~that~~ how laws affect women as much as they ~~affect~~ men, and that equality for women is for the common good of all people.

The civil rights movement was similar to the woman's suffrage movement because African Americans used the same methods, such as, protests, marches, sit-ins, writing letters, and literature, or propaganda. When facilities like restaurants or restrooms were labeled "whites only," often, African Americans would go against the laws of segregation. (doc. 6) Often, these protesters would be arrested, however they made clear the injustices they faced. In the court case Plessy v. Ferguson, the act of ~~the~~ "separate but equal" was passed ~~which~~ made segregation allowed. In a letter written by Martin Luther King, Jr, Dr. King

explains that the best way to achieve the goals of the civil rights movement is through the use of nonviolent protest methods. (doc. 7) According to Martin Luther King, Jr, the ~~goal~~ goal is to rise above prejudice and racism with negotiation and nonviolence. According to the New York Times, more than 200,000 marched for civil rights in Washington, D.C. in order to achieve equality and equal job opportunities. ^(doc. 8) This demonstrates Dr. King's goal of nonviolent protests to achieve equality. Finally, equality and civil rights was achieved.

Through these documents, it is clear that the most useful and effective way to accomplish civil rights and suffrage is through negotiation, nonviolence, and protests. Even though the methods were the same, they ~~not~~ accomplished the same thing for two different groups of people: equal rights.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (many strong and intelligent women proved that they had the same purpose in society and could contribute the same way men did; Susan B. Anthony urged women to act as she did and rebel against discriminative laws; women marched with signs to try and get society to realize the injustice of not being able to vote; African Americans used the same methods as women)
- Incorporates limited relevant information from documents 1, 3, 4, 6, 7, and 8
- Presents little relevant outside information (facilities like restrooms were labeled “whites only”; *Plessy v. Ferguson* allowed segregation)
- Includes few relevant facts, examples, and details (Susan B. Anthony was a significant role model for all women; Susan B. Anthony refused to pay a fine for trying to vote in the general election; women used marches, parades, and propaganda to get their point across; Martin Luther King, Jr. supports nonviolent protest methods; many marched in Washington, D.C. to achieve equality and equal job opportunities); includes some inaccuracies (many women were arrested for trying to vote at Seneca Falls; act of “separate but equal” was passed)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that infers that the same methods accomplished the same results

Conclusion: Overall, the response fits the criteria for Level 2. The goals and methods of both movements are interwoven in the discussion. Although a few good generalizations are included, they are not substantiated and this weakens their impact. In addition, some of the outside information is inaccurately explained.

The reason we learn about United States history and world history today is because it is said that history always repeats itself. By learning about past experiences you will not make the same mistakes in a similar event. An example of history repeating its self is the women's suffrage movement in the ~~late~~ 1800's and early 1900's, and the civil rights movement in the 1950's and 1960's.

Although there are a few differences in the ways citizens went about achieving their goals, many of their actions were similar. In document three it portrays the non-violent protesting that many women took part in, in 1913. Years later in the 1950's and 1960's document six depicts the non-violent actions of African Americans. African Americans chose to engage in non-violent activities because they saw the pleasing results that women achieved from them.

Also both the women's rights movement and the civil rights movement used as many ways possible to inform the public about the issues concerning them. As shown in document two the National American Suffrage Association drew attention to the public by printing millions of fliers, leaflets, books, posters, stationary, ect. to inform people that women should have the right to vote. Document eight shows how the civil right movement also had a big impact on the public. Document eight shows just how much of the public was involved in movement and how many people supported these ideas.

Further more, both of these movements in history had one main goal and that was to gain the right to vote. Document four discusses a number of different reasons as to why women deserve equal voting rights. Document nine shows how people went about gaining these rights. Many people marched and protested in order to get peoples attention and achieve their goals.

All in all the womens suffrage movement and the civil rights movement were very similar. Both movements demonstrated non-violent actions to achieve their goals. Such as sit-ins, marches, speeches. They also fought hard for suffrage. History repeats itself and successful actions taken in the past help influence actions later on in history.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (both movements used as many ways as possible to inform the public about the issues concerning them; women deserved equal voting rights for many different reasons); includes weak application (African Americans chose to engage in nonviolent activities because they saw the pleasing results women achieved from them)
- Incorporates limited relevant information from documents 2, 3, 4, 6, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (women and African Americans took part in nonviolent parades; National American Suffrage Association printed many items to inform people that women should have the right to vote; main goal of both groups was to gain the right to vote)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that focus on the theme that history repeats itself

Conclusion: Overall, the response fits the criteria for Level 2. The information that is used to discuss the methods for both movements is somewhat repetitive and generalized statements from the documents are not explained. A few sentences comparing the goals of the movements are mentioned within the discussion of methods used by both groups.

From the ~~late~~ 1800s to early 1900s and 1950s to the 1960s, women and blacks demonstrated and protested for equal rights and job opportunities. During both times the blacks and women both used similar methods to achieve their goals.

In document 3 it is shown that women protested like a parade down city streets to get equal voting rights. They used a non-violent method as did the blacks in document 8. They marched in Washington and had the leaders of the movement speak. Both methods gained a lot of attention since a large group walking down city streets and 200,000 people gathering in Washington doesn't happen everyday.

In document 4, twelve reasons for women's right to vote are given. The main two being "1. BECAUSE those who ~~dey~~ the laws should help to choose those who make the laws." and "3. BECAUSE laws which AFFECT women are now passed without consulting them." Considering women follow the laws passed about them without giving them a chance to voice their opinion it just seems right to let them vote. They got the "12 Reasons Why Women Should Vote" around by passing out fliers. Also in document 5

Blacks went about getting fair treatment on buses by talking to the authorities and the heads of the bus company. Both methods being non-violent and showed they just want equal treatment.

Finally document 6 shows blacks having a "sit-in" at an all whites counter. They are civilized people they aren't using force, why shouldn't they be served? The picture shows the black college students just patiently waiting to be served or removed.

Both women and blacks wanted equal rights and both went about it using non-violent methods. The previous statements support this.

Anchor Level 1-A

The response:

- Minimally develops all aspects of the task
- Is both descriptive and analytical (methods of both groups gained much attention because a large group gathering does not happen every day; since women follow the laws, it seems right to let them vote; blacks are civilized people and they are not using force, why shouldn't they be served)
- Incorporates limited relevant information from documents 3, 4, 5, 6, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (women and blacks protested for equal rights and job opportunities; blacks marched in Washington; women protested in a parade down city streets; blacks had the leaders of the movement speak)
- Demonstrates a general plan of organization, includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Although the few analytical statements included in the response would seem to merit a higher score, statements from document 4 are quoted and only isolated pieces of information are included from other documents. The goals of the civil rights movement are implied.

The women ~~suffrage~~ suffrage movement of the ~~1800s~~ 1800s and early 1900s and the civil rights movement of the 1950s and 1960s and many similar goals and similar methods of achieving those goals.

The ~~and~~ women's suffragists and the civil rights movement were very similar. They both had to push hard in order to obtain equal rights and justice. The women protested, advertised and picketed to get equal representation in the government. (Doc 3b) In Document 2 women published flyers, leaflets, books, posters, to get their point across to the government. In Document 6, the Blacks would go to a restaurant and just sit there until the waiter/waitress would serve them. During this time the women and the Black people both similarly fought for rights.

During these times the women and the Blacks both had goals that they wanted to ~~and~~ accomplish. In Document 4 the women made it their ultimate goal to list the reason why ~~that~~ they couldn't vote. Similarly, the Blacks in the civil rights movement their goal was to have equal rights and to have the right to vote. (Doc 9) The Blacks were being treated unfairly on the bus and they would go to the local authorities and bus company officials. (Doc 5) The goals that the women and the Blacks

Maintain would be a good one.

In conclusion, the women and the black's used different methods in order to make the goal and gain equal right. They used methods such as non violent direct action (Dr T), Advertising, picketing, flyers, books, posters, just to get equal rights, the right to vote and representation in the the government. So both side were ~~so~~ ~~so~~ Successful in ~~the~~ ~~the~~ gain right.

Anchor Level 1-B

The response:

- Minimally develops all aspects of the task
- Is descriptive (both movements had to work hard in order to obtain equal rights and justice; blacks would sit in a restaurant until the waiter/waitress could serve them); includes weak application of document information (women made it their ultimate goal to list the reasons they could not vote; blacks were being treated unfairly on the bus and they would go to the local authorities and bus company officials)
- Incorporates limited relevant information from documents 2, 3, 4, 5, 6, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (women protested, advertised, and picketed to get equal representation in the government; women published flyers, leaflets, and books to get their point across to the government)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that restates the methods used by both groups to gain rights

Conclusion: Overall, the response fits the criteria for Level 1. The goals of the woman's suffrage movement are stated and the methods used to achieve these goals are then listed. The supporting statements about the methods of the civil rights movement are limited to overgeneralizations.

Throughout our nation's history many have sought change and reform. During both the 1800's and 1950's and 1960's both women and blacks have demanded more rights. Both the Suffrage and civil Rights movements are similar in their goals and methods of achieving these goals.

Since early times women have often been given the short end of the stick when it comes to rights. Many women began to notice this, especially in America, when the right to vote was given only to men. Sparks began to fly when Elizabeth Cady Stanton and Lucretia Mott organized the Women's Rights convention in Seneca falls, New York. The group left the convention with a document called the Declaration of Sentiments. This document demanded equal rights for men and women. Susan B. Anthony was also well known for her achievements toward the movement. In the 1870's she and 16 other women were jailed for going to a local polling booth in a general election. When convicted and fined, she refused to pay a dime of the hefty \$10,000, stating that it was unjust. (Document 1.) Women also utilized flyers, posters, leaflets, and posters to state their cause. The National American Suffrage Association even produced playing cards and stationery with the words "Votes for Women" printed on them to gain attention (Document 2.) Posters displayed reasons such as: "... those who obey the laws should help to choose those who make laws." and "... laws affecting children should include a woman's point of view as well as the man's." (Document 4.) All of this was to show the nation what women wanted and deserved. Women's Rights Leaders demanded equality and the right to vote.

After the Civil War, blacks acquired the freedom they had so greatly desired. But this freedom was limited. Black men achieved the right to vote in the 15th Amendment, and actually achieved this goal before women. But still racial divides caused much turmoil for African Americans. Simply riding a bus could not be undergone without the interruption of segregation. This separation, made legal by the Supreme Court case of Plessy versus Ferguson angered many blacks. When reasoning and negotiation showed no progress, many turned to other measures. Ms. Rosa Parks' famous refusal to give up her seat stirred up many Americans. Others began to follow in the Crusade, refusing to sit in the back simply due to their color. (Document 5). Blacks also used marches on Washington, to demand freedom and jobs that they believed should be open for everyone, not just whites. (Document 8)

The similarities between these two movements is easily seen. As shown in Document 9, both women and blacks fought the massive barrier in Voting Discrimination. Women could be seen marching streets and standing with posters at corners. (Document 3). While it can be seen in document 8 that blacks took the same measures. Blacks, however, may have took a more hostile approach in some areas.

Many areas such as lunch counters could be the spot of fights and brawls when blacks entered (Document 6). But both African Americans and women cried out to the public for help, printing posters and displaying signs. Both fought for freedom and equality.

In the end, it is easily seen that both women's suffrage, and the civil Rights movement have much in common. In many ways they may have even aided the other. The 1800's and the 1950's and 1960's were the scene of a fight for one thing ... equality.

Throughout American history, various groups and minorities have had to struggle to be recognized by the government as having the same rights as white, Protestant males. From the 1800's through the turn of the century, women began to seek equal voting rights. Similarly, in the 1950's and 1960's, African Americans sought equality and the end of racial discrimination. Neither victory would be won easily.

The women's suffrage movement and ^{the} civil rights movement used similar tactics to achieve their goals. Many demonstrations were held, which the activists called "peaceful protest." Each group used civil disobedience to attract attention to their cause. — Susan B. Anthony and others attempted to vote and black college students sat at lunch counters throughout the South. Both groups faced some sort of prejudice, ~~while~~ ^{while} men would have women believe they were inferior, whites also sought to maintain ~~their~~ their imagined superiority over blacks. Each group was discriminated against at the polls. In the 1800's women didn't have the right to vote and were arrested and jailed when they tried to go to the polls. Blacks technically had the right to vote, but they were often prevented from exercising this right when prejudiced white men created literacy tests which many blacks couldn't pass, poll taxes which they couldn't pay, and a rule that stated that one could only vote if their grandfather had voted, which excluded almost all African Americans because their grandfathers had been slaves.

The public also reacted to each movement differently. The civil rights movement was particularly contested in the South, where racial discrimination had run rampant and been preserved by prejudiced officials ever since the civil war. Hate groups like the KKK, or Ku Klux Klan, responded violently to the mere idea of civil rights for African Americans. Riots and lynchings were common, in which the police did not help, but rather were the ones who struck first in defense of the law. Martin Luther King Jr. was one leader of the civil

rights movement who suggested a nonviolent approach, though rallies and marches such as those in Birmingham and Selma. King also proposed the creation of "tension" within communities so that the issue could no longer be ignored (Document 7). The women's suffrage movement created "tension" but was far less violent and protests were generally not accompanied by bloodshed. Women marched peacefully down city streets and carried posters in front of the White House. Through dedication to their cause, the women's suffrage movement was successful in convincing Congress to pass the 19th amendment. Later women became political activists in the civil rights movement. Notably, Rosa Parks refused to give up her seat on the bus for a white person, creating a storm of controversy and a new, strong example for other civil rightists to follow. While women had been denied the right to vote, African Americans had to fight voting restrictions and had to combat segregation in schools, churches, and nearly all public places, which had been legalized by the "separate but equal" clause established by the Supreme Court.

Both women and African Americans succeeded in their goals – to an extent. Today, even though women gained suffrage through ^{the} leadership of women like Susan B. Anthony and Elizabeth Cady Stanton, the ideal of true professional and societal equality has yet to be achieved in some states. Despite the legal equality that African Americans have achieved through Supreme Court cases and Congressional legislation, remnants of prejudice remain in the hearts of many. However, these movements set a precedent for change and reform that continues today. Though they had ~~the~~ different goals, the civil rights and women's suffrage movements used similar methods to take vital steps towards true equality for all.

Our country was founded on the basis of freedom and equality. We have found, however, that this quality has not always gone inviolate. As a result, the woman's suffrage movement of the 1800s and early 1900s as well as the civil rights movement of the 1950s and 1960s arose. With similar goals, these two movements also used similar means to accomplish these goals.

History has shown that women in America pursued social reform with great fervor. Whether it is Harriet Beecher Stowe's criticism of the institution of slavery in Uncle Tom's Cabin or Jane Addams's founding of "Hull House" in Chicago, women have shown great interest in social reform. The culmination of these social reform activities occurred when women decided to organize to get the right to vote for themselves. Parades with women demonstrating for their rights through spoken words and waving banner became common (Doc. 3). Leaders such as Susan B. Anthony (later immortalized in coin) used civil disobedience, when she refused to pay her fine, to shed light on unjust voting laws. (Doc. 1) Publishing companies were created to spread awareness through the written word (Doc. 2).

Documents such as the Declaration of Sentiments and the Massachusetts Suffragists Flyer often served as a list of grievances and/or reasons why women should be afforded the vote. (Doc. 4) In the end, through great persistence, women were granted the right to vote in the 19th amendment.

A similar social reformation arose in the civil rights movement. After the Civil War, all slaves were emancipated and given rights in the

13th and 14th and 15th amendments. These amendments were often ignored or counteracted by Jim Crow laws in the South. Furthermore, segregation practices proved demeaning and dehumanizing. Again, civil disobedience was used in order that equality be achieved. Such practices as were carried out in Montgomery, Alabama busing required attention so that the public might be appalled at the injustices. (Doc 5) Sit-ins were used to shed light on ludicrous segregation and prejudice. (Doc 6) Just as women did decades before, the civil rights activists had to fight all kinds of chauvinism and discrimination (Doc 9) Where Susan B. Anthony led the women's movement, Dr. Martin Luther King, Jr. emerged to lead his people in protest (Doc 7) Where woman had used peaceful parades, the civil rights activists used marches in places like Selma, Alabama and even Washington, D.C. (Doc 8) In the end, civil rights activists were also successful in achieving their goals.

It is not a simple task establishing justice and ensuring equality. Only through hard work and reform are we able to avoid the ugly prejudice that plagues our past. Wherever tyranny and injustice rear their ugly head, the American people have responded.

From the late 1800s until 1960s there were many people that wanted change in the United States. During the late 1800s and the early 1900s the woman's suffrage movement was taking place. This movement used some of the same methods and had similar goals to that of a movement that had not yet begun; the Civil Rights Movement of the 1950s and 1960s. While both movements had plenty of similarities they also had a few differences.

The woman's suffrage movement used pamphlets and flyers as a method to achieve their goals. They wanted the right to vote so they used playing cards, stationery, calendars, dinner cards and postcards with "Votes for women" printed on them to help get the goals achieved (document 2). They also handed out fliers listing the reasons women should have the right to vote. (document 4).

The Civil Rights movement used some different methods for getting the goals across. They had blacks sit at an "all whites" counter and wait to get served (doc.

6b). They used sit-ins and nonviolent direct action to get ~~in~~ what they wanted. (document 8).

These two movements also had some similarities. They both wanted equality and used marches to portray their needs (doc. 3 and doc. 9). They wanted their concerns to be heard so they made sure they used large groups to ~~in~~ attract as much attention as possible.

Both movements had very important goals and used strategic methods to assure that they were achieved. They both had long-lasting effects.

The women's suffrage movement of the late 1800s and early 1900s and the civil rights movement of the 1950s and 1960s had many similar goals and similar methods of achieving those goals. The major goals of both movements was to end prejudice and discrimination. Similar methods used to achieve these goals were resistance, reasoning, and demonstrating.

Both the civil rights movement for women and the civil rights movement for African Americans used the method of demonstrating to achieve their goals. In 1913, the women's Suffragists' Parade made society aware of their cause by marching through the streets holding signs that demanded rights. The March for Rights on August 28, 1963 was a demonstration in Washington to demand rights for African Americans. The march showed society that African Americans would not keep quiet until they gain the equality promised to them by Abraham Lincoln after the Civil War. (Documents 3a and 8).

Another method used in both civil rights movements was nonviolent resistance. On November 5, 1872, Susan B. Anthony defied the law and went to vote in the general election. When she was taken to jail and fined, she continued her method of resistance to a tyrannical society by refusing to pay her fine. African Americans also held sit-ins at public places,

such as white-only restaurants and refused to leave until they were acknowledged and served. (Documents 1 and 6b)

The two civil rights movements also used another, nonviolent method of reasoning to gain rights. The Massachusetts Women Suffrage Association created a list of Twelve Reasons why women should vote. They gave reasons such as "Those who obey the laws should help to choose those who make the laws." African Americans also tried the method of reasoning. In response to violent actions because of racism on Montgomery buses, activists tried to reason with local authorities and bus company officials to end the cruelty. By responding to violence with nonviolence, activists thought they could reach their goals. (Documents 4 and 5)

A method used to make society more aware of the problems of African Americans is literature. *To Kill a Mockingbird* by Harper Lee and *Uncle Tom's Cabin* are two examples of books that helped society become aware of the discrimination and racism faced by ~~African~~ African Americans. African American activists as well as Women's Rights activists looked to the ideas of the Enlightenment to make their arguments. They relied strongly on John Locke's idea of natural rights to justify their demands for basic equality. (D. 1.)

The Women's Rights Movement and the Civil Rights Movement for African Americans both shared the

common goal of ending social prejudices. Even though the groups were fighting for the rights of different people, they used the same methods to achieve their goals.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the similarities between the woman's suffrage movement and the civil rights movement
- Is more descriptive than analytical (since early times, women have often been given the short end of the stick when it comes to rights; after the Civil War, blacks acquired the freedom they had so greatly desired although it was limited; racial divides caused much turmoil for African Americans; when reasoning and negotiation showed no progress, many turned to other measures; blacks believed that jobs should be open to everyone, not just whites; blacks had a more hostile approach in some areas; both African Americans and women cried out to the public for help)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 6, 8, and 9
- Incorporates relevant outside information (sparks began to fly when Elizabeth Cady Stanton and Lucretia Mott organized the women's rights convention in Seneca Falls, New York; group left the convention with the *Declaration of Sentiments*, which demanded equal rights for men and women; black men achieved the right to vote in the 15th amendment and achieved it before women; separation was made legal by *Plessy v. Ferguson*; Rosa Parks refused to give up her seat and stirred up many Americans)
- Includes some relevant facts, examples, and details (originally, the right to vote was given only to men; Susan B. Anthony and 16 other women were jailed for going to a local polling booth in a general election and she refused to pay a fine; National American Suffrage Association produced playing cards and stationery to show the nation what women wanted and deserved; blacks used marches on Washington)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states that not only did both movements fight for equality, but in many ways the movements helped each other

Conclusion: Overall, the response fits the criteria for Level 3. A few well-placed outside references strengthen the discussion. The response indicates a satisfactory understanding of how the woman's suffrage movement and the civil rights movement are similar.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the similarities and the differences between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of goals of the movements and methods used by the movements to achieve these goals
- Is more analytical than descriptive (while men would have women believe they were inferior, whites also sought to maintain their imagined superiority over blacks; racial discrimination had run rampant in the South and had been preserved by prejudiced officials since the Civil War; ideal of true professional and societal equality has yet to be achieved in some states; despite the legal equality achieved through Supreme Court cases and congressional legislation for African Americans, remnants of prejudice remain in the hearts of many)
- Incorporates relevant information from documents 1, 3, 5, 6, and 7
- Incorporates substantial relevant outside information (each group used civil disobedience to attract attention to their cause; blacks technically had the right to vote; prejudiced white men created literacy tests which many blacks could not pass, poll taxes which they could not pay, and a rule that stated one could only vote if their grandfather voted; civil rights movement was particularly contested in the South; riots and lynching were common, in which the police did not help, but rather were the ones who struck first in the defense of the law; woman's suffrage movement was successful in convincing Congress to pass the 19th amendment; African Americans had to fight voting restrictions and combat segregation in schools, churches, and nearly all public places, which had been legalized by the "separate but equal" clause)
- Richly supports the theme with relevant facts, examples, and details (demonstrations were held; Susan B. Anthony and others attempted to vote; black college students sat at lunch counters throughout the South; Martin Luther King, Jr. was one leader of the civil rights movement who suggested a nonviolent approach; women were also included in the civil rights movement; Rosa Parks refused to give up her seat on the bus for a white person; Susan B. Anthony was a leader of the suffrage movement)
- Demonstrates a logical and clear plan of organization; includes an introduction that states that various groups and minorities have had to struggle to be recognized by the government and to have the same rights as white Protestant males and a conclusion that states these movements set a precedent for change and reform that continues today

Conclusion: Overall, the response fits the criteria for Level 5. The integration of historical information and document analysis contributes to the effectiveness of this response. The analysis and discussion of outside information demonstrates a strong understanding that although both groups achieved their goals, full equality has eluded them.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task by discussing the similarities between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of goals of the movements and methods used by the movements to achieve these goals
- Is both descriptive and analytical (the culmination of social reform activities occurred when women decided to organize and get the right to vote for themselves; segregation practices proved demeaning and dehumanizing; practices, carried out in Montgomery, Alabama, busing, required attention so that the public might be appalled at the injustices; sit-ins were used to shed light on ludicrous segregation and prejudice; civil rights activists had to fight all kinds of chauvinism and discrimination just as women had done decades before)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (Harriet Beecher Stowe's criticism of the institution of slavery in *Uncle Tom's Cabin* and Jane Addams founding of Hull House in Chicago are examples of how women have shown great interest in social reform; *Declaration of Sentiments* served a list of grievances and reasons women should be afforded the vote; women were granted the right to vote in the 19th amendment because of their great persistence; after the Civil War, all slaves were emancipated and given rights in the 13th, 14th, and 15th amendments; amendments were often ignored or counteracted by Jim Crow laws in the South)
- Supports the theme with relevant facts, examples, and details (parades with women demonstrating for their rights through spoken word and waving banners became common; Susan B. Anthony refused to pay her fine; publishing companies were created to spread awareness through the written word; Martin Luther King, Jr. emerged to lead his people in protest)
- Demonstrates a logical and clear plan of organization; includes an introduction that states that even though our country was founded on the basis of freedom and equality, the women's suffrage movement and the civil rights movement prove differently and a conclusion that states that establishing justice and insuring equality is not a simple task

Conclusion: Overall, the response fits the criteria for Level 4. Factual development is somewhat weak as good historical information is mentioned but not explained. However, the response does a good job of selecting key elements from the documents and integrating some relevant outside information.

Practice Paper D—Score Level 1

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (both groups wanted their concerns to be heard, so they made sure to use large groups to attract as much attention as possible)
- Incorporates limited relevant information from documents 2, 3, 4, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (woman's movement used pamphlets and flyers; blacks used sit-ins and nonviolent direct action)
- 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 1. The response demonstrates a limited understanding of the similarities and differences of the two movements. Generally a goal is stated and simplistic statements from the documents are used to mention methods used to achieve those goals.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the similarities between the woman's suffrage movement and the civil rights movement
- Is both descriptive and analytical (march in Washington showed society that African Americans would not keep quiet until they gained the equality promised to them; Susan B. Anthony continued her method of resistance to a tyrannical society by refusing to pay her fine; by responding to violence with nonviolence, activists thought they could reach their goals)
- Incorporates some relevant information from documents 1, 3, 4, 5, 6, and 8
- Incorporates limited relevant outside information (Abraham Lincoln promised African Americans equality after the Civil War; *To Kill a Mockingbird* and *Uncle Tom's Cabin* were two books that helped society become aware of the discrimination and racism faced by African Americans; both African Americans and suffragists looked to the ideas of the Enlightenment to make their arguments)
- Includes some relevant facts, examples, and details (both movements used demonstration to achieve their goals; suffragists used parades to make society aware of their cause; African Americans marched in Washington to demand rights; Susan B. Anthony defied the law and went to vote in the general election; African Americans held sit-ins at public places and refused to leave until they were acknowledged and served; Massachusetts Woman Suffrage Association gave reasons women should vote; there was racism on Montgomery buses; John Locke's idea of natural rights)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state the similar goals and methods of both movements

Conclusion: Overall, the response fits the criteria for Level 3. The inclusion of literature adds a different dimension to the discussion. Resistance, reasoning, demonstrating, and literature are effectively used as a framework to discuss the similarities between the two movements.

United States History and Government Specifications Grid

June 2007

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change: Industrialization	Standards 1, 3, and 4: US and NY History; Geography; Economics
Document-based Essay	Reform Movements: Women's Suffrage, Civil Rights	Standards 1 and 5: US and NY History; Civics, Citizenship, and Government

The *Chart for Determining the Final Examination Score for the June 2007 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.emsc.nysed.gov/osa/exameval>.
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.

Rating Guide Survey: *Help Wanted*

Social Studies Teachers/Supervisors: Please take a few minutes to complete the State Education Department's Social Studies Rating Guide survey, available online at <http://www.forms.nysed.gov/emsc/osa/exameval/ssratingguides.htm>.

Your feedback on how social studies rating guides are used will help us improve them. The survey pertains to the rating guides for both Regents examinations (Global History and Geography, and U.S. History and Government). This survey affords teachers and supervisors the opportunity to comment on what they like or do not like about the Regents rating guides in general.

This survey is also available at www.emsc.nysed.gov/osa/. Select **scoring information**, then select ***Social Studies Rating Guide Survey***. This survey will be available only through July 2007.



Regents Examination in United States History and Government – June 2007

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 44 would receive a final examination score of 79.

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	0	0	2	5	8	11	14	17	21	25	29	33
	1	1	3	6	9	12	15	19	22	26	30	34
	2	2	4	7	10	13	16	20	24	27	32	36
	3	3	5	8	11	14	17	21	25	29	33	37
	4	4	6	9	12	15	19	22	26	30	34	39
	5	5	7	10	13	16	20	24	27	32	36	40
	6	6	8	11	14	17	21	25	29	33	37	42
	7	7	9	12	15	19	22	26	30	34	39	43
	8	8	10	13	16	20	24	27	32	36	40	45
	9	9	11	14	17	21	25	29	33	37	42	46
	10	10	12	15	19	22	26	30	34	39	43	48
	11	11	13	16	20	24	27	32	36	40	45	49
	12	12	14	17	21	25	29	33	37	42	46	51
	13	13	15	19	22	26	30	34	39	43	48	52
	14	14	16	20	24	27	32	36	40	45	49	54
	15	15	17	21	25	29	33	37	42	46	51	55
	16	16	19	22	26	30	34	39	43	48	52	57
	17	17	20	24	27	32	36	40	45	49	54	58
	18	18	21	25	29	33	37	42	46	51	55	60
	19	19	22	26	30	34	39	43	48	52	57	61
	20	20	24	27	32	36	40	45	49	54	58	63
	21	21	25	29	33	37	42	46	51	55	60	65
	22	22	26	30	34	39	43	48	52	57	61	66
	23	23	27	32	36	40	45	49	54	58	63	67
	24	24	29	33	37	42	46	51	55	60	65	68
	25	25	30	34	39	43	48	52	57	61	66	70
	26	26	32	36	40	45	49	54	58	63	67	71
	27	27	33	37	42	46	51	55	60	65	68	73
	28	28	34	39	43	48	52	57	61	66	70	74
	29	29	36	40	45	49	54	58	63	67	71	75
	30	30	37	42	46	51	55	60	65	68	73	76
	31	31	39	43	48	52	57	61	66	70	74	78
	32	32	40	45	49	54	58	63	67	71	75	79

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	33	37	42	46	51	55	60	65	68	73	76	80
	34	39	43	48	52	57	61	66	70	74	78	81
	35	40	45	49	54	58	63	67	71	75	79	82
	36	42	46	51	55	60	65	68	73	76	80	84
	37	43	48	52	57	61	66	70	74	78	81	85
	38	45	49	54	58	63	67	71	75	79	82	86
	39	46	51	55	60	65	68	73	76	80	84	87
	40	48	52	57	61	66	70	74	78	81	85	88
	41	49	54	58	63	67	71	75	79	82	86	89
	42	51	55	60	65	68	73	76	80	84	87	90
	43	52	57	61	66	70	74	78	81	85	88	91
	44	54	58	63	67	71	75	79	82	86	89	92
	45	55	60	65	68	73	76	80	84	87	90	93
	46	57	61	66	70	74	78	81	85	88	91	94
	47	58	63	67	71	75	79	82	86	89	92	95
	48	60	65	68	73	76	80	84	87	90	93	95
	49	61	66	70	74	78	81	85	88	91	94	96
	50	63	67	71	75	79	82	86	89	92	95	96
	51	65	68	73	76	80	84	87	90	93	95	96
	52	66	70	74	78	81	85	88	91	94	96	97
	53	67	71	75	79	82	86	89	92	95	96	97
	54	68	73	76	80	84	87	90	93	95	96	97
	55	70	74	78	81	85	88	91	94	96	97	97
	56	71	75	79	82	86	89	92	95	96	97	98
	57	73	76	80	84	87	90	93	95	96	97	98
	58	74	78	81	85	88	91	94	96	97	97	98
	59	75	79	82	86	89	92	95	96	97	98	98
	60	76	80	84	87	90	93	95	96	97	98	99
	61	78	81	85	88	91	94	96	97	97	98	99
	62	79	82	86	89	92	95	96	97	98	98	99
	63	80	84	87	90	93	95	96	97	98	99	99
	64	81	85	88	91	94	96	97	97	98	99	99
	65	82	86	89	92	95	96	97	98	98	99	100