

# REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# UNITED STATES HISTORY AND GOVERNMENT

**Thursday, January 24, 2008 — 9:15 a.m. to 12:15 p.m., only**

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

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

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

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

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

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

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

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

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

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

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

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

## Part I

### Answer all questions in this part.

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

- 1 The relatively flat, grassy region of the United States between the Mississippi River and the Rocky Mountains is known as the
  - (1) Great Plains
  - (2) Great Basin
  - (3) Coastal Plain
  - (4) Piedmont
- 2 Which geographic feature contributed the most to the development of commerce throughout colonial America?
  - (1) mountains
  - (2) grasslands
  - (3) natural harbors
  - (4) interior lakes
- 3 Which heading best completes the partial outline below?

I. \_\_\_\_\_

A. Villages with town meetings

B. Small farms and commercial fishing

C. First American college

  - (1) New England Colonies
  - (2) Middle Colonies
  - (3) Southern Colonies
  - (4) Spanish Colonies
- 4 In the publication *Common Sense*, Thomas Paine argued that the American colonies should
  - (1) approve the Treaty of Paris (1763)
  - (2) ratify the Constitution of the United States
  - (3) end their political relationship with Great Britain
  - (4) support the policies of King George III
- 5 The Articles of Confederation and the United States Constitution both provided for
  - (1) an executive branch
  - (2) a national legislature
  - (3) a political party system
  - (4) a presidential cabinet
- 6 During the debate over the ratification of the Constitution, Antifederalists argued that
  - (1) the new Constitution left too much political power to state governments
  - (2) a strong national government would gain respect from European nations
  - (3) checks and balances were unnecessary in a federal government
  - (4) the new Constitution would threaten the rights of individual citizens
- 7 The conflict over representation in Congress was addressed at the Constitutional Convention of 1787 by
  - (1) creating a two-house legislature
  - (2) limiting the terms of lawmakers to four years
  - (3) giving Congress implied powers
  - (4) ending the importation of enslaved persons
- 8 Which action is an example of judicial review?
  - (1) The president proposes a bill to reduce the powers of the federal courts.
  - (2) A state court finds a defendant guilty of murder.
  - (3) The Supreme Court declares a federal law unconstitutional.
  - (4) The Senate approves a president's nominee for the Supreme Court.
- 9 “. . . I know too that it is a maxim [rule] with us, and I think it a wise one, not to entangle ourselves with the affairs of Europe. . . .”

— Thomas Jefferson, December 21, 1787,  
Library of Congress

Which document most clearly reflects the advice given in this statement?

  - (1) Albany Plan of Union
  - (2) Articles of Confederation
  - (3) Bill of Rights
  - (4) Washington's Farewell Address

- 10 Which presidential role resulted from practice and custom rather than from constitutional authority?
- (1) commander in chief
  - (2) chief executive
  - (3) head of his political party
  - (4) head of state
- 11 Extending the right to vote in national elections to formerly enslaved African Americans, women, and all citizens at least eighteen years old was accomplished through
- (1) constitutional amendments
  - (2) congressional laws
  - (3) presidential executive orders
  - (4) Supreme Court decisions
- 12 The foreign policies of President James Polk involving Texas, California, and the Oregon Territory were all efforts to
- (1) remain neutral toward western territories
  - (2) continue traditional American isolationism
  - (3) weaken the Monroe Doctrine
  - (4) fulfill the goal of Manifest Destiny
- 13 The Declaration of Sentiments, adopted at the Seneca Falls Convention in 1848, was significant because it
- (1) promoted the idea of equal rights for women
  - (2) demanded the immediate abolition of slavery
  - (3) called for the prohibition of alcoholic beverages
  - (4) asked government to restrict harmful business practices
- 14 The Reconstruction plans of President Abraham Lincoln and President Andrew Johnson included a provision for the
- (1) resumption of full participation in Congress by Southern States
  - (2) long-term military occupation of the Confederacy
  - (3) payment of war reparations by Southern States
  - (4) harsh punishment of former Confederate officials
- 15 Passage of the Homestead Act and of legislation supporting the construction of transcontinental railroads demonstrated the federal government's commitment to
- (1) limits on big business
  - (2) settlement of western territories
  - (3) conservation of natural resources
  - (4) equality for all immigrants
- 16 Which factor contributed the most to urbanization in the late 1800s?
- (1) assimilation
  - (2) industrialization
  - (3) imperialism
  - (4) nullification
- 17 In the late 1800s, free and unlimited coinage of silver was supported by farmers primarily because they hoped this policy would
- (1) make foreign crop prices less competitive
  - (2) allow farmers to grow a greater variety of crops
  - (3) increase crop prices and make it easier to repay loans
  - (4) bring about political equality between rural and urban residents
- 18 During the late 1800s and early 1900s, the term *robber baron* best defined a person who
- (1) controlled large tracts of western lands
  - (2) used ruthless business tactics
  - (3) stole from the rich to give to the poor
  - (4) encouraged the conservation of raw materials

**GO ON TO THE NEXT PAGE ➡**

Base your answers to questions 19 and 20 on the newspaper headlines below and on your knowledge of social studies.



**\$50,000 REWARD—WHO DESTROYED THE MAINE?—\$50,000 REWARD**

EDITION FOR GREATER NEW YORK

# NEW YORK JOURNAL

AND ADVERTISER



---

NEW YORK, THURSDAY, FEBRUARY 17, 1898

## DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY

**\$50,000!**

**\$50,000 REWARD!**

For the Detection of the  
Perpetrator of  
the Maine Outrage!

The New York Journal... (text continues in small print)

Assistant Secretary Roosevelt  
Convinced the Explosion of  
the War Ship Was Not  
an Accident.

The Journal Offers \$50,000  
Reward for the Conviction of the  
Criminals Who Sent 258 American  
Sailors to Their Death.  
Naval Officers Unanimous That  
the Ship Was Destroyed  
on Purpose.

**\$50,000!**

**\$50,000 REWARD!**

For the Detection of the  
Perpetrator of  
the Maine Outrage!

The New York Journal... (text continues in small print)

Source: "Crucible of Empire," PBS Online (adapted)

- 19 The headlines in this newspaper are an example of
- |                             |                           |
|-----------------------------|---------------------------|
| (1) yellow journalism       | (3) muckraking literature |
| (2) investigative reporting | (4) government censorship |
- 20 Publication of this and similar news stories encouraged Congress to
- |                          |                                      |
|--------------------------|--------------------------------------|
| (1) declare war on Spain | (3) pass antiterrorist legislation   |
| (2) improve naval safety | (4) conduct a criminal investigation |

Base your answers to questions 21 and 22 on the chart below and on your knowledge of social studies.

Immigration Before and After Quota Laws	From Northern and Western Europe	From Southern and Eastern Europe and Asia
Average annual number of immigrants before quotas (1907–1914)	176,983	685,531
Emergency Quota Act of 1921	198,082	158,367
Quotas in Immigration Act of 1924	140,999	21,847

Source: Thomas A. Bailey et al., *The American Pageant*, Houghton-Mifflin (adapted)

21 What was an effect of the immigration laws of 1921 and 1924?

- (1) reduction of immigration from southern and eastern Europe and Asia
- (2) establishment of equality among ethnic groups seeking entrance to the United States
- (3) increase in the total number of immigrants allowed to enter the United States
- (4) removal of restrictions from the nations of northern and western Europe

22 One reason for the passage of the laws shown in this chart was to

- (1) limit economic growth
- (2) protect the jobs of workers in the United States
- (3) improve working conditions in American factories
- (4) promote non-European immigration

23 In the late 19th and early 20th centuries, the United States became involved in Latin America primarily to

- (1) establish new colonies
- (2) protect economic and security interests
- (3) raise the living standards of Latin Americans
- (4) stop the flow of illegal drugs into the United States

24 The Federal Reserve Act of 1913 was intended to

- (1) create a national parks system
- (2) regulate the stock market
- (3) control the nation's money supply
- (4) establish homelands for Native American Indians

25 Which geographic feature most influenced the ability of the United States to protect its mainland from attack during World War I?

- (1) Gulf of Mexico
- (2) Great Lakes
- (3) Pacific Ocean
- (4) Atlantic Ocean

26 Which argument was used by the Supreme Court in reaching its “clear and present danger” ruling in *Schenck v. United States* (1919)?

- (1) The military is under civilian control.
- (2) Powers are separated between the federal and state governments.
- (3) Constitutional rights are not absolute.
- (4) The Constitution provides for equal protection under the laws

Base your answer to question 27 on the poem below and on your knowledge of social studies.

**I, Too**

I, too, sing America.

I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.

Tomorrow,  
I'll be at the table  
When company comes.  
Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.

Besides,  
They'll see how beautiful I am  
And be ashamed —

I, too, am America.

— Langston Hughes, in Rampersad and Roessel, eds.,  
*The Collected Poems of Langston Hughes*,  
Alfred A. Knopf

- 27 This Langston Hughes poem illustrates a major theme of the Harlem Renaissance by
- (1) supporting the creation of colleges operated by African Americans
  - (2) stressing the need for economic reform
  - (3) expressing the pride and hope of many African Americans
  - (4) detailing mistreatment of African Americans by the music industry
- 

- 28 Which statement about the stock market crash of 1929 is most accurate?
- (1) It was the single cause of the Great Depression.
  - (2) It was caused by the effects of the Great Depression.
  - (3) It continued long after the Great Depression ended.
  - (4) It helped lead to the Great Depression.
- 29 One major way President Franklin D. Roosevelt's New Deal tried to combat the effects of the Great Depression was by
- (1) keeping workers' wages low
  - (2) increasing protective tariff rates
  - (3) giving states more control over the federal budget
  - (4) funding public works relief programs
- 30 In 1937, President Franklin D. Roosevelt was criticized for his proposal to add justices to the United States Supreme Court because these appointments would have
- (1) broken earlier campaign promises
  - (2) violated the constitutional limit on the number of justices
  - (3) threatened the system of checks and balances
  - (4) established a more conservative Court
- 31 Which action by the United States best represents United States foreign policy in the 1930s?
- (1) passing the Neutrality Acts
  - (2) creating the Southeast Asia Treaty Organization (SEATO)
  - (3) deciding to create the United Nations
  - (4) joining the Allied powers

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

<b>CLASS OF SERVICE</b> This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.	<b>WESTERN UNION</b> A. N. WILLIAMS PRESIDENT NEWCOMB CARLTON CHAIRMAN OF THE BOARD J. C. WILLEVER FIRST VICE-PRESIDENT	1201	<b>SYMBOLS</b> DL = Day Letter NT = Overnight Telegram LC = Deferred Cable NLT = Cable Night Letter Ship Radiogram
The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination.			
H8N H 37 NT 5 EXA			
QR NEWYORK DEC 7 1941			
HIS EXCELLENCY THE PRESIDENT OF THE U.S. WASHDC			
WE THE AMERICAN CITIZENS OF JAPANESE DESCENT OF NEWYORKCITY AND VICINITY JOIN ALL AMERICANS IN CONDEMNING JAPANESE AGGRESSION AGAINST OUR COUNTRY AND SUPPORT ALL MEASURES TAKEN FOR THE DEFENSE OF THE NATION.			
X <u>TOZAI CLUB OF NEWYORK</u> 323 WEST 108 ST NEWYORKCITY			

Source: New York State Education Department, *Consider the Source: Historical Records in the Classroom*, State Archives and Records Administration (adapted)

32 This telegram was sent as a response to the

- (1) start of World War II
- (2) attack on Pearl Harbor
- (3) passage of a law to ban Japanese immigration
- (4) drafting of Japanese Americans into the military

33 A major purpose of the GI Bill was to provide World War II veterans with

- (1) educational opportunities after the war
- (2) protection against racial discrimination
- (3) civilian jobs in the military
- (4) increased Social Security payments

34 The Truman Doctrine, the Marshall Plan, and the North Atlantic Treaty Organization (NATO) were all part of the foreign policy of

- (1) isolationism
- (2) détente
- (3) colonialism
- (4) containment

Base your answers to questions 35 and 36 on the program below and on your knowledge of social studies.

# MARCH ON WASHINGTON FOR JOBS AND FREEDOM

AUGUST 28, 1963

## LINCOLN MEMORIAL PROGRAM

- |   |   |
|---|---|
| 1. The National Anthem                            | <i>Led by Marian Anderson.</i>  |
| 2. Invocation                                     | The Very Rev. Patrick O'Boyle, <i>Archbishop of Washington.</i>   |
| 3. Opening Remarks                                | A. Philip Randolph, <i>Director March on Washington for Jobs and Freedom.</i>   |
| 4. Remarks  | Dr. Eugene Carson Blake, <i>Stated Clerk, United Presbyterian Church of the U.S.A.; Vice Chairman, Commission on Race Relations of the National Council of Churches of Christ in America.</i> |
| 5. Tribute to Negro Women<br>Fighters for Freedom | Mrs. Medgar Evers   |
| Daisy Bates                                       |   |
| Diane Nash Bevel                                  |   |
| Mrs. Medgar Evers                                 |   |
| Mrs. Herbert Lee                                  |   |
| Rosa Parks  |   |
| Gloria Richardson                                 |   |
| 6. Remarks  | John Lewis, <i>National Chairman, Student Nonviolent Coordinating Committee.</i>  |
| 7. Remarks  | Walter Reuther, <i>President, United Automobile, Aerospace and Agricultural Implement Workers of America, AFL-CIO; Chairman, Industrial Union Department, AFL-CIO.</i>                        |
| 8. Remarks  | James Farmer, <i>National Director, Congress of Racial Equality.</i>  |
| 9. Selection                                      | Eva Jessye <i>Choir</i>   |
| 10. Prayer  | Rabbi Uri Miller, <i>President Synagogue Council of America.</i>  |
| 11. Remarks                                       | Whitney M. Young, Jr., <i>Executive Director, National Urban League.</i>  |
| 12. Remarks                                       | Mathew Ahmann, <i>Executive Director, National Catholic Conference for Interracial Justice.</i>   |
| 13. Remarks                                       | Roy Wilkins, <i>Executive Secretary, National Association for the Advancement of Colored People.</i>  |
| 14. Selection                                     | Miss Mahalia Jackson  |
| 15. Remarks                                       | Rabbi Joachim Prinz, <i>President American Jewish Congress.</i>   |
| 16. Remarks                                       | The Rev. Dr. Martin Luther King, Jr., <i>President, Southern Christian Leadership Conference.</i>   |
| 17. The Pledge                                    | A Philip Randolph   |
| 18. Benediction                                   | Dr. Benjamin E. Mays, <i>President, Morehouse College.</i>  |

### "WE SHALL OVERCOME"

Source: March on Washington Program, National Archives and Records Administration (adapted)

35 Which conclusion is most clearly supported by information in this program?

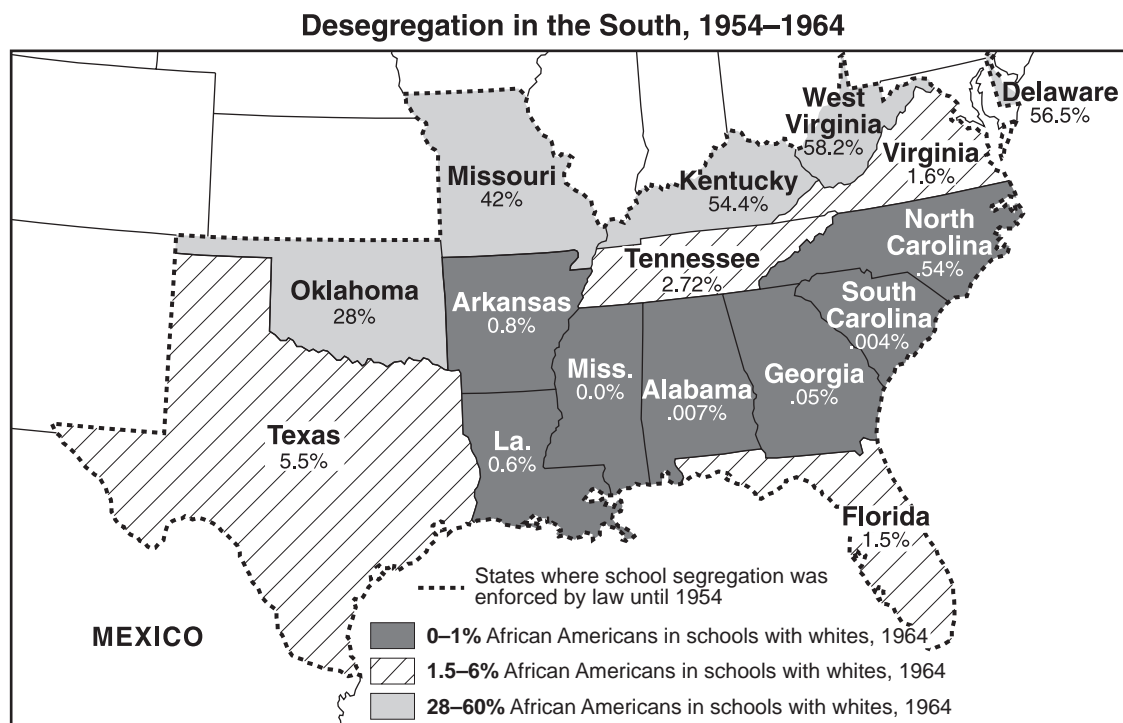
- (1) Opponents of racial integration were allowed equal time on the program.
- (2) Support for the March on Washington came from a variety of groups.
- (3) Freedom of religion was an important goal of the March.
- (4) The March was directed at southern state legislators.

36 Rosa Parks was honored at the March on Washington for her part in

- (1) bringing about the Montgomery bus boycott
- (2) integrating Little Rock Central High School
- (3) forming the Student Nonviolent Coordinating Committee
- (4) organizing lunch counter sit-ins in Greensboro, North Carolina



Base your answers to questions 37 and 38 on the map below and on your knowledge of social studies.



Source: Mary Beth Norton et al., *A People and a Nation*, Vol. II, 1986 (adapted)

37 Which conclusion about the success of efforts to end segregation in public schools in the 1950s and 1960s can be drawn from the map?

- (1) In 1964, a majority of southern states had no integrated schools.
- (2) State governments were slow to integrate public school systems.
- (3) A higher percentage of African American students attended integrated public schools in Arkansas than in Oklahoma.
- (4) Prior to 1964, a majority of African American students attended integrated schools in former Confederate States.

38 The information on the map shows how southern states responded to

- (1) demands for affirmative action programs
- (2) civil rights legislation to ban segregation in restaurants
- (3) state programs to implement school busing initiatives
- (4) the Supreme Court decision in *Brown v. Board of Education of Topeka*

39 What was the primary reason Richard Nixon resigned his presidency?

- (1) He was convicted of several serious crimes.
- (2) He was facing impeachment by the House of Representatives.
- (3) His reelection was declared invalid by the Supreme Court.
- (4) His actions in Cambodia and Laos were exposed in the *Pentagon Papers*.

40 In the late 1990s, increasing public concern about the role of money in politics led to

- (1) all candidates receiving an equal amount of money
- (2) a ban on all private campaign contributions
- (3) attempts to reform campaign financing
- (4) the widespread defeat of incumbent congressional candidates

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



Source: Jeff Parker, *Florida Today*, 2000 (adapted)

- 41 The cartoon refers to the idea that most candidates for the presidency try to
- (1) win the majority of popular votes nationwide
  - (2) campaign equally in all states
  - (3) win the electoral vote in certain key states
  - (4) gain the support of first-time voters

Base your answer to question 42 on the quotation below and on your knowledge of social studies.

. . . There may come a time when we elect a president at age 45 or 50, and then 20 years later the country comes up with the same sort of problems that the president faced before and the people would like to bring that man or woman back, and they'd have no ability to do so. I'd kind of like to see it changed. I don't have terribly strong feelings about it. . . .

— President Bill Clinton, *A Conversation with Former President Bill Clinton*,  
John F. Kennedy Library and Foundation,  
May 28, 2003

- 42 In this statement, President Clinton is commenting on the
- (1) presidential primaries
  - (2) presidential two-term limit
  - (3) two-party political system
  - (4) electoral college system

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



Source: Walt Handelsman, *Newsday*, 2003 (adapted)

- 43 According to this cartoonist, the problem faced by these college graduates was mainly the result of
- (1) slow economic growth
  - (2) Prohibition
  - (3) the Great Depression
  - (4) high rates of inflation
- 44 The federal government responded to the 2001 attacks on the World Trade Center and the Pentagon by
- (1) creating a cabinet-level agency for homeland security
  - (2) deporting most illegal aliens
  - (3) decreasing defense spending
  - (4) expanding the civil liberties of American citizens
- 45 Cultural pluralism in American society is best characterized by the
- (1) existence of ethnic diversity within the population
  - (2) failure of many immigrants to vote in elections
  - (3) rejection of United States citizenship by most immigrants
  - (4) flow of illegal immigrants into California

46 The actions of President Abraham Lincoln during the Civil War and of President Franklin D. Roosevelt during World War II demonstrate that, during times of war, presidents sometimes have

- (1) given up control of the military
- (2) failed to gain enough public support to win reelection
- (3) granted greater independence to state governments
- (4) restricted individual freedoms

47 **“President Jackson Signs Force Bill Against South Carolina”**

**“Congress Declares Southern States Must Accept 14th Amendment”**

**“President Eisenhower Sends Federal Troops to Little Rock, Arkansas”**

Which principle is illustrated by these headlines?

- (1) executive privilege
- (2) popular sovereignty
- (3) limited government
- (4) federal supremacy

48 **“Muhammad Ali Refuses Military Draft Induction”**

**“Tet Offensive Forces Troops to Defend Saigon”**

**“President Johnson Decides Not to Seek Reelection”**

Which war is associated with the events mentioned in these headlines?

- (1) World War II
- (2) Korean War
- (3) Vietnam War
- (4) Persian Gulf War

49 Frederick Douglass, Malcolm X, and Jesse Jackson are each well known for

- (1) helping to end slavery
- (2) working for African American rights
- (3) organizing the Underground Railroad
- (4) supporting Jim Crow laws

50 Which group was the main target of the Palmer Raids of 1919–1920 and the McCarthy hearings of the 1950s?

- (1) nativists
- (2) industrialists
- (3) communists
- (4) African Americans

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

## Part 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 — War**

United States participation in wars has resulted in political, social, and economic changes for various groups of Americans. These changes have had varying impacts on American society both during and after each war.

**Task:**

Identify **two** different groups of Americans that were affected by United States participation in a war and for **each**

- Describe a social, political, **or** economic change the group experienced because of the war
- Discuss the extent to which that change affected American society

You may use any appropriate group from your study of United States history. Some suggestions you might wish to consider include enslaved persons during the Civil War, Native American Indians during the Indian Wars, women during World War I *or* World War II, Japanese Americans during World War II, and American college students *or* army draftees during the Vietnam War.

**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

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

In developing your answer 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:

Throughout the 1800s and the early 1900s, reformers sought to solve the social, political, and economic problems of the period. Various methods were used by reformers to address these problems.

**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 social, political, ***and/or*** economic problems addressed by reformers in the 1800s and early 1900s. In your discussion, include the methods used by reformers to expose these problems.

## 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



. . . I am aware, that many object to the severity of my language; but is there not cause for severity? I *will be* as harsh as truth, and as uncompromising as justice. On this subject [abolition of slavery] I do not wish to think, or speak, or write, with moderation. No! no! Tell a man whose house is on fire, to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; —but urge me not to use moderation in a cause like the present. I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead. . . .

Source: William Lloyd Garrison, *The Liberator*, January 1, 1831, Vol. 1, No. 1

- 1 Based on this newspaper article, what was **one** goal that William Lloyd Garrison was trying to achieve? [1]

Score

## Document 2

“UNCLE TOM’S CABIN.” This heart-melting and thrilling work continues to find a demand that can hardly be met by the utmost activity of the press and the bookbinders. We are informed by the publishers, that the eightieth thousand edition [copy] will be published to-morrow, making 160,000 volumes [total copies] in the brief period of eleven weeks!—a sale unprecedented in the country, in any instance, if not in the whole world. English editions of it are rapidly selling—one being printed in London in a cheap form, at the low rate of 2s. 6d., or about 60 cents. It should never be forgotten, that Mrs. H. B. Stowe, its gifted author, was moved to take up the subject of slavery, in the manner, by the passage of the Fugitive Slave Law. So does a just God overrule evil for good.

Source: *The Liberator*, June 11, 1852

- 2 According to *The Liberator*, how did the public react to the publication of Harriet Beecher Stowe’s *Uncle Tom’s Cabin*? [1]

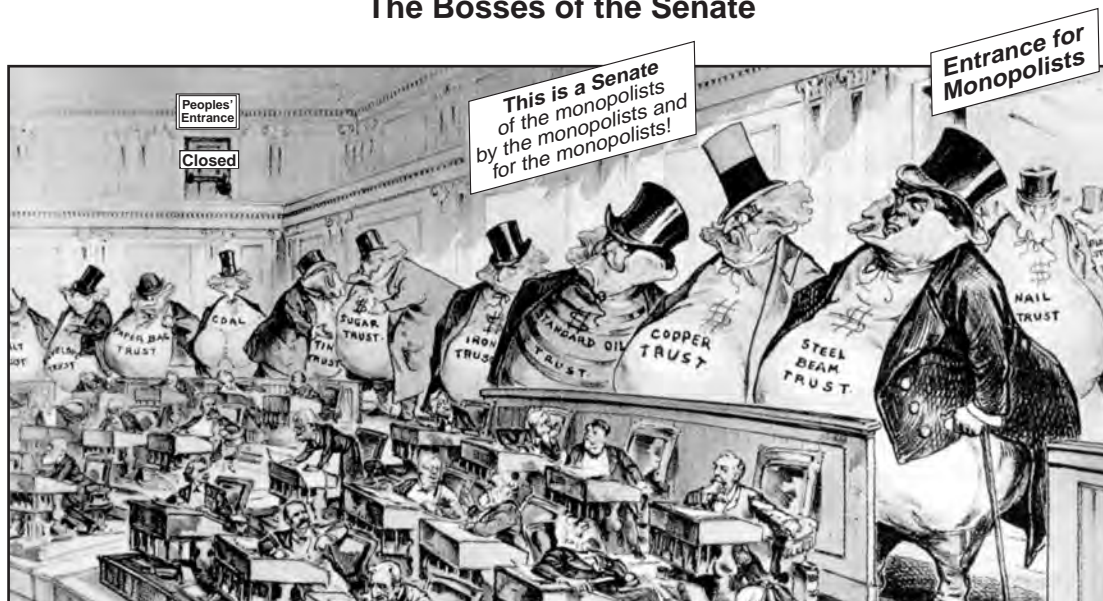
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Score

## Document 3a

### The Bosses of the Senate



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

3a What is **one** political problem identified by Joseph J. Keppler in this cartoon? [1]

Score



## Document 3b

**People's Party [Populist] Platform  
(Omaha Platform)  
July 4, 1892**

. . . The conditions which surround us best justify our co-operation; we meet in the midst of a nation brought to the verge of moral, political, and material ruin. Corruption dominates the ballot-box, the Legislatures, the Congress, and touches even the ermine [robes] of the bench. The people are demoralized; most of the States have been compelled to isolate the voters at the polling places to prevent universal intimidation and bribery. The newspapers are largely subsidized or muzzled, public opinion silenced, business prostrated [crushed], homes covered with mortgages, labor impoverished, and the land concentrating in the hands of the capitalists. The urban workmen are denied the right to organize for self-protection, imported pauperized labor beats down their wages, a hireling standing army, unrecognized by our laws, is established to shoot them down, and they are rapidly degenerating into European conditions. The fruits of the toil of millions are boldly stolen to build up the fortunes for a few, unprecedented in the history of mankind; and the possessors of these, in turn, despise the Republic and endanger liberty. From the same prolific womb of governmental injustice we breed the two great classes—tramps and millionaires. . . .

Source: *National Economist*, Washington, D.C., 1892

3b According to this political party platform, what were **two** specific problems that led to the formation of the Populist Party? [2]

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

Score

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

Score

Document 4a

An Old Rear-Tenement In Roosevelt Street



Source: Jacob Riis, 1890

Document 4b

. . . It is ten years and over, now, since that line [between rich and poor] divided New York's population evenly. To-day three-fourths of its people live in the tenements, and the nineteenth century drift of the population to the cities is sending ever-increasing multitudes to crowd them. The fifteen thousand tenant houses that were the despair of the sanitarian in the past generation have swelled into thirty-seven thousand, and more than twelve hundred thousand persons call them home. The one way out he saw—rapid transit to the suburbs—has brought no relief. We know now that there is no way out; that the “system” that was the evil offspring of public neglect and private greed has come to stay, a storm-centre forever of our civilization. Nothing is left but to make the best of a bad bargain. . . .

Source: Jacob Riis, *How the Other Half Lives*, Charles Scribner's Sons, 1890

4 Based on these documents, state **two** problems faced by cities in the United States in the late 1800s. [2]

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

Score

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

Score

## Document 5a

In this Frank Beard cartoon, a saloon owner is wrapped in the protection of the law from the accusations of Themis, the Greek goddess of justice.

### Under the Cloak of the Law



#### • WORK OF THE SALOON

The Manufacture and Sale of Liquor  
Is Responsible For

70 per cent of our criminals

50 per cent of the inmates  
of insane asylums

80 per cent of the inmates  
of our poor houses

100 per cent of our troubles

The destruction of  
homes

The corruption  
of voters

Source: Frank Beard, *Fifty Great Cartoons*,  
The Ram's Horn Press, 1899

5a According to Frank Beard, what was **one** reason people supported the temperance movement? [1]

Score

## Document 5b

... the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Source: United States Constitution, 18th Amendment, Section 1, 1919

5b Based on this document, state **one** way reformers tried to stop the sale of intoxicating liquors in the United States. [1]

Score

## **BEEF TRUST BEATEN, BUT ESCAPES EXPOSURE**

**President's Remarkable Promise  
Put Inspection Bill Through.**

### **DAMAGING REPORT SHELVED**

The President's Agents Described to  
Him Packing House Conditions  
Worse Than Those Told of  
in Sinclair's Story.

*Special to The New York Times.*

### **. . .The President Was Indignant.**

The President [Theodore Roosevelt] did not send Neill and Reynolds [federal officials] forth merely on the statements made by Upton Sinclair in his novel, "The Jungle." After he had been convinced of the truth of Sinclair's statements he manifested such an interest in the question that other people brought statements to him. He read the proofs of articles on the subject, and everything he read increased his anger. He then asked his two friends to look into the matter, and let him know if the stories told to him were true. They did look into it, and told him that everything he had learned was correct. Immediately upon this, filled with indignation, the President had Senator Beveridge introduce the Meat Inspection bill, and then served a notice that unless it was passed in jig time [very quickly] the report would be made public. . . .

Source: *New York Times*, May 27, 1906

- 6 According to the *New York Times*, how did *The Jungle* and other reports influence President Theodore Roosevelt's actions? [1]

Score

## Document 7

### PREFACE

Salary—A periodical [regular] allowance made as compensation to a person for his official or professional services or for his regular work. —*Funk and Wagnalls*.

Notice the words, “a person.” Here is no differentiation between male persons and female persons.

Yet the City of New York pays a “male” person for certain “professional services” \$900, while paying a “female” person only \$600 for the same “professional services.” Stranger still, it pays for certain experience of a “male” person \$105, while paying a “female” person only \$40 for the identical experience. These are but samples of the “glaring inequalities” in the teachers’ salary schedules. . . .

Source: Grace C. Strachan, *Equal Pay for Equal Work*, B. F. Buck & Company, 1910

7 What is **one** problem addressed by Grace C. Strachan? [1]

Score

Document 8



Source: Library of Congress (adapted)

8 Based on the information on this poster, why is child labor considered a national problem? [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:

Throughout the 1800s and the early 1900s, reformers sought to solve the social, political, and economic problems of the period. Various methods were used by reformers to address these problems.

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

- Discuss the social, political, *and/or* economic problems addressed by reformers in the 1800s and early 1900s. In your discussion, include the methods used by reformers to expose these problems.

#### Guidelines:

**In your essay, be sure to:**

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

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY  
AND GOVERNMENT

Thursday, January 24, 2008 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Student ..... Sex: ☐ Male  
☐ Female

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..... |
| 16..... | 41..... |
| 17..... | 42..... |
| 18..... | 43..... |
| 19..... | 44..... |
| 20..... | 45..... |
| 21..... | 46..... |
| 22..... | 47..... |
| 23..... | 48..... |
| 24..... | 49..... |
| 25..... | 50..... |

No.  
Right

The declaration below 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

Thursday, January 24, 2008 — 9:15 a.m. to 12:15 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 Scoring Regents Examinations in Global History and Geography and United States History and Government*.

United States History  
and Government  
January 24, 2008

### Part I

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

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The University of the State of New York  
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—January 2008**

**Theme: Change—War**

United States participation in wars has resulted in political, social, and economic changes for various groups of Americans. These changes have had varying impacts on American society both during and after each war.

**Task:** Identify *two* different groups of Americans that were affected by United States participation in a war and for *each*

- Describe a social, political, *or* economic change the group experienced because of the war
- Discuss the extent to which that change affected American society

You may use any appropriate group from your study of United States history. Some suggestions you might wish to consider include enslaved persons during the Civil War, Native American Indians during the Indian Wars, women during World War I *or* World War II, Japanese Americans during World War II, and American college students *or* army draftees during the Vietnam War.

**Scoring Notes:**

1. This essay has a minimum of *four* components (*one* social, political, or economic change experienced by *two* groups because of war **and** the extent to which these *two* changes affected American society).
2. The classification of changes as social, political, or economic does not need to be specifically identified as long as the information is implied in the discussion.
3. The same war may be used to discuss the extent to which two different groups of Americans were affected by United States participation in a war as long as they are discussed as two distinct groups, e.g., American college students during the Vietnam War and army draftees during the Vietnam War.
4. The change may be one that took place during the war or one that took place as a result of the war.
5. The change that a group experienced as a result of the war may be a temporary or a permanent change.
6. The extent to which the change affected American society may be an immediate or a long-term effect.
7. As is the case with many historical topics, what constitutes the extent to which the change affected American society is subject to the student's point of view. The extent to which the change affected American society may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.

**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth by describing *one* social, political, or economic change experienced by *two* groups because of war and discussing the extent to which these *two* changes affected American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *enslaved persons during the Civil War*: connects the political freedom granted at the end of the Civil War to the passage of the Civil War amendments, the development of sharecropping, restrictions imposed by Jim Crow laws on African Americans, and/or to the progression of this change up to the Civil Rights movement of the 1960s; *college students during the Vietnam War*: connects the social change of college students becoming activists in reaction to an unpopular war to the formation of antiwar organizations, antiwar protests, and disruption of college campuses to the eventual withdrawal of the United States and/or the passage of the 26th amendment
- Richly supports the theme with relevant facts, examples, and details, e.g., *enslaved persons during the Civil War*: impact of the Dred Scott decision of 1857; Emancipation Proclamation declared all slaves free in states of rebellion; 13th, 14th, and 15th amendments; increasing amount of racism and segregation after Reconstruction that remained for a century; African Americans prevented from voting with literacy tests, poll taxes, and violence; *Plessy v. Ferguson*; passage of the Voting Rights Act; amendment banning the poll tax; *college students during the Vietnam War*: counterculture; influence of popular music; campus protests and violence; Kent State; burning of draft cards; moving to Canada; lowering the voting age to eighteen
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task more thoroughly for both groups *or* discussing both aspects of the task for one group more thoroughly than for the second group
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *enslaved persons during the Civil War*: discusses the social or economic change on the group and the impact that the Civil War had on the recently freed persons and on white Southerners; *college students during the Vietnam War*: compares the opposition of college students to the war and the impact of the war on many college campuses to Nixon’s “silent majority” and discusses the impact of a divided society
- Supports the theme with relevant facts, examples, and details, e.g., *enslaved persons during the Civil War*: sharecroppers; *Plessy v. Ferguson* allowed segregation in public facilities to continue; migration to the North after World War I; *Brown v. Board of Education* ruled segregation in schools unconstitutional; *college students during the Vietnam War*: protests held across the United States; shooting and killing of college students; televised draft lotteries; “doves vs. hawks”; change in voting age
- 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 **four** components should be developed.

*Holistic Scoring Reminder: This note applies only to bullet 1.*

**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 **one** group are thoroughly developed evenly and in depth **and** if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

- Minimally develops **all** aspects of the task *or* develops **at least 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

During periods of war in United States history, specific social groups have been affected by the changes of war time more than others. African Americans and women experienced big changes in their lives that had profound effects on American society that continue today.

Before the post Civil War period (1861-1865), there existed strong tension between the northern and Southern states over the issue of slavery in the newly acquired territories. African Americans had a low role in the structure of society, being considered as property according to the Dred Scott decision in 1857 made by the Supreme Court. They would not be granted freedom until the time of Congressional Reconstruction, and even then their freedom would have limits. Lincoln did prepare the Emancipation Proclamation that declared all slaves free in "states of rebellion against the Union," but the Southern states denied his reasons because they did not consider themselves part of the union and therefore did not have to follow decisions by it. Reconstruction included the passage of the Reconstruction amendments. The 13<sup>th</sup> abolished slavery, 14<sup>th</sup> granted citizenship, and 15<sup>th</sup> provided the right to vote. The Civil War had a profound impact on society by creating the first step toward political equality.

Following Reconstruction, white Southerners found ways to prevent African Americans from voting with literacy tests, poll taxes, and violence. It would be nearly a century before the 60s Civil Rights movement would provide African Americans the right to truly participate in the political process. Passage of the Voting Rights Act and an amendment ending the poll tax were important steps toward equality. Today there are African American candidates for

every major office including the presidency but they still face some white resistance and discrimination.

Another group affected by wartime changes were women. As early as the American Revolution, women had participated in war efforts but did not receive much recognition for it. As a return for their service during WWI, women finally received the right to vote, but they nevertheless returned to domestic life after the men returned from battle. As WWII approached, women once again became fully active in the workforce as their men returned to fight in war abroad. The most famous symbol of female empowerment during the war was "Rosie the Riveter" who encouraged women to take jobs in factories to develop wartime products. They were also pushed to support the war effort through the continuing purchase of liberty bonds and "meatless and wheatless" days practices of WWI. Similar to the conclusion of WWI, some women entered an even more sheltered and domesticated life at the end of WWII, though many remained in low-paying clerical jobs. The 50's housewife was expected to raise her family and care for her husband in their new suburban home in Levittown. As the 60's approached, women who remembered the feeling of power and confidence from WWII steered away from traditional conformity and began to enter the workforce as skilled workers rather than factory workers. They slowly moved into non-traditional occupations such as lawyers, engineers and doctors. Jobs that once belonged only to men were now occupied by women. The most empowering feminist novel of the 60's was the *Feminine Mystique* by Betty Friedan further encouraging women to leave home and enter the job

For. As women tried to become equal in the workforce, family roles changed, new service industries developed, and two-family incomes raised the standard of living for many. The latter years of the WWI era did have a drastic effects on the role of women in society. They were ~~was~~ encouraged to seek a life outside the domestic situation, promoting equal rights and non discriminatory policies in hiring and a more gender balanced workforce as well.

Wars have caused profound changes in the social status of these two groups. In these major wars, African Americans and women began the process of gaining political, social and economic equality that continues today.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing African American political experiences after the Civil War and women's increased role in the American workforce after World War II and by discussing the extent to which wartime changes affected American society
- Is more analytical than descriptive (*enslaved persons during the Civil War*: the Civil War had a profound impact on society by creating the first step toward political equality; they would not be granted freedom until the time of congressional reconstruction and even then freedom would have its limits; the Civil Rights movement of the '60s would provide African Americans the right to truly participate in the political process; today there are African American candidates for every major office including the presidency, but they still face some white resistance and discrimination; *women during World War II*: similar to the conclusion of World War I, some women entered an even more sheltered and domesticated life at the end of World War II though many remained in low-paying, clerical jobs; as the '60s approached, women, who remembered the feeling of power and confidence they had gained from the war, steered away from traditional conformity and began to enter the workforce in non-traditional occupations such as doctors, lawyers, and engineers; as women tried to gain equality in the workforce, family roles changed, new service industries developed, and two-family incomes raised the standard of living for many; the latter years of the World War II Era did have drastic effects on the role of women in society; promoting equal rights and non-discriminatory policies in hiring and a more gender-balanced workforce)
- Richly supports the theme with relevant facts, examples, and details (*enslaved persons during the Civil War*: considered as property according to the Dred Scott decision of 1857; Lincoln proposed the Emancipation Proclamation that declared all slaves free in "states of rebellion against the Union"; the 13th abolished slavery, 14th granted citizenship, and 15th provided the right to vote; following Reconstruction, white Southerners found ways to prevent African Americans from voting with literacy tests, poll taxes, and violence; passage of the Voting Rights Act and an amendment banning the poll tax were important steps toward equality; *women during World War II*: "Rosie the Riveter" encouraged women to take jobs in factories to develop wartime products; supported the war effort through the continuing purchase of Liberty Bonds; the '50s housewife was expected to raise her family and care for her husband in their new suburban home in Levittown; the most empowering feminist book was the *Feminine Mystique* by Betty Friedan)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that highlight the ongoing nature of the struggle for political, economic, and social equality for African Americans and women

**Conclusion:** Overall, the response fits the criteria for Level 5. Thorough analysis and a great deal of descriptive information successfully describe the inferior status of African Americans and women whose lives were altered by war and who have permanently changed American society in their pursuit of full equality. The many historical details enrich the response.



As the United States becomes involved in war, so does the American people. As the involvement in the war grows, so does political, social, and economical changes for the various groups it affects. These changes have had a positive or negative effect on the people of the United States. Some of these groups of people that were affected because of the United States participation in the war were enslaved persons during the Civil War and American college students during the Vietnam War.

During the Civil War, much was gained by enslaved persons from this time. Most of this was a positive change, while there was some negative change that resulted from the war. When President Abram Lincoln entered the Civil War his sole purpose was to ~~preserve~~<sup>preserve</sup> the Union and reunite the country again. As the war grew on he began to receive more and more pressure from the American people living in the North who were against slavery, abolitionists, to make this war into a moral issue as well by ending slavery. Lincoln issued the Emancipation Proclamation that liberated all slaves from the states in rebellion. The Emancipation Proclamation wasn't effective in the South until federal troops actually took over those states and it didn't free any slaves in the North until an amendment was passed by Congress and ratified by the states. The 13th Amendment made slavery illegal in the United States. The amendment was a very positive aspect for the former enslaved people because it gave them freedom. After the war, due to the

Reconstruction policies of the North put upon the South, blacks had a chance to run for public office. Many of these men won because the former Confederates were not allowed to vote. The Confederates did find a way into politics still by paying off and threatening the black office holders. When Reconstruction ended in the South, the white southerners wanted to keep blacks out of political, social, and economic aspects as much as possible. With the passage of the Jim Crow's Laws, which made separate <sup>but equal</sup> and discrimination legal, the white southerners were able to achieve their goal of isolating the blacks. The Jim Crow Laws called for separate but equal facilities in the South, but almost always these facilities were far from equal. It took nearly a century of racial struggle for blacks to overcome these Jim Crow Laws. In 1954 the Warren Court overturned *Plessy v. Ferguson* by ruling in *Brown v. Board of Education* that segregated facilities are ~~unconstitutional~~ <sup>unconstitutional</sup>. Today American society has been changed greatly by what happened to enslaved persons during and after the Civil War. Today there is no slavery, there is equal rights under the law for every race and every person above the age of 18 that is a U.S. citizen is allowed to vote.

American college students have also had a change in American political, social, and economic culture during the Vietnam war. This particular group was known as the counter culture, which broke the standards of the outlook on life from their parents standards. They went against their parents beliefs to form the counter culture. Musicians

like Bob Dylan wrote songs protesting the war. Hippies adopted different lifestyles and wore peace symbols to show their unhappiness with the government. Many students were against the Vietnam War. They believed that the United States was the strong super power that was attacking the much weaker country of Vietnam. They believed we were the bad guy in the war, not the communists. Some burned their draft cards and some even moved to Canada. Due to the counter culture and the Vietnam War an amendment was ratified that lowered the voting age to 18. This eased the tension that innocent soldiers were dying and weren't allowed to vote on their beliefs.

Our involvement in Vietnam <sup>became</sup> so unpopular that the President was pressured to bring the troops home and end the war. It proved to many that individuals could work together to change government policy.

Today American society has changed due to major wars. Today our society is closer to equality than ever before and democracy has expanded.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing political and social changes experienced by enslaved persons during the Civil War and college students during the Vietnam War and by discussing the extent to which the changes affected American society
- Is both analytical and descriptive (*enslaved persons during the Civil War*: as the war went on, Lincoln began to receive more and more pressure from abolitionists living in the North who were against slavery to make this war into a moral issue by ending slavery; the Jim Crow laws called for separate but equal facilities in the South, but almost always these facilities were far from equal; today there is no slavery, there are equal rights under the law for every race and every person above the age of eighteen that is a United States citizen is allowed to vote; *college students during the Vietnam War*: this particular group was known as the counterculture which broke away from their parents' standards; they believed that the United States was the strong superpower that was attacking the much weaker country of Vietnam; it proved to many that individuals could work together to change a government policy)
- Richly supports the theme with relevant facts, examples, and details (*enslaved persons during the Civil War*: when President Abraham Lincoln entered the Civil War his sole purpose was to preserve the Union; Lincoln issued the Emancipation Proclamation that liberated all slaves from the states in rebellion, but the Emancipation Proclamation did not free the slaves in the North until an amendment was ratified by Congress and the states; 13th amendment made slavery illegal in the United States; the passage of the Jim Crow laws made separate but equal and discrimination legal; the Warren Court overturned *Plessy v. Ferguson* by ruling in *Brown v. Board of Education* that segregated facilities are unconstitutional; *college students during the Vietnam War*: musicians like Bob Dylan wrote songs protesting the war; some burned their draft cards and some even moved to Canada; an amendment was ratified that lowered the voting age to eighteen)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions the examples to be discussed and a brief conclusion that summarizes the impact of the changes on American society

**Conclusion:** Overall, the response fits the criteria for Level 5. The response is detailed and includes a strong analysis of the theme. The discussion demonstrates a good understanding of United States history in the two time periods.

War affects all groups of people in the countries involved. However, some people are affected more than others. People like the Japanese Americans, the blacks, and even Muslims & Arabs today are affected by war.

In World War 2, we had "relocation camps" for the Japanese. Japanese Americans all down the west coast were moved to these camps that were much further inland and not very healthy because we feared that they would be spies. An excellent example is the Manzanar Relocation Center. Thousands of Japanese men, women & children were "relocated" to this camp and stayed there for the duration of the war. Many Japanese men showed patriotism by enlisting in the army. Their unit fought in Europe and was the most decorated unit in World War II.

Even today, people are negatively affected by war. Modern day Muslims and people of Arab descent have been targeted and victims of hate crimes ever since 9/11. Since the start of the so called "war on terror," thousands of Arab people have been deported, detained, or discriminated against, most with no reason other than the way they dress or their ancestry. Just the other day, at a regional farmer's market in Upstate NY, two Muslim Arab people were detained and almost arrested because security thought they had a car bomb in their vehicle. All they were doing was buying vegetables. Also, hundreds of Middle Eastern people are being held at Guantanamo Bay without a trial.

The treatment of peoples during war time has affected society by creating prejudices and stereotypes that get taught to our children. However, the gov't reacts to a certain group of people, like the Japanese & Arabs so will the people of this country. During World War II and in today's

"war on terror," most Americans have not questioned the gov't's actions toward people who have been called suspicious. In fact, in 1944, the Supreme Court even upheld the constitutionality of keeping Japanese Americans in camps. In America, a person is supposed to be innocent until proven guilty so actions against groups just because of their ancestry is against the "American way" and the Constitution. In 1988, the gov't apologized to the Japanese Americans for their treatment and made payments to the survivors of the camps. Prejudices are hard to squash and affect our American society for generations to come.

War, and its effect on peoples of this nation, have left scars on American society. It is hopeful that in future wars, we are not so unkind to people who are innocent

## Anchor Level 4-A

### The response:

- Develops all aspects of the task by describing social and political changes faced by Japanese Americans during World War II and Arab Americans during the war on terror and by discussing the impact of discrimination against both groups on American society
- Is more analytical than descriptive (*Japanese Americans during World War II*: we had “relocation camps” for the Japanese Americans; many Japanese American men showed patriotism by enlisting in the army; the treatment of people during wartime has affected society by creating prejudices and stereotypes that get taught to our children; *Arab Americans during the war on terror*: since the start of the “war on terror,” thousands of Arab people have been deported, detained, or discriminated against, most with no reason other than the way they dress or their ancestry; during World War II and in today’s “war on terror,” most Americans have not questioned the government’s action toward people who have been called suspicious; in America, a person is supposed to be innocent until proven guilty so actions against groups just because of their ancestry is against “the American way” and the Constitution)
- Supports the theme with relevant facts, examples, and details (*Japanese Americans during World War II*: Japanese Americans all down the West Coast; Manzanar Relocation Center; their unit fought in Europe and was the most decorated unit in World War II; in 1944, the Supreme Court upheld the constitutionality of keeping Japanese Americans in camps; in 1988, the government apologized to the Japanese Americans for their treatment and made payments to the survivors of the camps; *Arab Americans during the war on terror*: Muslims have been victims of hate crimes ever since 9/11; hundreds of Middle Eastern people are being held at Guantanamo Bay)
- Demonstrates a logical and clear plan of organization by first describing the changes experienced by the two groups, then demonstrating effects on society common to both; includes an introduction that notes that some groups may be affected more than others during wartime and concludes that the treatment of groups during wartime has left scars on American society

**Conclusion:** Overall, the response fits the criteria for Level 4. The response lacks the historical detail consistent with a Level 5 paper. However, its analysis is sophisticated and thoughtful, although at times overstated. The parallels drawn between the two groups clearly show some insight into social behavior during wartime.

Throughout American history, the United States has been involved in many wars. Different groups of Americans have been affected greatly by the United States' involvements in these wars. The ways that these groups were affected, socially, politically, or economically, affected American society also.

Those people who were enslaved in America were affected socially by the United States' involvement in the Civil War. They were considered the lowest group in Southern society because they were bought and sold like animals. The end of the Civil War prompted the passing of the Thirteenth Amendment, which granted slaves their freedom by abolishing slavery. So, they were definitely changed socially by gaining freedom but they had no way to make a living, so they became sharecroppers. Former slaves worked on part of their old master's land for a small part of the profit. The result of this was usually poverty and debt. This system was used a lot into the next century and kept them low in society.

American society as a whole was also changed by United States participation in the Civil War. As the slaves were granted freedom, racism ran rampant through some parts of the country. This caused much civil unrest, some violent acts, and the passing of Jim Crow, or racist, laws in states. These laws were ruled constitutional in Plessy v. Ferguson allowing segregation to continue for many years. African Americans were separated from whites in drinking fountains, restaurants and schools. Finally, in Brown v. Board of Education, segregated public schools were ruled ~~to~~ unconstitutional. Society throughout the United States was affected by this struggle, which sprang from U.S. involvement in the Civil War.



During World War II, Japanese Americans went through social changes as well. Fear that they would side with Japan after Pearl Harbor led the United States to relocate Japanese Americans to containment camps. After President Roosevelt ordered it, these Americans had to sell their homes, businesses, possessions, everything, and move into camps. This affected them socially by taking away some of their rights. They could no longer do what they wanted or go where they wanted. This greatly affected them. Many were American citizens but were denied the basic rights citizens can expect.

American society was also affected by the containment of Japanese Americans.  
In *Korematsu v. U.S.*

1 The government deemed the relocation legal and just to infringe on the rights of American citizens in that way during wartime. This shows that people's rights may be limited if national security is threatened.

United States involvement in wars has affected many different groups of people. It has also affected American society as a whole. As shown during World War II and the Civil War, affecting one group socially affects all of society in return.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the tasks for enslaved persons during the Civil War more thoroughly than for the Japanese Americans during World War II
- Is both descriptive and analytical (*enslaved persons during the Civil War*: they were considered the lowest group in Southern society because they were bought and sold like animals; former slaves worked on part of their old master's land for a small part of the profit; the result of this was usually poverty and debt; as the slaves were granted freedom, racism ran rampant through some parts of the country; this caused much civil unrest, some violent acts, and the passing of Jim Crow laws in states; *Japanese Americans during World War II*: fear that they would side with Japan after Pearl Harbor led the United States to relocate Japanese Americans to containment camps; they had to sell their homes, businesses, possessions, everything, and move into camps; peoples' rights may be limited if national security is threatened)
- Supports the theme with relevant facts, examples, and details (*enslaved persons during the Civil War*: passing of the 13th amendment which abolished slavery; they had no way to make a living so they became sharecroppers; *Plessy v. Ferguson* allowed segregation to continue; in *Brown v. Board of Education*, segregated public schools were ruled unconstitutional; *Japanese Americans during World War II*: after President Roosevelt ordered it; the government deemed the relocation in *Korematsu v. United States* legal and just)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of enslaved persons during and after the Civil War demonstrates understanding of the economic and social conditions they faced and makes a clear connection to the impact of these changes on society. The discussion of Japanese Americans is more cursory and lacks detail.

The lives of many different groups of Americans has been affected by American involvement in wars. United States participation in wars has made political, social and economic changes for certain groups, during and after the war. The lives of enslaved African Americans changed after the civil war and during the Vietnam War college students were greatly affected.

The civil war was a major event in American history. Following Lincoln's election, the North battled the South in a fight to abolish slavery and preserve the Union. This war directly affected African Americans who had been ruled as property in the Dred Scott decision. The North was victorious and as a result all enslaved African Americans were freed by the thirteenth amendment. They were now given the opportunity to have a life of their own and be treated as humans, not property. This drastic social change in society did not go well in the South. Southerners were pro-slavery and were very racist towards blacks. Although the war abolished slavery, prejudices and oppression still remained. Blacks were segregated by Jim Crow laws and methods were used to keep them from voting. These tactics were used into the 20<sup>th</sup> century to keep blacks from gaining equal rights.

Another point in American history where a war has greatly effected a group was the Vietnam War. College students in particular opposed Vietnam and some draftees burned draft cards to avoid going to war. There was so much opposition to the war made by young people. Protests and anti-war rallies took place on many college campuses and they

watched for their numbers during the televised draft lotteries. Young men avoided being drafted in any possible way; by claiming injury, burning cards and even fleeing to Canada. The country was torn apart by opposing viewpoints of "doves vs. hawks." Unfortunately sometimes protests turned violent and students were injured or killed at Kent State University. Also soldiers who participated in the war were not given a warm welcome on their return to the U.S. People disagreed with the war, so they disagreed with them. Little support was given to those who fought in Vietnam. Vietnam was the first war that America had lost and for awhile the government was more careful about sending young people into foreign conflicts.

In both cases, during Vietnam, and the civil war, major social changes took place. African Americans were given freedom from slavery and were granted citizenship in the United States. College students rallied and protested Vietnam, which changed the way people viewed war. Social changes in society took place as a result of the American participation in wars. War can greatly affect certain groups of people in a society and have varying impacts on the country both temporarily and permanently.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the changes experienced by enslaved persons during the Civil War and college students during the Vietnam War more thoroughly than discussing the extent to which the changes they experienced affected American society
- Is both descriptive and analytical (*enslaved persons during the Civil War*: following Lincoln's election, the North battled the South in a fight to abolish slavery and preserve the Union; this drastic social change in society did not go well in the South; although the war abolished slavery, prejudices and oppression still remained; Jim Crow laws and methods to keep blacks from voting were used into the 20th century to keep blacks from gaining equal rights; *college students during the Vietnam War*: protests and antiwar rallies took place on many college campuses; young men avoided being drafted in any possible way by claiming injury, burning cards, and even fleeing to Canada; the country was torn apart by opposing viewpoints; for awhile, the government was more careful about sending young people into foreign conflicts)
- Supports the theme with relevant facts, examples, and details (*enslaved persons during the Civil War*: had been ruled as property in the Dred Scott decision; African Americans were freed by the 13th amendment; blacks were segregated by Jim Crow laws; *college students during the Vietnam War*: they watched for their numbers during the televised draft lotteries; "doves vs. hawks"; students were injured and killed at Kent State University)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement

**Conclusion:** Overall, the response fits the criteria for Level 4. The response analyzes the social and political impact of wars on enslaved persons and college students. However, it includes only brief statements about the extent to which the changes experienced by African Americans affected American society.

U.S. involvement in wars has always had an impact on many groups of society. Different groups of people are affected in different ways and varying degrees. These social, political, or economic changes within a group go on to affect American society as a whole also. For example enslaved persons' economic way of life change during the civil war and women's social role changed after World War II.

U.S. involvement in the civil war led to the emancipation of slaves. These enslaved persons who were previously owned were now free. Instead of working as a slave, most slaves began sharecropping. This economic change affected American society.

The change from plantation systems to sharecropping changed southern American society. Most southerners were now poor farmers. And the South after the Civil War, stayed behind the North industrially.

U.S. participation in World War II affected women on the homefront who had assumed the jobs of men who left in factories. This change put women in the social role of a wage-earning, possibly independently sufficient American. These social changes away from a purely domestic, dependent wife and mother created change in American society.

After World War II, and America was returning to its peacetime economy and state, women were encouraged to return to the home and assume the domestic, caretaker role. However, women didn't forget the changed social role which had occurred and wanted the freedom to choose their occupation. The feminist movement, led by Betty Freiden, supported the idea that women should have the right

to choose if they want to be an at-home mother or not.

These are only two examples of how many different groups are affected in many ways. While at the time it seems U.S. participation in war may only be affecting a few groups of people more than others, in the long run changes which occur to one group can end up affecting all of U.S. society.

**Anchor Level 3-A**

**The response:**

- Develops all aspects of the task with little depth by discussing the economic changes experienced by enslaved persons as a result of the Civil War and the social changes experienced by women during World War II and the extent to which the changes affected American society
- Is both descriptive and analytical (*enslaved persons during the Civil War*: instead of working as a slave, they began sharecropping; the change from the plantation system to sharecropping changed Southern American society; the South after the Civil War stayed behind the North industrially; *women during World War II*: women on the home front assumed the jobs of men who had left; this change put women in the role of a wage earner; these social changes away from a purely domestic, dependent wife and mother created change in American society; women didn't forget the changed social role and wanted the freedom to choose their occupations)
- Includes some relevant facts, examples, and details (*enslaved persons during the Civil War*: United States involvement in the Civil War led to the emancipation of slaves; most Southerners were now poor farmers; *women during World War II*: America was returning to its peacetime economy; the feminist movement was led by Betty Friedan)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion which points out that changes are not limited to specific groups but can affect all of society

**Conclusion:** Overall, the response fits the criteria for Level 3. The response contains some analysis and insight about the nature of wartime changes and the effect on society. However, the discussion lacks sufficient detail and explanation to support this insight or warrant a Level 4 rating.

TWO groups that faced change following a war are the JAPANESE-AMERICANS during World War II and the slaves following the Civil War. The JAPANESE-AMERICANS faced social change being that they were interned during the war. The slaves faced social, political, and economic change following the Civil War.

JAPANESE-AMERICANS were placed in internment camps during World War II. The United States was at war with Japan and American citizens had much resentment for the Japanese. Also, there was a fear of Japanese-American espionage. Prior to this, Franklin Delano Roosevelt reached the "Gentleman's Agreement", limiting the number of Japanese immigrants in exchange for better treatment of those in America. So, the Japanese have always been low in the social class of America. But, the internment camps of WWII made things worse. There was not much public outcry following the internment of Japanese-Americans, but it was challenged in the landmark case *Korematsu v. U.S.* The Supreme Court upheld the constitutionality of the internment camps. So, there was social change during WWII but only for the worse.

ANOTHER group that faced much change, is the slaves following the Civil War. Socially, despite public resentment the slaves were emancipated, breaking the "peculiar



institution" of slavery for good. This change was both political and social, adding an amendment to the Constitution abolishing slavery, and undergoing a complete upheaval of Southern social structure. Economically there was change as well. Despite the oppressive practice of sharecropping, African-Americans were no longer slaves, granting them much more economic equality and opportunity than had in the past. So, following the Civil War, a group experienced much social change.

The Japanese-Americans and African-Americans experienced much change during WWII and the Civil War, respectively. The former experiencing social change for the worse. The latter experiencing political, social, and economic change for the better. Both of these examples changed American society. The Supreme Court case of *Korematsu v. US* claimed that it was legal to have internment camps during wartime (which is significant to American society). It showed that individuals may lose their rights if the government believes there is a crisis. More significantly, the enslaved African-Americans were emancipated directly following the Civil War. The slaves were a huge bloc of the country, so obviously this change had a lasting effect on society. As shown, these groups experienced change directly following a war, and these changes subsequently had a lasting effect on American society.

### Anchor Level 3-B

#### The response:

- Develops most aspects of the task in some depth by describing changes experienced by Japanese Americans during World War II and enslaved persons during the Civil War and by mentioning the impact of internment and the loss of rights on American society, but including little on the extent to which society was affected by changes faced by enslaved persons after the Civil War
- Is more descriptive than analytical (*Japanese Americans during World War II*: the Japanese Americans have always been low in the social class of America; the internment camps of World War II made things worse; there was not much public outcry following the internment of Japanese Americans; *enslaved persons during the Civil War*: despite public resentment, the slaves were emancipated, breaking the “peculiar institution” of slavery for good; despite the oppressive practice of sharecropping, African Americans were no longer slaves, granting them much more economic equality and opportunity)
- Includes some relevant facts, examples, and details (*Japanese Americans during World War II*: “Gentlemen’s Agreement” limited the number of Japanese immigrants in exchange for better treatment of those in America; internment was challenged in the landmark case *Korematsu v. United States*; *enslaved persons during the Civil War*: amendment to the Constitution abolishing slavery); includes some minor inaccuracies (*Japanese Americans during World War II*: Franklin Delano Roosevelt reached the “Gentlemen’s Agreement”)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that alludes to the long-term effects on American society

**Conclusion:** Overall, the response fits the criteria for Level 3. The description shows an understanding of changes faced by both groups and points to the existence of discrimination against the groups prior to the wars. The discussion highlights the impact of *Korematsu v. United States* but fails to discuss any specific effect of emancipation on American society.

The United States has participated in many wars over the course of history. These wars have usually been followed by changes made to the American way of life. Certain groups of people have also felt the impact of war, such as the African Americans after the Civil War, and the army draftees after the Vietnam War. The Civil War was fought between the Northern and Southern United States. The Southern states wanted to break away from the Union because they did not share the same views as the North. Originally, Abraham Lincoln's reason for fighting was to preserve the Union however African slaves' rights became an issue and their freedom became the new cause of the war. After the war ended all the former slaves were now freed, but they had no money, or skills, or property of any sort. So the government had created jobs settlements and schools for them. Unfortunately in the South hatred was still very present, and the former slaves still were not much better off. Jim Crow laws were created to keep them separate from whites or having any say whatsoever. The Supreme Court said all facilities must be separate but equal; however, in fact the facilities were not equal, and eventually this led to the Montgomery bus boycott, Brown v. Board of Education, and various other civil rights movements. Later in the U.S. history came the Vietnam War, which being in the Cold War Era, it's goal was to prevent the spread of communism. However, the U.S. didn't have enough soldiers at the time, and started a draft. Teenagers and adults alike were forced into war, but mostly younger people made up the bulk of the armed forces. Some of these soldiers were as young as seventeen, and a war can be a devastating experience to someone so young. This was also the first time the media had full coverage of the war, and every minor detail that went with it.

### Anchor Paper – Thematic Essay—Level 3 – C

Because it seemed the war was being lost,<sup>no matter how many times the president said</sup> there were constant protests to otherwise bring the troops home. Later on, however, seeing how the soldiers had to kill children who could be potential threats, many people were against both the war and the soldiers. Upon returning home, our troops didn't receive a celebration. Instead, they had protestors insulting and hating them. This had a terrible effect on those soldiers, and many still to this day suffer trauma. The U.S. has had involvement in many wars, which has changed its history. From the slaves gaining rights after the Civil War to the problems still seen today in Vietnam veterans, wars have always had lasting impacts. Hopefully, there will be less of a need for war in the future with places such as the UN being forums for peace.

#### Anchor Level 3-C

##### The response:

- Develops all aspects of the task by describing the economic and social changes experienced by enslaved persons during the Civil War and the social changes experienced by army draftees during the Vietnam War with some depth but discusses the extent to which these changes affected American society with little depth
- Is both descriptive and analytical (*enslaved persons during the Civil War*: slaves' rights became an issue and their freedom became the new cause of the war; in the South, hatred was still very present, and the former slaves still were not much better off; the Supreme Court said all facilities must be separate but equal; *army draftees during the Vietnam War*: there were constant protests to bring the troops home; seeing how the soldiers had to kill children who could be potential threats, many people were against both the war and the soldiers; this had a terrible effect on those soldiers and many still suffer trauma)
- Includes some relevant facts, examples, and details (*enslaved persons during the Civil War*: originally Abraham Lincoln's reason for fighting was to preserve the Union; Jim Crow laws were created to keep them separate from whites; this led to the Montgomery bus boycott and *Brown v. Board of Education*; *army draftees during the Vietnam War*: the Vietnam War was to prevent the spread of communism; the United States did not have enough soldiers at the time and started a draft; upon returning home, our troops did not receive a celebration; instead they had protestors insulting them)
- Demonstrates a weakness in organization; incorporates the introduction that states the topics to be covered and the conclusion that suggests a solution for reducing war into the body of the essay

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of changes for both enslaved persons during the Civil War and army draftees during the Vietnam War contains some insightful analysis. However, the extent to which the changes affected American society as a whole is cursory.

The United States have been in many War since it was founded. During these wars there were political, economical, and social changes for different groups. These changes have many impacts on the American society during and after the War. Two groups that these changes came about were to women during WWII and the slaves during the Civil War.

During the Civil War, slaves were not allowed to fight in armies because of racial tensions and also ~~the~~ <sup>the</sup> White Supremic thought. The North was fighting to end slavery so most southerners were not happy. The slaves were allowed during the end of the war to be in the North army but the South would not let them fight in theirs. If slaves became free, then there would be many economical changes that would occur in the South. Since slaves picked cotton and worked in the fields most plantation owners would lose money because they would have no one to pick their crops. This change effected the American society in many ways. One is after the War and slaves were free most stayed in the South and worked on plantations, this meant that the Southern economie really didn't get hurt that much. Another way is after the War blacks wanted the same rights as white men. These rights wouldn't come for along time untill the 60's or 70's when Martin Luther King Jr. would step up and an Amendment would be added to the Constitution.

Another group that changed socially was the women during WWII. During the war most men were fighting over in Europe. This meant just like WWI women had to step up and ~~begin~~ <sup>begin</sup> working in factories so the men would have weapons to fight with during the War.

After WWI most women went back into the home because that is where men

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## Anchor Paper – Thematic Essay—Level 2 – A

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wanted, woman. WWII would be a different story, After the War most woman would not go back into the home. This social change for woman became an economic change for the American society. After the war most men were mad because woman wouldn't go back into the <sup>homes</sup> ~~homes~~. Men said that woman were stealing their jobs and that they belong in the home. Still today women don't get paid as much as men in some jobs, this change is still effecting some woman in the American society today.

just like the woman during WWII, and the slaves during the Civil War there were other groups that were changed socially, politically, and economically because of war. Also because of war the <sup>society</sup> ~~country~~ of America changed and is still changing to this day.

### Anchor Level 2-A

#### The response:

- Minimally develops all aspects of the task by describing social changes experienced by enslaved persons during the Civil War and economic changes experienced by women during World War II and briefly mentioning the extent to which the changes affected American society
- Is primarily descriptive (*enslaved persons during the Civil War*: since slaves picked cotton and worked in the fields, most plantation owners would lose money because they would have no one to pick their crops; after the war, slaves were free and most stayed in the South and worked on plantations; *women during World War II*: this meant, just like World War I, women had to step up and begin working in factories so the men would have weapons to fight with during the war); includes faulty and weak analysis (*enslaved persons during the Civil War*: the North was fighting to end slavery so most Southerners were not happy; this meant that the Southern economy really did not get hurt that much; *women during world War II*: after the war, most men were mad because women would not go back into the homes)
- Includes few relevant facts, examples, and details (*enslaved persons during the Civil War*: the slaves were allowed during the end of the war to be in the Northern army but the South would not let them fight in theirs; these rights wouldn't come for a long time until the '60s or '70s when Martin Luther King, Jr., would step up and an amendment would be added to the Constitution; *women during World War II*: still today, women do not get paid as much as men in some jobs)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response contains a few relevant details to support the many overgeneralizations. Additionally, several inaccurate generalizations are included, particularly for women during World War II.

World War II was a necessary cause for the US to take part in. To ensure the freedoms of America, Europe, and Asia entered the conflicts willingly. With war many important sacrifices had to be made. Although some not as important as others, they all were for one cause.

One group that experienced these changes were the women of the US. With the men fighting the war, the women took the men's jobs. To help the war effort, they made war materials in factories. The women did this heroically throughout the war. However, when they returned, the women were expected to return as the role of stay-at-home moms with no jobs. This was not what the women had in mind. This would spark a national movement to improve the rights of women.

Another group that felt changes were black people. During the war, they also took part in helping America with the war effort. Though regiments were segregated, African-American men went to fight for the American cause. Families back home also sacrificed like everyone else. After the war, African-Americans felt that through their loyal service, they deserved better treatment. However, it was not given. These feelings would spark the civil rights movement.

Almost everything that happened after World War II had a great deal to do with the events that occurred during the conflict. All the way up to the current war

with Iraq, the world is still feeling the effects of the Second World War

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**Anchor Level 2-B**

**The response:**

- Minimally develops all aspects of the task by discussing the social effects of World War II on women and African Americans and observing the connection between wartime experiences and the postwar movements for civil rights and improved rights for women
- Is primarily descriptive (*women during World War II*: with the men fighting the war, the women took the men's jobs; when they returned, the women were expected to return to the role of "stay-at-home moms" with no jobs; *African Americans during World War II*: during the war, they also took part in helping America with the war effort; families back home also sacrificed like everyone else); includes isolated analysis (*women during World War II*: this would spark a national movement to improve the rights of women; *African Americans during World War II*: these feelings would spark the civil rights movement)
- Includes few relevant facts, examples, and details (*women during World War II*: they made war materials in factories; *African Americans during World War II*: regiments were segregated)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that use World War II as a theme to connect the experiences of the two groups

**Conclusion:** Overall, the response fits the criteria for Level 2. The response includes some understanding of the effects of World War II with accurate generalizations about wartime changes. However, the response lacks the relevant details needed to support its conclusions.



World War II affected the United States in many ways. In addition to affecting the U.S. politically and economically, ~~the~~ the social aspects for some grew leaps and bounds. Perfect examples of how WW2 changed groups of people are women and ~~the~~ Japanese.

During WWI women began to get rights. These new rights were small but significant. As WW2 came and men began ~~to be~~ to be shipped off to war women started doing the jobs of men. The women were leaving the home and going to the factory. There were not many "sue home makes" left by the time that the United States was in the middle of WW2. This began to change the lives of women from this point on. It wasn't thought of as bad to get up and go to work in the morning for women. Thanks to WW2, the "ideal" woman has changed from a stay at home mom to a working business woman. This changed American society because when the men came home they didn't have jobs, their home life was different and society had changed

around them. If it wasn't for WW2 women may never have had the right to go into the work force and become their own persons.

The Japanese were highly affected by WW2. After Pearl Harbor occurred, the United States put together all the whereabouts about every Japanese originated person in the US. The civil rights of the Japanese began to come into question! The government started telling the Japanese where they could and couldn't live, what they could have in their possession, and where they could go. As the US and Japan became at more odds, the US started to place Japanese in containment camps. The US was afraid that the Japanese were spies and were reporting back to Japan so Japan could attack again! This affected American society in many ways. People citizens began to abuse the rights and property of the Japanese.

World War ~~2~~ affected many things in the United States both during that time and the future. Women may not have all the rights that they have now if it ~~wasn't~~ wasn't for the progress made during WWII. At the cost of the Japanese, the US now knows the proper ways to deal with attacks by a nation on the US. WWII was a turning point socially in how people viewed the US, by how the US acted during it.

Anchor Level 2-C

**The response:**

- Develops some aspects of the task in some depth by describing the changes experienced by women and Japanese Americans in World War II
- Is primarily descriptive (*women during World War II*: the women were leaving the home and going to the factory; there were not many “Susie Homemakers” left by the time that the United States was in the middle of World War II; *Japanese Americans during World War II*: the government started telling the Japanese Americans where they could and could not live, what they could have in their possession, and where they could go; the United States was afraid that the Japanese Americans were spies and were reporting back to Japan); includes faulty analysis (*women during World War II*: this changed American society because when the men came home they did not have jobs; *Japanese Americans during World War II*: at the cost of the Japanese Americans, the United States now knows the proper ways to deal with attacks by a nation)
- Includes few relevant facts, examples, and details (*women during World War II*: World War II came and men began to be shipped off to war so women started doing the jobs of men; *Japanese Americans during World War II*: after Pearl Harbor occurred, the United States put together all the whereabouts of every Japanese American; the United States started to place the Japanese Americans in containment camps)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that suggest the importance of World War II as a turning point in the social lives of both groups

**Conclusion:** Overall, the response fits the criteria for Level 2. The response lacks detailed information for either group. Overgeneralizations and faulty analysis detract from its overall quality. In addition, little attention is paid to the effect of these changes on American society.

The United States of America participated in many wars. With the US in many of these wars it has resulted in political, social and economic changes for many groups in the United States.

In World War I the women that lived in the United States were unable to do anything. ~~that~~ the ~~best~~ women were not allowed to vote. Women were not allowed to work in many places. They were not allowed to ~~join~~ join the army or navy. The women were expected to stay home and clean and take care of the kids. After a while they were able to work in factories but at lower rates than the men.

During the Vietnam war many college students and draftees were made to go over seas and fight. In this war many draftees went over to fight but they hated it and didn't want to stay there.

So the United States was involved in many wars. Many people were not able to do what they wanted. Many people were treated less fairly. Most people that had to go over seas lost their lives.

## Anchor Level 1-A

### The response:

- Minimally develops some aspects of the task by discussing the changes experienced by women during World War I and by college students/draftees during the Vietnam War, but fails to discuss the extent to which the changes affected American society
- Is descriptive (*women during World War I*: women were not allowed to work in many places; *college students and draftees during the Vietnam War*: during the Vietnam War, many college students and draftees were made to go overseas and fight in this war); contains faulty analysis and application (*women during World War I*: in World War I, the women that lived in the United States were unable to do anything)
- Includes few relevant facts, examples, and details (*women during World War I*: women were not allowed to vote); includes inaccuracies (*women during World War I*: after a while, they were able to work in factories but at lower rates than the men; *college students and draftees during the Vietnam War*: most people who had to go overseas lost their lives)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is over-generalized

**Conclusion:** Overall, the response fits the criteria for Level 1. The response fails to describe the changes faced by groups in any depth. The response lacks any discussion of the extent to which the changes affected American society and uses generalizations throughout the essay.

Two groups that were affected <sup>after</sup> ~~the~~ wars are the ~~African Americans~~ <sup>African Americans</sup> and the ~~American~~ Japanese people.

The Japanese people were affected because after the war and during the war people were afraid of Japanese because they may try doing something ~~bad~~ even if they were the nicest person in the world the people were afraid of them and this hurted the Japanese because the people did not trust them so the Japanese did not have as much of a social life.

There are many people and groups that were affected by wars.

African Americans were not free they did not have rights ~~so they~~ w. and they were treated like property. they were worked ~~be~~ hard and they often died from the work. The north and south fought

In the civil war. The north wanted to end slavery and the south wanted to keep it so the fought and the north was so that ended slavery but slavery still work on all over the blacks were still treated like property they did not have many rights -

Anchor Level 1-B

**The response:**

- Minimally develops an aspect of the task by mentioning a change Japanese Americans experienced during World War II
- Is descriptive (*Japanese Americans during World War II*: the people were afraid of them and this hurt the Japanese Americans because the people did not trust them); lacks understanding of the task (*enslaved persons during the Civil War*: African Americans were not free, they did not have rights, and they were treated like property; they were worked hard and they often died from the work; but slavery still went on all over)
- Includes few relevant facts, examples, and details
- Demonstrates some organization but lacks any statement of the theme; includes a brief statement identifying the groups to be discussed in the introduction and ends with a simple generalization

**Conclusion:** Overall, the response fits the criteria for a weak Level 1 essay. The response alludes to the fear of Japanese Americans but fails to connect this fear to World War II. Describing the status of enslaved persons during the Civil War does not meet the criteria of describing a change experienced because of war.



United States participation in wars has resulted in political, social, and economic changes for various groups of Americans. These changes have had varying impacts on American society both during and after each war. Two groups effected by wars were Japanese-Americans during WWII + American college students during Vietnam War. Both of these groups shared many adversities during these times.

During WWII after the attack of Pearl Harbor many Americans were crushed. Even if the act wasn't committed by the Japanese descent in America, they were still blamed. The Japanese were discriminated against in society and had a hard time carrying out everyday life functions. Because of American fears, most Japanese Americans were rounded like cattle and placed in Internment Camps. Forcing the people to sell homes, businesses, and any other possessions they couldn't bring. All based upon a belief that they could be plotting against the U.S. government. German Americans were not treated as bad even though Hitler was thought of as our worst enemy. Japanese Americans were punished without being found guilty of spying. Their Constitutional rights were violated. They were easier to identify because they looked different and lived together.

In the 1960's the Vietnam War was becoming a controversial aspect of American lifestyle. Very few Americans supported the war and with good reason. A group that strongly opposed the war were college students across the U.S. This became such a strongly opposed issue among college students because they were the ones being drafted and they had no say in the government. Protests were held across the U.S. in front of the U.S. Capitol



AND MANY college campuses. These protests became violent in some cases. In a few instances college students were shot at AND a few were killed. Many students that were drafted burned their DRAFT CARDS. This changed the social path of many teens + college students to a much more left-wing stance in politics. Many hippies (left wing supporters) lived a life style opposed to traditional Americans.

With the United States participating in these wars it changed the lifestyle of Americans. In the case of Vietnam, it taught us to really think about what the government was really doing. Also because of Vietnam, 18-year-old citizens got the right to vote so they could challenge the values of the government instead of letting it all pass by. In the case of WWII it showed us how the government can deprive U.S. citizens of rights during war and that national security may sometimes be more important than civil liberties. Groups often face problems during wartime. The rights of Japanese Americans during WWII were restricted while young people gained voting rights during the Vietnam War.

A country that encounters a war will most likely affect certain standards in society. In particular, social groups or classes may receive changes that will impact their lives. Several wars in the past resulted in different outcomes for American groups. During and after the Civil War, slaves were given better rights and privileges. The aftermath of World War II marked a new era for women's rights in society. Both social groups culturally changed in their typical roles that would eventually affect their surroundings as well American society.

One of the main issues why the Civil War began was over slavery. Many Northerners demanded the abolition of the cruel practice, while generally Southerners insisted that slavery should continue to exist. In 1863, President Abraham Lincoln released the Emancipation Proclamation, which stated that slaves in rebel states would be free. This statement was issued during the war. The end of the war, however, revealed more effective and efficient results. The Union's victory by defeating the South led to an eventual reunion of America. Shortly after the war, slaves were given their freedom by the 13th amendment and the Reconstruction Era attempted to give these newly declared citizens better societal standards, such as education and suffrage. Unfortunately, the events of the Civil War did not pass by without any protest. Grudges still lingered among Southerners. This hatred toward the formerly enslaved people resulted in an increasing amount of racism and segregation.

that would linger in its worst peak for a century. After Reconstruction, Southerners passed Jim Crow laws that prevented formerly enslaved people from gaining rights such as a good education. Formerly enslaved people were kept from voting by poll taxes and literacy tests. Any black man who spoke up for his rights would be threatened by specific organizations such as the Ku Klux Klan who used violence to degrade minority groups.

In Plessy v. Ferguson, the Supreme Court said separate but equal was constitutional so black children went to segregated schools for many years. Later the Supreme Court in Brown v. Board of Education ruled that schools had to be integrated. This decision started the Civil Rights movement.

One century later, women began to struggle for more privileges and civil rights. During both of the World Wars, women actively participated by taking care of business or providing medical and paperwork assistance for American soldiers. Their important roles led to the burning desire of enabling themselves to receive and experience even more civil liberties. The feminist movement could be greatly observed after the aftermath of World War II. In the 1960s, the National Organization for Women, or NOW, was established. This movement consisted of mostly educated women that strived to claim and gain better civil rights. They believed that they were capable of doing anything that men could as they had during World War II. In fact, there is a famous portrait of



a woman flexing her arm that is labeled, "We can do it!" on the top. While the portrait was created a little earlier than the establishment of NOW, it demonstrates that women are willing to achieve anything as long as they are focused to accomplish the task. After all, if women rightfully won the privilege to vote and to show their participation in the war, they were determined to display their capabilities to a further extent. They were willing to go beyond the limit and that is what NOW represents. NOW supported the 1973 Roe vs. Wade decision that allowed women to decide if they are willing to continue their pregnancy. Today, women can work in several areas that they couldn't in the past. One such occupation is the army itself that they were allowed only supporting jobs at one time. The active roles of women today has changed the typical family standards. Now, women and mothers may be the self-proclaimed "bread winners" rather than being the once typical "stay-home moms."

It is apparently relevant to include both of these social groups in a discussion of how wars lead to various changes in society. These changes were necessary because of unfair standards that weren't compatible with the evolution of time. Nevertheless, wars created societal changes on the home front that generally reformed for the common good. This instinct will most likely continue to occur in future events.

United States participation in wars has resulted in political, social, and economic changes for various groups of Americans. These changes have had varying impacts on American Society both during and after each war. Two of these groups were women during World War II and the enslaved persons during the civil war.

A social change that women experienced during the war was that <sup>they</sup> no longer stayed home ~~and~~ to clean, cook, and watch children. When the men were drafted during WW II, it left millions of jobs open for women to take over. The women then took over those jobs in factories and many other positions. ~~This~~ This change affected American society in that even although after the men returned ~~and~~ they had to go back to being at home, they set the mark for all women to come after

them. They opened the doors and showed the American society that women could get the job done and do it better just as well as a man can. And they showed that men are no better than women.

The enslaved people of the civil war experienced a drastic social change as well. This change was that ~~they~~ Abraham Lincoln ~~the~~ issued the Emancipation Proclamation. This freed every slave in the United States. And this change did of course affect the American society in many ways. Once freed the slaves were still treated unfairly for a long period of ~~the~~ time. There were several laws passed trying to restrict their freedom. For instance there was the poll tax ~~tax~~ which said that they had to pay a fee in order to vote. And considering that these



people were not close to wealthy, most could not afford it, which of course prevented them from voting.

Both of these changes in the beginning were hard. Though now in the 21st century, these people are now treated as equals in all ~~esse~~ aspects of life. And now, they have finally achieved their goal.

\*\*\*\*\*

WARS CHANGE SOCIETY. THEY CHANGE A COUNTRY POLITICALLY, SOCIALLY, AND ECONOMICALLY. THESE CHANGES CAN BE OBSERVED THROUGH VARIOUS GROUP OF AMERICANS SUCH AS THE AMERICAN COLLEGE STUDENTS DURING THE VIETNAM WAR AND WOMEN DURING WORLD WAR II. ~~AND~~

THE COLLEGE STUDENTS IN AMERICA DURING THE VIETNAM WAR PLAYED A MAJOR PART IN THE HOMEFRONT. MANY COLLEGE STUDENTS WERE AGAINST THE WAR AND SPOKE OUT AGAINST THE GOVERNMENT ABOUT IT. COLLEGE STUDENTS HELD MAJORITIES IN LARGE PROTESTS. ONE SPECIFIC EVENT WAS KENT STATE. THE PROTEST AT KENT STATE WAS SO LARGE THAT THE SCHOOL WAS SHUT DOWN AND TAKEN OVER BY THE PROTESTS. THE NATIONAL GUARD CAME AND ATTEMPTED TO MAINTAIN THE CROWD AT A NON-VIOLENT LEVEL UNTIL SOMEONE THROWN ROCKS AT THE SOLDIERS AND THE SOLDIERS BEGAN TO FIRE THEIR WEAPONS. FOUR STUDENTS WERE KILLED IN THIS PROTEST AT KENT STATE. ~~THIS SHOWED~~ THIS SOCIAL CHANGE SHOWED THAT NOT ALL AMERICANS WERE FOR THE WAR THAT THEY WERE IN. THAT THE GOVERNMENT DID NOT HAVE FULL SUPPORT FROM ITS COUNTRY.

ANOTHER GROUP THAT EXPERIENCED CHANGES DURING A WAR WERE THE WOMEN OF AMERICA DURING WORLD WAR II. THESE WOMEN WERE NO LONGER HOUSEWIVES HAVING TO KEEP UP THEIR HOMES AND MAKE SURE DINNER WAS READY AT THE SAME TIME EVERY NIGHT. MANY WOMEN HAD HUSBANDS GOING OFF TO THE WAR AND THE WOMEN WERE LEFT TO FIND MEANS OF MAKING MONEY TO SUPPORT THEIR FAMILIES. MANY WOMEN FOUND JOBS WORKING IN FACTORIES MAKING WAR MATERIALS. POSTERS SHOWING ROSIE THE RIVETER CONVINCED WOMEN TO GO TO WORK. THE EXTENT OF THIS CHANGE WAS A SIGNIFICANT ONE. WHEN THE MEN CAME HOME FROM THE WAR THE WOMEN HAD TAKEN THEIR JOBS AND DIDN'T WANT TO GO BACK TO BEING HOUSEWIVES ANYMORE. THESE JOBS GAVE WOMEN A SENSE OF STRENGTH AND PROVED THAT THEY COULD DO MORE THAN JUST DUST THE HOUSE. WOMEN SOON FOUGHT FOR RIGHTS IN THE WORKING WORLD. MORE AND MORE WOMEN BEGAN LEAVING THE HOME TO WORK, CHANGING THE FAMILY SITUATION. TODAY MANY MOTHERS WORK OUTSIDE THE HOME SO THERE IS A GREATER NEED FOR CHILDCARE. FAMILIES NO LONGER SPEND AS MUCH TIME TOGETHER AND DIVORCE IS MORE COMMON.

IN SOME CASES THE CHANGES THAT ARE BROUGHT ON BY WAR CAN BE POSITIVE BUT IN OTHER CASES THEY MAY BE NEGATIVE. EITHER WAY A WAR IS BOUND TO CHANGE PEOPLE WHETHER IT'S POLITICALLY, SOCIALLY OR ECONOMICALLY IT IS GOING TO HAPPEN.



The United States has partaken in Wars that resulted in political, social, and economic changes for different groups of Americans. These changes for these groups of Americans during the time that the United States has been participating in wars were poor Americans, and minority Americans. The changes that took place in economic change for the poor Americans is that they had no money to support themselves, and the government takes their money to use in the war. The social change for them is that they did not have places to live, and the government was changing their life style. The political change that took place during the war is the way that the government was changing the lives of many Americans that were living in the United States.

The changes that took place for minority Americans in social change is the government was not giving equal rights while the United States was fighting in the wars. The economic change for them was the taxes they had to pay to the government for the United States partaking in the war. The political change that took place for minority Americans was the effect of the war that changed the way the government changed and viewed the United States. After the war the government changed in many ways by trying to stabilize the Americans of the U.S. The government changed

many ways in life for the two groups of Americans. The had more paying jobs, gave the right to vote, and many other opportunities for these Americans.

In conclusion the United States did partake in many wars and changed many lives but it also helped Americans in a way. The had better opportunities for Americans.

\* \* \* \* \*

#### Practice Paper A—Score Level 4

**The response:**

- Develops all aspects of the task by describing the political changes experienced by Japanese Americans during World War II and college students during the Vietnam War and by discussing the extent to which American society was affected
- Is both descriptive and analytical (*Japanese Americans during World War II*: even if the act was not committed by the Japanese descendents in America, they were still blamed; all based upon a belief that they could be plotting against the United States government; German Americans were not treated as badly even though Hitler was thought of as our worst enemy; national security may sometimes be more important than civil liberties; *college students during the Vietnam War*: the war became such a strongly opposed issue among college students because they were the ones being drafted and they had no say in the government; this changed the social path of many teens and college students to a much more left-wing stance in politics; Vietnam taught us to really think about what the government was really doing)
- Supports the theme with relevant facts, examples, and details (*Japanese Americans during World War II*: after the attack on Pearl Harbor; Japanese Americans were rounded up like cattle and placed in internment camps; forcing these people to sell houses, businesses, and any other possessions; *college students during the Vietnam War*: protests were held across the United States, in front of the Capitol and many college campuses; college students were shot at and a few were killed; students that were drafted burned their draft cards; because of Vietnam, 18-year-old citizens got the right to vote)
- 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 response includes some analysis by comparing the differences in treatment of the Japanese Americans and German Americans during the same time period, demonstrating an understanding of the issue. However, it lacks the depth and historical detail in support of the theme common in a Level 5 response.

## Practice Paper B—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for enslaved persons during the Civil War and women during World War II by describing how each group was changed by war and by discussing the extent to which American society was affected by the changes
- Is more analytical than descriptive (*enslaved persons during the Civil War*: the Union’s victory by defeating the South led to an eventual reunion of America; hatred resulted in an increasing amount of racism and segregation that remained for a century; any black man who spoke up for his rights would be threatened by specific organizations such as the Ku Klux Klan who used violence to degrade minority groups; African Americans went to segregated schools for many years; *women during World War II*: women had rightfully won the privilege to vote and to show their participation in the wars, and they were determined to display their capabilities; now women and mothers may be the self-proclaimed “bread winners” rather than being the once typical “stay-home moms”)
- Richly supports the theme with relevant facts, examples, and details (*enslaved persons during the Civil War*: shortly after the war, slaves were given their freedom by the 13th amendment; former slaves were kept from voting by poll taxes and literacy tests; *women during World War II*: the National Organization for Women was established; famous portrait of a woman flexing her arm that is labeled “We can do it!” demonstrates that women are willing to achieve anything; in 1973, NOW supported *Roe v. Wade* that allowed women to decide if they are willing to continue their pregnancy)
- 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. The analysis clearly connects and richly supports changes in the status of enslaved persons and women. The response shows understanding of the long-term societal effects generated by the changes.

## Practice Paper C—Score Level 2

### The response:

- Minimally develops most aspects of the task by describing social changes experienced by women during World War II and political changes experienced by enslaved persons during the Civil War and briefly mentioning the effect of women’s rise in status on American society
- Is primarily descriptive (*women during World War II*: a social change that women experienced during the war was that they no longer stayed home to clean, cook, and watch children; they set the mark for all women to come after them; *enslaved persons during the Civil War*: once freed, the slaves were still treated unfairly for a long period of time; most could not afford the poll tax, which of course prevented them from voting); includes faulty analysis (now in the 21st century, these people are now treated as equals in all aspects of life)
- Includes few relevant facts, examples, and details (*women during World War II*: when the men were drafted during World War II, it left millions of jobs open for women to take over; *enslaved persons during the Civil War*: Abraham Lincoln issued the Emancipation Proclamation); includes an inaccuracy (*enslaved persons during the Civil War*: Emancipation Proclamation freed every slave in the United States)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a weak conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Although there is little development of the changes experienced by the groups, the response includes some sophisticated conclusions about the effect of poll taxes on African Americans and the important precedent set by World War II women. The response is weakened, however, by the oversimplification of the overall effects on American society.

## Practice Paper D—Score Level 3

### The response:

- Develops most aspects of the task in some depth by describing a social change experienced by college students during the Vietnam War and women during World War II and by discussing the effect of women's experiences during World War II on American society
- Is more descriptive than analytical (*college students during the Vietnam War*: many college students were against the war and spoke out against the government; this social change showed that not all Americans were for the war; *women during World War II*: these women were no longer housewives having to keep up their homes and make sure dinner was ready at the same time every night; many women found jobs working in factories, manufacturing war materials; women soon fought for rights in the working world; more and more women began leaving the home to work, changing the family situation; families no longer spend as much time together and divorce is more common); includes overgeneralizations (*women during World War II*: when the men came home from the war, the women had taken their jobs and did not want to go back to being housewives anymore)
- Includes some relevant facts, examples, and details (*college students during the Vietnam War*: the protest at Kent State was so large that the school was shut down; the National Guard came and attempted to maintain the crowd at a nonviolent level; four students were killed at this protest; *women during World War II*: posters showing "Rosie the Riveter" convinced women to go to work; today many mothers work outside the home so there is a greater need for child care)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that notes the positive and negative nature of societal changes

**Conclusion:** Overall, the response fits the criteria for Level 3. The response consists mostly of generalizations, especially in the treatment of women during World War II. The omission of a discussion of the effect of college protests on American society weakens the response.

## Practice Paper E—Score Level 0

### The response:

Fails to develop the task

**Conclusion:** The response fits the criteria for Level 0. The response identifies the groups as poor and minority Americans, using no wars as points for discussion. It proceeds to identify political, social, and economic conclusions for each group using broad and contradictory generalizations. The response therefore becomes a series of general statements that could apply to poor and minority Americans at any time.

**United States History and Government**  
**Part A Specific Rubric**  
**Document-Based Question—January 2008**

**Document 1**

. . . I am aware, that many object to the severity of my language; but is there not cause for severity? I *will be* as harsh as truth, and as uncompromising as justice. On this subject [abolition of slavery] I do not wish to think, or speak, or write, with moderation. No! no! Tell a man whose house is on fire, to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; —but urge me not to use moderation in a cause like the present. I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead. . . .

Source: William Lloyd Garrison, *The Liberator*, January 1, 1831, Vol. 1, No. 1

- 1 Based on this newspaper article, what was *one* goal that William Lloyd Garrison was trying to achieve?**

**Score of 1:**

- States a goal that William Lloyd Garrison was trying to achieve based on this newspaper article  
*Examples:* to abolish slavery; to be harsh as truth/uncompromising as justice on the subject of slavery; to be heard on the slavery issue; to make people less apathetic about slavery; to not retreat a single inch on the issue of slavery

**Score of 0:**

- Incorrect response  
*Examples:* to think/speak/write with moderation; to give a moderate alarm; to hasten the resurrection of the dead; to compromise; to condone apathy
- Vague response that does not answer the question  
*Examples:* to be aware; to liberate; to be earnest; to be less apathetic; to improve slavery
- No response

## Document 2

“UNCLE TOM’S CABIN.” This heart-melting and thrilling work continues to find a demand that can hardly be met by the utmost activity of the press and the bookbinders. We are informed by the publishers, that the eightieth thousand edition [copy] will be published to-morrow, making 160,000 volumes [total copies] in the brief period of eleven weeks!—a sale unprecedented in the country, in any instance, if not in the whole world. English editions of it are rapidly selling—one being printed in London in a cheap form, at the low rate of 2s. 6d., or about 60 cents. It should never be forgotten, that Mrs. H. B. Stowe, its gifted author, was moved to take up the subject of slavery, in the manner, by the passage of the Fugitive Slave Law. So does a just God overrule evil for good.

Source: *The Liberator*, June 11, 1852

### 2 According to *The Liberator*, how did the public react to the publication of Harriet Beecher Stowe’s *Uncle Tom’s Cabin*?

#### Score of 1:

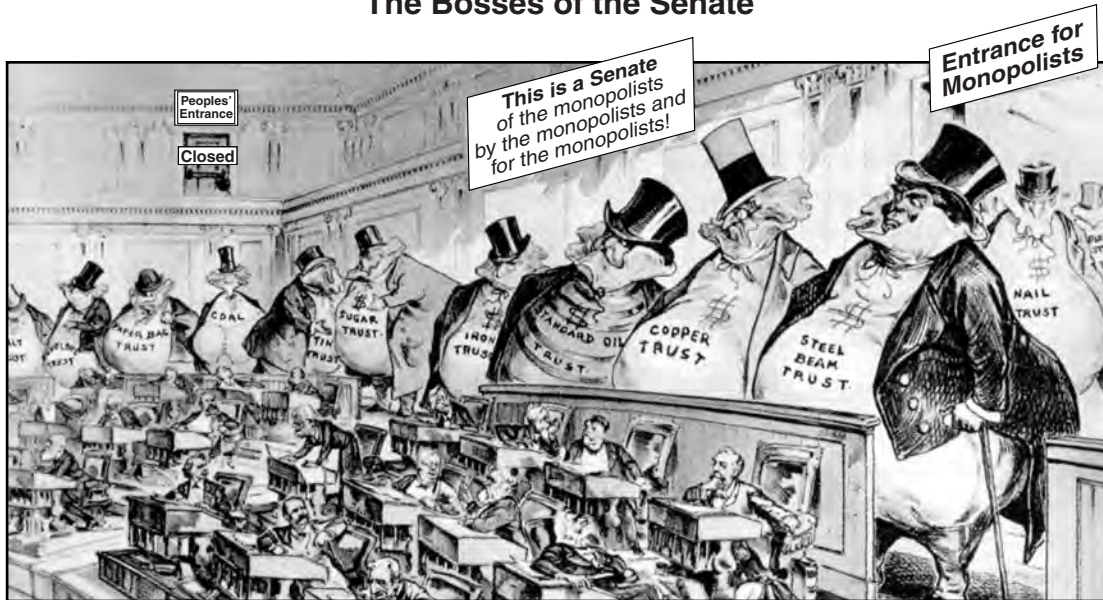
- States how the public reacted to the publication of *Uncle Tom’s Cabin* by Harriet Beecher Stowe as noted in this article in *The Liberator*  
*Examples:* they wanted to buy it; they bought the book; people in London bought the book; English editions sold rapidly; they bought so many copies the demand could hardly be met

#### Score of 0:

- Incorrect response  
*Examples:* the public supported the passage of the Fugitive Slave Law; Mrs. H. B. Stowe took up the subject of slavery
- Vague response that does not answer the question  
*Examples:* the work was thrilling; evil was overruled for good; they informed the publishers; they kept the publishers/press/bookbinders active
- No response

## Document 3a

### The Bosses of the Senate



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

3a What is *one* political problem identified by Joseph J. Keppler in this cartoon?

#### Score of 1:

- States a political problem identified by this cartoonist  
*Examples:* trusts/monopolists controlled the Senate; the trusts were more powerful than the Senate; the people had no power in the government; the Senate was being run by the monopolists; the people had no/little say in Senate decisions; the people had no/little access to the Senate

#### Score of 0:

- Incorrect response  
*Examples:* companies formed monopolies; trusts lost power in the Senate; senators could not vote on legislation
- Vague response that does not answer the question  
*Examples:* the Senate was crowded; there were many different trusts
- No response

**People's Party [Populist] Platform  
(Omaha Platform)  
July 4, 1892**

... The conditions which surround us best justify our co-operation; we meet in the midst of a nation brought to the verge of moral, political, and material ruin. Corruption dominates the ballot-box, the Legislatures, the Congress, and touches even the ermine [robes] of the bench. The people are demoralized; most of the States have been compelled to isolate the voters at the polling places to prevent universal intimidation and bribery. The newspapers are largely subsidized or muzzled, public opinion silenced, business prostrated [crushed], homes covered with mortgages, labor impoverished, and the land concentrating in the hands of the capitalists. The urban workmen are denied the right to organize for self-protection, imported pauperized labor beats down their wages, a hireling standing army, unrecognized by our laws, is established to shoot them down, and they are rapidly degenerating into European conditions. The fruits of the toil of millions are boldly stolen to build up the fortunes for a few, unprecedented in the history of mankind; and the possessors of these, in turn, despise the Republic and endanger liberty. From the same prolific womb of governmental injustice we breed the two great classes—tramps and millionaires. . . .

Source: *National Economist*, Washington, D.C., 1892

**3b According to this political party platform, what were *two* specific problems that led to the formation of the Populist Party?**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem that led to the formation of the Populist Party based on this political platform  
*Examples:* corruption dominates the ballot box; nation is on the verge of moral/political/material ruin; people have been demoralized; silencing of public opinion; business has been crushed; concentration of land in the hands of capitalists; the right to organize has been denied to urban workmen; newspapers have been subsidized/muzzled

**Note:** To receive maximum credit, two *different* problems that led to the formation of the Populist Party must be stated. For example, *the right to organize has been denied to urban workers* and *workers were denied the right to join labor unions* are the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* voters were not allowed at polling places; people have not cooperated; there were injustices
- Vague response that does not answer the question  
*Examples:* they needed a platform; conditions surrounded them; things were getting worse
- No response



## Document 4

### An Old Rear-Tenement In Roosevelt Street



Source: Jacob Riis, 1890

. . . It is ten years and over, now, since that line [between rich and poor] divided New York's population evenly. To-day three-fourths of its people live in the tenements, and the nineteenth century drift of the population to the cities is sending ever-increasing multitudes to crowd them. The fifteen thousand tenant houses that were the despair of the sanitarian in the past generation have swelled into thirty-seven thousand, and more than twelve hundred thousand persons call them home. The one way out he saw—rapid transit to the suburbs—has brought no relief. We know now that there is no way out; that the “system” that was the evil offspring of public neglect and private greed has come to stay, a storm-centre forever of our civilization. Nothing is left but to make the best of a bad bargain. . . .

Source: Jacob Riis, *How the Other Half Lives*, Charles Scribner's Sons, 1890

#### 4 Based on these documents, state *two* problems faced by cities in the United States in the late 1800s.

##### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem faced by cities in the United States in the late 1800s, according to Jacob Riis  
*Examples:* three-fourths of New York's population lived in tenements; tenements were becoming more and more crowded; tenements had sanitation problems; the population of the cities was growing rapidly; overcrowding in tenements was not relieved by rapid transit to the suburbs; the number of unsanitary tenements has grown; wooden tenements could catch fire

**Note:** To receive maximum credit, two *different* problems faced by cities in the United States in the late 1800s must be stated. For example, *more and more people lived in tenements* and *three-fourths of New York's population lived in tenements in 1890* are the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

##### Score of 0:

- Incorrect response  
*Examples:* there was no rapid transit; New York's population was divided evenly; there was not enough room to hang out laundry; no dryers
- Vague response that does not answer the question  
*Examples:* nothing was left; it was a bad bargain; things were small
- No response

## Document 5a

In this Frank Beard cartoon, a saloon owner is wrapped in the protection of the law from the accusations of Themis, the Greek goddess of justice.

### Under the Cloak of the Law



#### ● WORK OF THE SALOON

The Manufacture and Sale of Liquor  
Is Responsible For

70 per cent of our criminals

50 per cent of the inmates  
of insane asylums

80 per cent of the inmates  
of our poor houses

100 per cent of our troubles

The destruction of  
homes

The corruption  
of voters

Source: Frank Beard, *Fifty Great Cartoons*,  
The Ram's Horn Press, 1899

**5a According to Frank Beard, what was *one* reason people supported the temperance movement?**

#### Score of 1:

- States a reason people supported the temperance movement based on this cartoon  
*Examples:* liquor was responsible for 70 percent of criminals/50 percent of the inmates of insane asylums/80 percent of the inmates of poor houses/100 percent of our troubles; homes were destroyed; voters were corrupted; law protected saloon/bar owners

#### Score of 0:

- Incorrect response  
*Examples:* no one was voting; criminals were set free; asylums have been destroyed
- Vague response that does not answer the question  
*Examples:* liquor was manufactured; there were troubles; Themis was pointing her finger/making accusations; he was under the cloak of the law
- No response

## Document 5b

... the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Source: United States Constitution, 18th Amendment, Section 1, 1919

**5b Based on this document, state *one* way reformers tried to stop the sale of intoxicating liquors in the United States.**

### Score of 1:

- States a way reformers tried to stop the sale of intoxicating liquors in the United States based on this document  
*Examples:* by supporting the passage/ratification of an amendment/18th amendment; by convincing the United States government to prohibit the manufacture/sale/transportation of intoxicating liquors; by getting an amendment passed

### Score of 0:

- Incorrect response  
*Examples:* by exporting all intoxicating liquor to other countries; by allowing only the United States to manufacture intoxicating liquors; by selling liquor to territories of the United States
- Vague response that does not answer the question  
*Examples:* by giving beverages a purpose; by exporting from the United States
- No response

## **BEEF TRUST BEATEN, BUT ESCAPES EXPOSURE**

**President's Remarkable Promise  
Put Inspection Bill Through.**

### **DAMAGING REPORT SHELVED**

The President's Agents Described to  
Him Packing House Conditions  
Worse Than Those Told of  
in Sinclair's Story.

*Special to The New York Times.*

### **. . .The President Was Indignant.**

The President [Theodore Roosevelt] did not send Neill and Reynolds [federal officials] forth merely on the statements made by Upton Sinclair in his novel, "The Jungle." After he had been convinced of the truth of Sinclair's statements he manifested such an interest in the question that other people brought statements to him. He read the proofs of articles on the subject, and everything he read increased his anger. He then asked his two friends to look into the matter, and let him know if the stories told to him were true. They did look into it, and told him that everything he had learned was correct. Immediately upon this, filled with indignation, the President had Senator Beveridge introduce the Meat Inspection bill, and then served a notice that unless it was passed in jig time [very quickly] the report would be made public. . . .

Source: *New York Times*, May 27, 1906

## **6 According to the *New York Times*, how did *The Jungle* and other reports influence President Theodore Roosevelt's actions?**

### **Score of 1:**

- States how *The Jungle* and other reports influenced President Theodore Roosevelt's actions according to the *New York Times*

*Examples:* he asked Senator Beveridge to introduce the Meat Inspection bill; they made him interested in improving packing house conditions; Roosevelt's promise put the inspection bill through; he demanded quick action on the Meat Inspection bill; he asked his friends to look into the matter and verify evidence; he pushed to get Meat Inspection bill passed instead of exposing the beef trust; Roosevelt was indignant and moved to pass reform legislation

### **Score of 0:**

- Incorrect response  
*Examples:* he refused to believe the stories; he vetoed the bill; he thought the Senate should not hurry to pass an inspection bill; he exposed the beef trust
- Vague response that does not answer the question  
*Examples:* he asked his friends; he acted; he made a remarkable promise
- No response

**PREFACE**

Salary—A periodical [regular] allowance made as compensation to a person for his official or professional services or for his regular work. —*Funk and Wagnalls*.

Notice the words, “a person.” Here is no differentiation between male persons and female persons.

Yet the City of New York pays a “male” person for certain “professional services” \$900, while paying a “female” person only \$600 for the same “professional services.” Stranger still, it pays for certain experience of a “male” person \$105, while paying a “female” person only \$40 for the identical experience. These are but samples of the “glaring inequalities” in the teachers’ salary schedules. . . .

Source: Grace C. Strachan, *Equal Pay for Equal Work*, B. F. Buck & Company, 1910

**7 What is *one* problem addressed by Grace C. Strachan?**

**Score of 1:**

- States a problem addressed by Grace C. Strachan in this book excerpt  
*Examples:* women were being paid less than men for the same job; there were glaring inequalities between the teaching salaries of men and women; identical experiences for men and women were rewarded differently; males and females are paid differently for the same services/work; women only get \$600/\$40 for certain work/experience

**Score of 0:**

- Incorrect response  
*Examples:* there was no differentiation between male persons and female persons; females earned more than males for professional work; equal pay was paid for equal work
- Vague response that does not answer the question  
*Examples:* allowance was made as compensation; professional services; regular work was available; women were worse than men
- No response

## Document 8



Source: Library of Congress (adapted)

### 8 Based on the information on this poster, why is child labor considered a national problem?

#### Score of 1:

- States a reason that child labor is considered a national problem based on this poster  
*Examples:* influence of industry led to the continuation of child labor; industries throughout the United States used child labor; use of child labor resulted in higher profits for industry; American businesses make profits on child labor; child labor menaces the lives of children; because kids are working and not in school; because kids work in dangerous/dirty conditions; child labor is dangerous for kids

#### Score of 0:

- Incorrect response  
*Examples:* it was unprofitable; it isolated us from other countries; children were not allowed to leave the United States; children were not allowed to work on farms; children were kept in chains
- Vague response that does not answer the question  
*Examples:* it was chained; the menace was national; industry was more important
- No response

**United States History and Government**  
**Content-Specific Rubric**  
**Document-Based Question**  
**January 2008**

**Historical Context:** Throughout the 1800s and the early 1900s, reformers sought to solve the social, political, and economic problems of the period. Various methods were used by reformers to address these problems.

**Task:** • Discuss the social, political, *and/or* economic problems addressed by reformers in the 1800s and early 1900s. In your discussion, include the methods used by reformers to expose these problems.

**Scoring Notes:**

1. The response to this document-based question should discuss *at least two* social, political, and/or economic problems addressed by reformers in the 1800s and early 1900s. The response should also include the methods used by reformers to expose the problems.
2. To incorporate the minimum number of documents, most responses will discuss more than two problems.
3. Any combination of social, political, and economic problems may be used to address the task.
4. The classification of problems as social, political, or economic does not need to be specifically identified as long as the type of problem is implied in the discussion.
5. Although the discussion may refer to the continuation of the problem beyond the time period, the problems should have occurred during the 1800s and early 1900s, i.e., a discussion of equal pay for women could mention the proposal of equal rights amendments in both the 1920s and the 1960s/1970s.
6. Although the discussion may include the results of the reformers' efforts, the focus of the response should be on the problem and the methods used by reformers to expose the problem, i.e., a discussion of Upton Sinclair writing a novel to expose the conditions in meatpacking plants may include details about the Meat Inspection Act and the expanded role of the federal government regarding consumer protection, but this information is not a required part of the task.
7. The discussion may include the same method for more than one problem, e.g., books written to address different problems such as Harriet Beecher Stowe's *Uncle Tom's Cabin* and Upton Sinclair's *The Jungle*.
8. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 3a, 3b, 4a, 4b, 5a, and 5b may be considered as separate documents if the response uses specific separate facts from each individual document.



### *Key Ideas from Documents*

Issue	Problem	Methods Used by Reformers
<b>Slavery</b>  <b>Docs 1 and 2</b>	Apathy of people about the issue of slavery	Publication of editorials by William Lloyd Garrison in his newspaper <i>The Liberator</i> on the immediate need to abolish slavery, comparing the problem to situations where moderation was inappropriate Publication and distribution of thousands of copies of <i>Uncle Tom's Cabin</i> , a novel about slavery by Harriet Beecher Stowe
<b>Big Business</b>  <b>Doc 3</b>	Control of Senate by monopolists Senators failing to protect the interests of the people Corruption of the ballot box, legislatures, Congress, and judges Intimidation and bribery of voters Lack of independence of newspapers Silencing of public opinion Poverty of laborers Concentration of land in the hands of the capitalists Possible loss of liberty	Political cartoons illustrating monopolist control of the Senate Organization of political party (Populist) to fight corruption Publication of Populist Party (Omaha) Platform
<b>Living Conditions</b>  <b>Doc 4</b>	Unsanitary conditions in tenements Concentration of three-fourths of New York City's population in tenements 19th-century drift of population to the cities	Photographs showing living conditions in tenements in Jacob Riis' book <i>How the Other Half Lives</i> Publication of <i>How the Other Half Lives</i>
<b>Alcohol</b>  <b>Doc 5</b>	Responsibility of manufacture and sale of liquor for 70 percent of the criminals, 50 percent of asylum inmates, 80 percent of poor house inmates, 100 percent of our troubles Responsibility of manufacture and sale of liquor for the destruction of homes and the corruption of voters	Political cartoons illustrating the problems resulting from the manufacture and sale of liquor Support for the ratification of the 18th amendment
<b>Working Conditions</b>  <b>Docs 3, 6, 7, and 8</b>	Denial of the right to organize for workers' self-protection Low wages for urban workers because of abundant supply of immigrant labor Conditions in meatpacking houses Higher salaries for male workers than for female workers for the same job Higher pay for the experience of male workers than for the experience of female workers Profits made by industry from child labor Use of child labor in industries throughout the United States	Formation of the Populist Party Newspaper articles about poor conditions in meatpacking houses Publication of Upton Sinclair's novel <i>The Jungle</i> about conditions in meatpacking houses Presidential involvement (Theodore Roosevelt sending federal officials to investigate conditions in meatpacking houses and asking Senator Beveridge to introduce the Meat Inspection bill) Publication of <i>Equal Pay for Equal Work</i> , bringing attention to unfair pay of female workers as compared to male workers Posters criticizing child labor



## ***Relevant Outside Information***

(This list is not all-inclusive.)

<b>Issue</b>	<b>Problem</b>	<b>Methods Used by Reformers</b>
<b>Slavery</b>	<p>Degradation of enslavement</p> <p>Harsh conditions suffered by slaves (limited diet, inadequate housing, physical abuse, separation of families, limited educational opportunities, restriction of religious activities)</p> <p>Slave rebellions (Denmark Vesey, Nat Turner)</p> <p>Whites' fear of African Americans leading to tighter controls</p> <p>National focus on debate over slavery (Missouri Compromise, Wilmot Proviso, Compromise of 1850, Kansas-Nebraska Act)</p> <p>Disproportionate power in the national government of the Southern slave-holding minority (slave power)</p> <p>Supreme Court (Dred Scott decision); slave as property</p>	<p>Publication of antislavery articles in newspapers such as <i>The North Star</i></p> <p>Speeches and lectures by abolitionists (Frederick Douglass, Sojourner Truth)</p> <p>Petitions to state and national legislatures</p> <p>Organization of third parties (Liberty, Free Soil, Republican)</p> <p>Organization of antislavery societies (New England Anti-Slavery Society, American Anti-Slavery Society, Quaker activities)</p> <p>Underground Railroad (Harriet Tubman)</p> <p>Protests against Fugitive Slave Law (Jerry Rescue)</p> <p>Rebellions (Nat Turner)</p>
<b>Big Business</b>	<p>Widened gap between rich and poor</p> <p>Elimination of competition with the growth of monopolies</p> <p>Lack of emphasis on individualism</p> <p>Railroad policies discriminating against farmers (pooling, rebates)</p> <p>Conservative laissez-faire attitudes dominating the Supreme Court (<i>United States v. E. C. Knight Co.</i>, <i>In Re Debs</i>, narrow interpretation of the Sherman Antitrust Act)</p> <p>Big business interests controlling the selection of United States senators by state legislatures</p> <p>"Millionaires Club" protection of big business (tariffs, open immigration, weak antitrust legislation)</p> <p>Threat of plutocracy in democratic government</p> <p>Major political parties favoring big business interests and ignoring farmer and worker problems</p> <p>Executive branch use of federal troops to end strikes</p>	<p>Lobbying of state legislatures (Illinois, Wisconsin, New York, Oregon)</p> <p>Nomination of third-party candidates for national office and drafting of party platforms (Progressives)</p> <p>Publication of books by muckrakers to expose problems (<i>History of Standard Oil</i>, Ida Tarbell)</p> <p>Political support of presidents who responded to a reform agenda (Roosevelt, Taft, Wilson)</p> <p>Use of print media to inform the public (<i>McChure's</i>, <i>Cosmopolitan</i>)</p>

**Relevant Outside Information (cont.)**

(This list is not all-inclusive.)

Issue	Problem	Methods Used by Reformers
<b>Living Conditions</b>	<p>Limited choices in housing for low-wage industrial workers</p> <p>Dumbbell apartments (little ventilation or privacy, family tensions)</p> <p>Rapid spread of disease due to overcrowding in apartments</p> <p>Children spending unsupervised time on the streets (criminal behavior, gang membership)</p> <p>Psychological problems resulting from constant poverty (divorce, desertion, alcohol abuse)</p> <p>Increase in influence of political machines in city governments (“trading votes for favors,” Tammany Hall, Boss Tweed)</p>	<p>Publication of books by muckrakers to expose problems (<i>Shame of the Cities</i>, Lincoln Steffens)</p> <p>Use of print media to inform the public (<i>McClure’s</i>, <i>Cosmopolitan</i>)</p> <p>Social workers helping city newcomers deal with adjustment challenges (Jane Addams, Florence Kelley, Lillian Wald)</p> <p>Visiting nurses publicizing conditions of the tenements and their impact on women and their families (Margaret Sanger)</p> <p>Passage of laws by state and local Progressive legislators to improve standards for apartments (windows, sanitation, fire escapes)</p>
<b>Alcohol</b>	<p>Degradation of women in saloon atmosphere</p> <p>Negative impact of alcohol expenditures on family finances</p> <p>Excessive alcohol consumption (health problems, higher crime rates, family tensions, reduced workplace productivity and safety)</p> <p>Rise of organized crime as a result of the difficulty of enforcing prohibition legislation</p>	<p>Sermons by Protestant clergy encouraging moral behavior</p> <p>Lobbying legislators on the local, state, and national level (American Temperance Society, Woman’s Temperance Union, Anti-Saloon League)</p> <p>Nomination of candidates for political office (National Prohibition Party)</p> <p>Activities of individuals (Carrie Nation, Frances Willard)</p> <p>Passage of legislation to enforce the 18th amendment (Volstead Act)</p>
<b>Working Conditions</b>	<p>Use of children in the workplace kept them from attending school</p> <p>Accidents and disability due to long hours</p> <p>Lack of workmen’s compensation laws in most states</p> <p>Contribution of low wages to widening gap between rich and poor</p> <p>Effect of abundance of cheap labor</p> <p>Minimal governmental and public support for improvement (sanitation problems, few safety and fire codes, Triangle Shirtwaist Fire)</p> <p>Effect of unfavorable newspaper articles, blacklists, lock-outs, yellow dog contracts, use of troops to end strikes, strikebreakers, strict interpretation of Sherman Antitrust Act on labor union movement</p> <p>Judicial interpretation of 14th amendment invalidating protective legislation (<i>Lochner v. New York</i>, 1916 Child Labor Law)</p>	<p>Organization of labor unions (Knights of Labor, American Federation of Labor, International Ladies Garment Workers Union)</p> <p>Lobbying for state legislation by Progressives to protect workers (Illinois, Massachusetts, New York)</p> <p>Defense of reform legislation in the courts (Louis Brandeis, <i>Muller v. Oregon</i>)</p> <p>Organization of marches to publicize need for child labor laws (Mother Jones Crusade)</p> <p>Publication of books by muckrakers to expose problems (<i>Bitter Cry of the Children</i>, John Spargo)</p> <p>Use of print media to inform the public (<i>McClure’s</i>, <i>Cosmopolitan</i>);</p> <p>Political support of presidents who responded to a reform agenda (Roosevelt, Wilson)</p>

**Score of 5:**

- Thoroughly develops the task evenly and in depth by discussing the social, political, *and/or* economic problems addressed by reformers in the 1800s and early 1900s, including methods used by reformers to expose the problems
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) (*slavery*: connects the publication of Harriet Beecher Stowe's novel and the emotional newspaper articles by Frederick Douglass on the evils of slavery to increased support for the abolitionist movement and the development of the Underground Railroad; *working conditions*: connects Upton Sinclair's use of a novel about unsanitary, unsafe conditions in meatpacking plants to Theodore Roosevelt's investigation of those conditions; connects the profit-maximizing attitude of business owners to the organization of the Progressive movement and the newspaper articles, books, and posters used by reformers to address poor social conditions)
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to problems addressed by reformers in the 1800s and early 1900s (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details (*slavery*: organization of antislavery societies; *Uncle Tom's Cabin*; *The Liberator*; William Lloyd Garrison; Harriet Tubman; *working conditions*: problems of sanitary conditions in food-producing plants; *The Jungle*; presidential use of federal agents; Populist Party platform; problems of salaries based on gender; *Equal Pay for Equal Work*; problems of child labor; *Bitter Cry of the Children*)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops the task by discussing the social, political, *and/or* economic problems addressed by reformers in the 1800s and early 1900s, including methods used by reformers to expose the problems, but may do so somewhat unevenly by discussing some problems more thoroughly than other problems
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) (*slavery*: discusses the problems of slavery and the impact of the publication of *Uncle Tom's Cabin* on Northern public opinion and the increasing support for the abolition movement; *working conditions*: discusses the formation of the Progressive movement and its attempt through muckraking articles to address the tendency of big business, in search of profits, to take advantage of children, women, and/or immigrant labor and to allow unsafe working conditions in factories)
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

- Develops the task with little depth *or* thoroughly develops evenly and in depth social, political and/or economic problems addressed by reformers in the 1800s and early 1900s using Level 5 criteria, but does not discuss the methods used by reformers to address these problems
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

**Score of 2:**

- Minimally develops the task *or* develops social, political and/or economic problems addressed by reformers in the 1800s and early 1900s in little depth without mention of the methods used
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 1:**

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

**Score of 0:**

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

From the 1800's to the early 1900's, the nation underwent a period of massive change. Before long, the country's industrialization was in full swing, and with this process came the rise of cities and the rise of corporations and trusts. This new urban, industrial lifestyle brought much progress and improvement to the nation, but also created some serious problems. Overcrowded cities led to squalid living conditions, especially for their poorest inhabitants. The factories in these cities were also often unfair and dangerous to workers' health, and those who owned them gained tremendous wealth and power, leading the American individual for the first time to feel dwarfed and swept away by large organizations far more powerful than themselves. These new problems led to a new wave of reformers, who fought to fix both these newly recognized societal ills and older social problems such as slavery and discrimination against women.

The rise of the corporation in the 19th century transformed the face of American society. But although these new industries spawned a huge boom in productivity and employment, their primary goal was to make a profit, and they paid little attention to the individuals or laws which got in their way. Thus labor was generally underpaid, overworked, and subject to very dangerous working conditions. Though there were some attempts to unionize, such as the Knights of Labor and the A.F. of L., they were generally squashed by their employers,

who used blacklists and lockouts and by the Sherman Antitrust Act, which at 1<sup>st</sup> was used to prosecute unions instead of corporations. Thus reformers had to use other tactics to help turn the American public in their favor. Upton Sinclair's book, *The Jungle*, contributed to widespread public outrage at the conditions of factories, and led to Teddy Roosevelt's support of the passage of the Meat Inspection Act to protect American consumers. (Document 6) Roosevelt also worked to combat the unfair influence trusts had on American economic and political life (shown in the political cartoon in document 3a) and enforced the Sherman Antitrust Act by prosecuting the Beef and other trusts. There was also a widespread popular campaign against the less savory aspects of industrialization. Posters, such as the one condemning child labor in Document 8, encouraged more Americans to support the passage of laws that protected children. Political cartoons, pamphlets, and newsletters publicized reformers' causes, and in 1892 the Populist Party was formed. (Doc 3b), seeking to champion the farmer and the common worker against the corporations and corrupt politicians who had overpowered his voice. Though they would never win a Presidential election, they were an influential third party, and many of their dreams would later be realized by FDR when the crisis of the farmer and the worker came to a head in the 1930s.

As industries grew, cities sprang up around them, and a flood of people from both surrounding farmland and foreign nations flocked to the new

urban centers in search of jobs and opportunity. Most, however, remained impoverished, and the cities simply could not keep pace with the influx of new residents. Tenements, largely unregulated by building codes, were overcrowded and provided dangerously unsanitary living conditions for their tenants. Jacob Riis brought these problems to the public's attention with the new technology of cameras, and articles, and books such as How the Other Half Lives, (Doc 4), all exposing the inhumanity of the cities and leading to increased pressure for zoning laws, building codes, sewers, and other improvements.

Earlier in the 19th century, other problems had haunted the nation. The abolition movement had grown increasingly strong in the years leading up to the Civil War. One of its leading voices was William Lloyd Garrison, whose abolitionist paper, The Liberator, pressed for an immediate emancipation of all slaves. (Doc 1). Harriet Beecher Stowe's, Uncle Tom's Cabin, also rallied the public to the cause (Doc 2). Women involved in this movement also branched off into other reforms, most notably the temperance movement, which sought to ban alcohol on the grounds that it destroyed both productivity and families, and were eventually successful with the ratification of the 18th amendment in the early 20th century. (Doc 5). However, in pursuit of these reforms, women realized that they lacked sufficient power to achieve their political goals and continued the movement for women's rights. Abolitionists such as the Grimké sisters and Sojourner Truth also

participated in this reform movement. Elizabeth Cady Stanton led the 1st women's rights convention at Seneca Falls where the Declaration of the Rights of Woman was signed. Eventually, they gained the right to vote in 1920 with the passage of the 19th amendment, though their struggle for social reforms and equality in the workplace (Doc. 7) continued throughout the 20th century.

America was becoming a new nation in the late 1800's and early 1900's, transforming from the agrarian society of the 18th century to the modern urban nation of the 21st. In order to ensure that these changes would be for the better, reform movements gained momentum across the nation. By 1st organizing supporters of their cause through conventions and associations, then spreading their movement to the general public with speeches, pamphlets, cartoons, and newsletters, and then using this support to press for political action, reformers did successfully achieve many of their goals, though many still fight for these improvements today and will doubtless continue to do so far into the future.



## Anchor Level 5-A

### The response:

- Thoroughly develops the task evenly and in depth by discussing problems addressed by reformers in the 1800s and early 1900s and including methods used by reformers to expose the problems
- Is more analytical than descriptive (overcrowded cities led to squalid living conditions; American individuals for the first time felt drowned out and swept away by large organizations far more powerful than themselves; posters encouraged more Americans to support legislation that protected children; abolition movement had grown increasingly strong in the years leading up to the Civil War; while in pursuit of abolition of slavery and temperance, women realized they lacked sufficient power to achieve their political goals and continued the movement for women's rights)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (primary goal of new industries was to make a profit and little attention was paid to individuals or laws which got in their way; some attempts to unionize, such as the Knights of Labor and the American Federation of Labor, were generally squashed by employers, blacklists, and lock-outs; the Populist Party championed the farmer and the common worker against corporations and corrupt politicians who had overpowered their voice; tenements were largely unregulated by building codes; new technology of the camera helped Jacob Riis bring problems to the public's attention; articles and books led to increased pressure for zoning laws, building codes, and sewers; Grimké sisters and Sojourner Truth also participated in the women's reform movement; Elizabeth Cady Stanton led the first women's rights convention at Seneca Falls; women gained the right to vote with the 19th amendment)
- Richly supports the theme with many relevant facts, examples, and details (labor was generally underpaid, overworked, and subject to very dangerous working conditions; *The Jungle* contributed to widespread public outrage and led to Theodore Roosevelt's support of the passage of the Meat Inspection Act; William Lloyd Garrison's newspaper pressed for immediate emancipation of slaves; Harriet Beecher Stowe's novel rallied the public to abolition's cause; temperance movement sought to ban alcohol on the grounds that it destroyed both productivity and families; temperance movement was eventually successful with the ratification of the 18th amendment)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how a new urban, industrial style not only brought progress and improvement but also created some serious problems and a conclusion that sums up the task and notes that reformers continue to fight for improvements today

**Conclusion:** Overall, the response fits the criteria for Level 5. The theme of industrialization is effectively used to explain the changes in 19th-century America that became the basis for societal reform and the participation of women in reform movements is used as the basis to discuss their political goal to gain suffrage. Numerous insights are employed in demonstrating how reformers improved American society during a time of great change.

Daunted by a great deal of corruption, the United States underwent many sweeping reforms in the nineteenth and early twentieth centuries. Socially, the nation was faced with obscene labor conditions, as well as movements for the equality of minorities. The economy underwent changes as trusts were tampered with and inspection bills were passed for many industries. Politically, the United States was a breeding ground for corruption, demonstrated by the hold monopolists had on Congress, which gave rise to new ways of thinking. As an era of problems, the nineteenth and early twentieth centuries were eras of consequent reforms.

Dating to the very foundations of the United States when John Adams was asked by Abigail "to please remember the ladies," the issue of the place and rights of women remained a troublesome circumstance. The early nineteenth century saw "republican motherhood" which later gave rise to the "cult of domesticity" supported by Catharine Beecher. These ways of thinking did little for the progression of women in society and helped to develop a stereotypical role for women. During this time period, many women were regarded as inferior beings, in the workplace, in the home, and in Washington. These attitudes were combatted by the efforts of Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony. In 1848, the Seneca Falls Convention set forth a declaration of the rights of women in society and demanded equality in their Declaration of Rights and Sentiments. A problem, later in the 19th century, was the labor conditions in urban areas, faced especially by children and young women. The Triangle Shirt Waist Company fire in New York City in the early twentieth century caused many deaths in that urban setting, as a result of unsafe working conditions. Children many times were set to do the most

dangerous tasks in an industry, merely to be the next deformed or handicapped victims of the machines. Such labor problems were addressed by the Progressives who worked for the passage of building codes, improved working conditions, and child labor legislation. (Documents 7 and 8)

The 1800's and early 1900's saw a great metamorphosis in terms of the economy. The South, for example, lost their plantation slave-based system, developed more share-cropping, and began to invest more money into industry. Trusts and monopolies rose in the industries of steel, railroad, and oil throughout the country. As a result, a great deal of corruption arose in said industries. One of the biggest dilemmas came from the meat packing industry. Into the concern of solely making money, workers were used as expendable tools, conditions were horrific, and the products that were made were shoddy and unhealthy. Much attention given to this situation was from socialists, such as Upton Sinclair. Sinclair wrote a novel, The Jungle, to reveal the horrors of the meat packing industry. Instead of easing the plights of the workers as he intended, Sinclair disgusted America enough to initiate reforms in the industry; as he said, "I aimed at the public's heart and by accident I hit it in the stomach." Passage of the Meat Inspection bill during President Theodore Roosevelt's term ensured some standard of quality. (Document 6)

On the political front, corruption was widespread. Many elections in local cities were rigged, political bosses such as Boss Tweed in New York City were trading votes for employment, monopolies held major influence in Congress, and the rights of most workers were often disregarded. Political cartoonists and muckraking journalists such as Joseph Keppler and Lincoln Steffens wanted to expose corruption in the

political arena, making the public more aware of the many power tycoons or puppets they voted into office. Secret ballots came about to curb the political bullying of many immigrants and workmen. The Granger movement had worked to secure the rights of farm workers, and later Populism stood for both the rights of farmers and urban workmen to combat the power of Big Business interests in both American economic and political life. (Documents 3a and 3b)

President Theodore Roosevelt believed that there were no great men in this world, only great challenges which ordinary men rise to meet. Each of the social, political, and economic areas in the nineteenth and early Twentieth century America contained great challenges. Each of those challenges was met by ordinary citizens striving for justice and ultimately, creating reform.

## Anchor Level 5-B

### The response:

- Thoroughly develops the task evenly and in depth by discussing problems addressed by reformers in the 1800s and early 1900s and including methods used by reformers to expose the problems
- Is more analytical than descriptive (ways of thinking helped to develop a stereotypical role for women; children many times were set to do the most dangerous tasks in an industry, merely to be the next deformed or handicapped victim of the machines; workers were used as expendable tools, conditions were horrific, and the products that were made were shoddy and unhealthy; instead of easing the plight of the workers, Sinclair disgusted America enough to initiate reforms)
- Incorporates relevant information from documents 3, 6, 7, and 8
- Incorporates substantial relevant outside information (“republican motherhood” later gave rise to the “cult of domesticity,” which was supported by Catherine Beecher; attitudes were combated by the efforts of Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony; Seneca Falls Convention demanded equality in their Declaration of Rights and Sentiments; Triangle Shirtwaist Company fire in New York City caused many deaths; Progressives addressed labor problems in the passage of building codes, improved working conditions, and child labor legislation; much attention came from socialists such as Upton Sinclair; many elections in local cities were rigged, political bosses such as Boss Tweed in New York City were trading votes for employment; political cartoonists and muckraking journalists such as Joseph Keppler and Lincoln Steffens wanted to make the public more aware of those they voted into office; secret ballots came about to curb the political bullying of many immigrants and workmen; Granger movement had worked to secure the rights of farm workers)
- Richly supports the theme with many relevant facts, examples, and details (Upton Sinclair’s *The Jungle* revealed the horrors of the meatpacking industry; monopolies held major influence in Congress; Populism worked to combat the power of big business interests)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the social, economic, and political problems found in the United States in the 1800s and early 1900s and a conclusion that paraphrases Theodore Roosevelt to explain that it was ordinary citizens who dealt with the challenges in 19th- and early 20th-century America

**Conclusion:** Overall, the response fits the criteria for Level 5. Document information is used as a stimulus for a thorough discussion of social, political, and economic problems of the 1800s and early 1900s, and this is complemented by good historical references to methods used by reformers. The historical development of women’s issues and the integration of working conditions and child labor are particularly effective.

From the onset of the formation of the United States of America, the nation and its people have experienced a plethora of political, social, and economic issues. Problems such as slavery, a corrupt government, prohibition, unsanitary cities, and the unfair treatment of women all rose to forefront of the country's conflicts in the 1800's and early 1900's. Reformers used numerous tactics, including writing novels, publishing papers, or seeking aid through the government, to rid the US of these burdensome problems.

Slavery had existed in the United States when the states were merely colonies, <sup>however</sup> ~~because~~ in the mid 1800's reforms began fighting for its demise. In the US slaves were seen as being less than humans. They were property. Items that could sold or traded, items worth no more than a bundle of straw. Slowly Americans began to protest this ~~and~~ grotesque lifestyle. Novels were composed which captured the hearts of the public. One novel that was especially successful was Uncle Tom's Cabin (document 2). Many individuals wrote newspaper articles or columns to rally support. Both the North Star by Frederick Douglass and the Liberative by William Lloyd Garrison did just that (document 1). Some abolitionists even created their own political parties such as the Free Soil and Liberty. These parties managed to gain attention for their cause. These were a few ways US citizens dealt with the problem of slavery.

Another major issue that struck the nation was the unsanitary living conditions in US cities. Due to the manufacturing boom of the industrial era, endless waves of American citizens and foreign immigrants flocked to the cities in search of work. What they found was employment and crowded living

quarters according to Jacob Riis (documents 4a and 4b). Corrupt politicians such as Boss Tweed controlled the Big Apple and many of its inhabitants. Under Tweed's term in power the rich got richer and the poor were helped by his Tammany machine. One reformer, a cartoonist named Thomas Nast, brought his reign to an end by exposing his corrupt practices in political cartoons. This strategy was successful because both those who could read and those who couldn't read were able to understand Nast's work. This was one method reformers used to end the problem of corruption in cities.

With the arrival of the industrial age so too came the powerful monopolies. Businesses, such as John D. Rockefeller's the Standard Oil Company and Andrew Carnegie's steel corporation dominated both their respective fields and also the US senate, according to the political cartoon (document 3a). To combat this unscrupulous system reformers used several methods. For instance, men and women known as muckrakers exposed unjust business practices. Ida Tarbell's The History of the Standard Oil Company shined a light on these ways. Another method of solving this issue was uniting together. Many reformers opposed to big businesses banded as one group under the Populist Party to fight the monopolies and reduce their power in the Senate, as revealed in the National Economist (document 3b). Lastly, ~~Ben~~ Presidents like Theodore Roosevelt, Taft, and Woodrow Wilson were considered trustbusters due to their ability at disarming the power of monopolies, as stated in the source from the New York Times (document 4). These were some of the methods reformers used to weaken the strength of the monopolies.

Many US decades were plagued with problems existing in every facet of life. During the late 1800's and early 1900's reformers used a variety of methods to address national issues. These methods would be used by reformers in the future to address new problems.

**Anchor Level 4-A**

**The response:**

- Develops the task by discussing problems addressed by reformers in the 1800s and early 1900s and including methods used by reformers to expose the problems
- Is both descriptive and analytical (Americans began to protest the grotesque lifestyle of slavery; Thomas Nast's strategies were successful because both those who could read and those who could not read were able to understand his work; many reformers opposed to big business banded as one group under the Populist Party to fight the monopolies and reduce their power in the Senate)
- Incorporates relevant information from documents 1, 2, 3, 4, and 6
- Incorporates relevant outside information (slaves were seen as property that was worth no more than a bundle of straw; Frederick Douglass' *North Star* rallied antislavery support; some abolitionists even created their own political parties such as the Free Soil and Liberty Party to gain attention for their cause; corrupt politicians such as Boss Tweed controlled the Big Apple and many of its inhabitants; during Boss Tweed's term in power, the rich got richer and the poor were helped by his Tammany machine; Thomas Nast brought Boss Tweed's reign to an end by exposing his corrupt practices in political cartoons; powerful monopolies came with the arrival of the industrial age; John D. Rockefeller's Standard Oil Company and Andrew Carnegie's steel corporation dominated both their respective fields and the United States Senate; muckrakers exposed unjust business practices; Ida Tarbell's *The History of the Standard Oil Company* shone a light on devious ways; presidents Theodore Roosevelt, William Taft, and Woodrow Wilson were considered trustbusters due to their ability at disarming the power of monopolies)
- Supports the theme with relevant facts, examples, and details (reformers began fighting for the demise of slavery; novels were composed which captured the hearts of the public; many individuals wrote newspaper articles or columns to rally support against slavery; living conditions in United States cities were unsanitary; employment and crowded living conditions were found in cities)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the problems and a conclusion that states methods used by reformers in the 1800s and early 1900s would also be used in the future to address new problems

**Conclusion:** Overall, the response fits the criteria for Level 4. The historical background sets the stage for the discussion of problems in the 1800s and early 1900s and good historical references are used to integrate reform methods throughout the response. Political approaches to each problem are enhanced by the inclusion of specific examples and demonstrate a good understanding of the politics of the time period. However, analysis of the problems is limited.



During the 19<sup>th</sup> century, a number of political, economic and social problems came into the public's eye. Many of these problems stemmed from the rise of the American industrial economy. Wealth had become concentrated in the hands of the wealthy, and the poor were becoming poorer. In addition to such economic inequality, there was also social inequality; African Americans and women were treated as second class citizens. Such socioeconomic problems, as well as political turmoil of the period, came to the attention of 19<sup>th</sup> century and 20<sup>th</sup> century American reformers. Reformers used a variety of methods to attempt to resolve the social, political and economic problems and conflicts of the 19<sup>th</sup> and 20<sup>th</sup> centuries.

Social inequality denied certain groups of Americans their basic rights. African Americans were used as slaves for the first part of the 19<sup>th</sup> century; this denial of freedom prompted reformers to work for emancipation of the slaves. Reformers like William Lloyd Garrison demanded in his widely

distributed publication The Liberator that African American slaves be freed immediately from slavery (Doc. 1). However, not all abolitionist reformers shared in Garrison's hope for immediate and absolute abolition and emancipation; some wanted to free the slaves gradually. Nonetheless, abolitionist reformers worked hard during the 19<sup>th</sup> century to end the social injustice of slavery. Harriet Beecher Stowe, a prominent novelist, became a champion of the abolitionist cause when she wrote Uncle Tom's Cabin. This novel was enormously (Doc. 2) successful, and its antislavery message resonated throughout the nation. Abolitionists like Stowe and Garrison led the antislavery movement and propelled the nation into the civil War, by which slavery ultimately ended. Another social problem, addressed by 20<sup>th</sup> century reformers, was the issue of women's rights. Advocates of women's rights were upset over the unequal treatment given women in the American economy and society. One feminist, Grace C. Strachan, argued in her book that women should not be paid less

than men for the same job (Doc 7). The women's rights movement of the early 20<sup>th</sup> century culminated in women's gaining the right to vote in the 1920's.

The abolitionist and feminist movements both involved reformers eager to end social injustices they recognized in society, and both movements effected real change.

The 19<sup>th</sup> and 20<sup>th</sup> centuries were also periods marked by political turmoil, which reformers tried to address. American politics had a tendency to exclude the lower classes from involvement in the 19<sup>th</sup> century. Reform minded citizens tried to open up politics to the poor, who, in the late 19<sup>th</sup> century, did not identify with either of the two mainstream political parties. Thus, the populist party was born. It represented the interests of the urban lower and poor rural farmers. The populists sought to <sup>class</sup> close the gap between the rich and the poor, and defend the interests of the poor in American politics (Doc 3b). This was an example of political reform, as a significant political problem was addressed.

The economic problems that arose in the 19<sup>th</sup> and 20<sup>th</sup> centuries were a central concern of reformers. Along with industrialization in the mid 19<sup>th</sup> century, came a great consolidation of businesses and of wealth. Enormous industrial trusts came to consolidate and monopolize entire industries, leaving the wealth and power in the hands of a few. This glaring unequal wealth distribution and prevention of competition was what reformers sought to expose and change. Reform-minded journalists such as Joseph Keppler used political cartoons to demonstrate the unreasonable political and economic power of trusts (Doc 3a). Teddy Roosevelt, a well known advocate of economic reform and "trust busting," used his power as president to dismantle such trusts as the Northern Securities trust. "Muckrakers" - reformer-journalists such as Jacob Riis used media such as photography to show the plight of the urban poor (Doc 4a). By exposing and attacking sources of economic inequality in the late 19<sup>th</sup> century, reformers realized important economic changes.

## Anchor Level 4-B

### The response:

- Develops the task by discussing problems addressed by reformers in the 1800s and early 1900s and including methods used by reformers to expose the problems
- Is both descriptive and analytical (wealth had become concentrated in the hands of the wealthy and the poor were becoming poorer; American politics had a tendency to exclude the lower classes from involvement in the 19th century; reform-minded citizens tried to open up politics to the poor who in the late 19th century did not identify with either of the two mainstream political parties; Populists sought to close the gap between the rich and the poor and defended the interests of the poor in American politics; reformers sought to change the consolidation of enormous industrial trusts and monopolization of entire industries, which left the wealth and power in the hands of a few)
- Incorporates relevant information from documents 1, 2, 3, 4, and 7
- Incorporates relevant outside information (Garrison was not supported by abolitionists who wanted to free the slaves gradually; Populist Party represented the interests of the urban lower class and poor rural farmers; Theodore Roosevelt used his power as president to dismantle trusts such as the Northern Securities trust)
- Supports the theme with relevant facts, examples, and details (African Americans and women were treated as second-class citizens; social inequality denied certain groups of Americans their basic rights; denial of freedom for African Americans prompted reformers to work for emancipation of slaves; William Lloyd Garrison demanded slaves be freed immediately in *The Liberator*; novelist Harriet Beecher Stowe became a major champion of the abolitionist cause; antislavery message of *Uncle Tom's Cabin* resonated throughout the nation; one feminist argued that women should not be paid less than men for the same job; muckrakers such as Jacob Riis used photography to show the plight of the urban poor)
- Demonstrates a general plan of organization; includes an introduction that mentions the problems of the 1800s and early 1900s that stemmed from the rise of the American industrial economy; lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Although outside information is not extensive, it is integrated into the discussion and demonstrates a solid understanding of problems addressed by reformers in the 1800s and early 1900s. Appropriate historical concepts are effectively utilized in the analysis of document information.

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## Anchor Paper – Document-Based Essay – Level 4 – C

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Throughout America's history, there have been many many problems that have needed correcting. A time period of great change was the 1800's and into the early 1900's. It was during this time that a plethora of reformers gained their place in American history as they attacked the plaguing social, political, and economic problems of the United States through the media and public speeches.

One of the major reform movements of the 1800's was the abolition movement. In document 1, William Lloyd Garrison made use of the media by creating ~~the~~ paper The Liberator. Garrison used this paper to rally together anyone with abolitionist sentiments. He wanted the complete, immediate abolition of slavery and this radical view sometimes alienated his supporters. Joining him in the abolition movement were Harriet Beecher Stowe, Harriet Tubman, Sojourner Truth, and Frederick Douglass. As stated in Document 2, Stowe wrote the novel Uncle Tom's Cabin which depicted the brutal treatment of slaves. This novel was a huge hit and well received, which added fuel to the movement. Harriet Tubman saved hundreds of slaves on the Underground Railroad, risking her life to end slavery. Frederick Douglass was a well educated black man who produced articles pushing the importance of abolition. Sojourner Truth traveled around America giving speeches on abolition. Douglass, Stowe and Garrison's use of printed media allowed for a large variety of people to be exposed to these problems while Garrison and Truth's speeches evoked emotion in people causing them to act.

Closely linked with the abolition movement was the women's movement, as Garrison and Truth worked in this movement as well, both attending the Seneca Falls Convention. It was in this convention that people like Lucretia Mott, Elizabeth Cady Stanton, and Abigail Adams worked to get women's rights. To sum up their distresses, they issued the declaration of sentiments. Document 7 shows how decades after the convention, women were still being discriminated against. In this case, women were being denied an equal salary to that of a man. 10 years after "Equal Pay For Equal Work," was published,

#### Anchor Paper – Document-Based Essay – Level 4 – C

women received suffrage via the 19<sup>th</sup> Amendment. Again speeches and printed media were used to educate American citizens on the problems <sup>hurting</sup> ~~with~~ their country.

Carrying over from the problem of being paid less was the corruption in big business. These big businesses were hiring women and even children, as stated in Document 8, and paying them little money. Document 3a shows how big business corrupted the American government through their enormous wealth in the late 1800's. The robber barons would pay politicians to vote on things in a way to favor big business. Eventually, as supported by Document 3b, the disgruntled farmers of America being hurt by businesses formed the Populist Party in attempt to secure their rights. The government backed them with the Sherman and Clayton Antitrust Acts. This group formed the political party to make speeches and get their message out there.

Closely related to the big business problem was the corruption in industry, particularly the meat packing industry. This problem gave way to a group of journalists called muckrakers. They used secret investigations and newspapers or novels to expose the disgusting <sup>packing</sup> habits of the industry. One example given in Document 6 is Upton Sinclair's novel The Jungle, in which he depicts the rat infested factories of meat packing. Another famous muck raker is Nellie Bly who went as far as pretending to be insane just to report stories. Her work, along with Dorothea Dix's, led to a reform in mental institutions. The method of their exposings was known as yellow journalism.

Another reform movement, one of a more radical nature, was the temperance movement. Around the turn of the century people began to see alcohol as the root of evil in America. Document 5a states that alcohol led to crime, insanity, and the destruction of families and homes. Conservatives joined together in attempt to get a ban on the manufacturing, transporting, and selling of intoxicating substances (Doc. 5b). Their victory came in the form of the 18<sup>th</sup> Amendment in 1919. One of the prominent

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**Anchor Paper – Document–Based Essay—Level 4 – C**

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leaders in the movement was Carrie Nation, a violent woman who used an ax to get her message across. She chopped up bars and barrels of alcohol. Eventually the 21<sup>st</sup> Amendment repealed the 18<sup>th</sup> Amendment. The violent approach of reform led to a failing movement and the reformers methods proved unsuccessful.

Therefore, due to the various political, social, and economic problems of the 1800's and early 1900's a period of reformation came about. The methods of each reform movement varied, as did their effectiveness. The more radical approach a reformer had, the more people were turned away to its ideas.

**Anchor Level 4-C****The response:**

- Develops the task by discussing problems addressed by reformers in the 1800s and early 1900s and including methods used by reformers to expose the problems but discusses individuals and methods more thoroughly than problems addressed by reformers
- Is both descriptive and analytical (Garrison used his paper to rally together anyone with abolitionist statements; Douglass, Stowe, and Garrison's use of printed media allowed for a large variety of people to be exposed to the problems; Garrison and Truth's speeches evoked emotion in people, causing them to act; decades after the Seneca Falls Convention, women were still discriminated against; big business corrupted American government through their enormous wealth; alcohol was seen as the root of evil in America)
- Incorporates relevant information from documents 1, 2, 3, 5, 6, 7, and 8
- Incorporates relevant outside information (Harriet Tubman saved hundreds of slaves on the Underground Railroad and risked her life to end slavery; Frederick Douglass produced articles about the importance of abolition; Sojourner Truth traveled around America giving speeches on abolition; Lucretia Mott and Elizabeth Cady Stanton worked to get more women's rights; robber barons would pay politicians to vote in a way to favor big business; disgruntled farmers formed the Populist Party because they were being hurt by big business; journalists called muckrakers used secret investigations and newspapers and novels to expose the industry; Nellie Bly, a famous muckraker, pretended to be insane and her work led to reform in mental institutions; Carrie Nation used an ax to get her message across by chopping up bars and barrels of alcohol)
- Supports the theme with relevant facts, examples, and details (*The Liberator*; Garrison wanted complete, immediate abolition of slavery; *Uncle Tom's Cabin* depicted the brutal treatment of slaves; big businesses were hiring women and children and paying them little money; Upton Sinclair's *The Jungle* depicted the rat-infested factories in the meatpacking industry); includes minor inaccuracies (Garrison, Truth, and Abigail Adams attended the Seneca Falls Convention; government backed farmers with the Clayton Antitrust Act; muckraker's exposings were known as yellow journalism)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states the methods of each reform movement varied as did their effectiveness

**Conclusion:** Overall, the response fits the criteria for Level 4. Continuity of historical development is at times disrupted by statements that establish tenuous connections both between and within the discussion of problems. The focus of the response is on individual reformers, the methods they employed, and the results achieved, rather than on the problems themselves.



"I am in earnest - I will not equivocate - I ~~will~~ will not excuse - I will not retreat a single inch - and I will be heard." (Doc 1) The ex-slave, William Lloyd Garrison's words describe the passion and motivation embodied by all of the progressives, reformers, and muckrakers of the 1800s and 1900s. Throughout the eighteenth and early nineteenth centuries, reformers delved into the corruption ~~of~~ <sup>of</sup> the United States, and revealed the large-scale lies of the social, political, and economic areas of the great democracy. As big business began to rise, controversy sparked and reformers focused on the rights of laborers and African Americans. Politically, reformers made their mark by pushing for fairer legislation. In the world of economics, reformers urged employers and government officials to implement just wages for all Americans.

In an age of rising sectionalism, the topic of slavery was extremely controversial. As southerners bought up slaves and forced them into the cotton fields, Northern abolitionists and ex-slaves became outraged. William Lloyd Garrison, an educated ex-slave published an anti-slavery newspaper, The Liberator. He spoke eloquently with passion and vengeance in his paper, encouraging other freemen to speak out against slavery. (Doc 1) ~~Garrison~~ <sup>Garrison</sup> discussed the success of fellow abolitionist, Harriet Beecher Stowe, and her anti-slavery novel Uncle Tom's Cabin. (Doc 2) He not only explained that an anti-slavery book was selling thousands of copies, but also showing the effects of a determined reformer. Along with reformers including Harriet

Tubman, who ran the Underground Railroad and freed slaves, the abolitionists made their views extremely public and spread an anti-slavery sentiment throughout the North.

As many social reformers focused on slavery in the South, others concentrated their attention on city life and alcohol corruption in the North. Muckraker photographer, Jacob Riis, spent his time in the urban slums of Northern cities, photographing the unsanitary conditions and overpopulation of tenement housing. (Doc 4a) In his famous book, How The Other Half Lives, Riis discussed the growth of dumbbell tenements and urban slums. <sup>(Doc 4b)</sup> Along with reformers such as Jane Addams and her settlement housing, the Hull House, and Ida B. Tarbell, Riis was able to educate an entire nation of the terrible conditions in urban slums.

The Women's Christian Temperance Union along with reformers such as Frank Beard worked towards the prohibition of the sale and consumption of alcohol. These reformers felt that crime, insanity, and poverty <sup>were</sup> ~~also~~ all greatly increased from alcohol consumption. (Doc 5a) Their efforts were so great and convincing, that a government <sup>amendment to</sup> ~~constitution~~ ~~the~~ the Constitution was passed prohibiting alcohol. (Doc 5b) Reformers in ~~the~~ favor of prohibition made their arguments public, and eventually were credited for the eighteenth amendment to the Constitution.

Although corruption ruled the cities and urban slums, it was also carried into Washington D.C. and the policies of the

United States. Reformers like Thomas Nast and Joseph J. Keppler drew truthful political cartoons depicting how Congress was greatly influenced by big business instead of the citizens. (Doc 3b) Reformers banded together against the misrepresentation of workers, lack of free press and business corruption to form the ~~the~~ Populist Party in 1892. (Doc 3b) As these reformers began to cut back ~~on~~ the corruption in government, such as Boss Tweed's Tammany Hall scandal, ~~they~~ they used their power to influence progressive legislation. Upton Sinclair's The Jungle, exposed the malpractices of the meat-packing industry. His book eventually led to Theodore Roosevelt's passing of the Meat-Inspection Act of 1906, and the Pure Food and Drug Act. (Doc 6) Reformers took the initiative, exposed a corrupt government, and then worked with it to create a more free and just nation.

Big business helped increase the American economy, but also hindered the economic rights of many citizens. For instance, Grace G. Strachan publicized the fact that the City of New York was paying men over one-third more than women for identical work. (Doc 7) Also, child labor was on a rise, and many American reformers spoke out against this poor practice. "The Child Labor Chain" illustrated that children would be bound to their work forever. (Doc 8) Through ~~the~~ cartoons and speeches, reformers exposed the unjust practices of the economic sector of American life.

Throughout the 1800s and early 1900s American reformers used speeches, journalism, photography, and activism to expose the injustice

and corruption in American society. These reformers were successful for the most part, bringing about government legislation to crack down on the corruption. ~~There~~ The muckrakers and progressives stood by their beliefs and were heard by all Americans.

**Anchor Level 3-A**

**The response:**

- Develops the task with little depth by discussing problems addressed by reformers in the 1800s and early 1900s and including methods used by reformers to expose the problems
- Is more descriptive than analytical (reformers urged employers and government officials to implement just wages for all Americans; Garrison spoke eloquently with passion and vengeance in his paper; abolitionists spread an antislavery sentiment throughout the North; reformers used their power to influence progressive legislation; big business not only helped to increase the American economy but also hindered the economic rights of many citizens); includes weak and faulty application (linking Ida Tarbell to the conditions in urban slums; linking the unequal salaries of teachers to big business)
- Incorporates some relevant information from all the documents
- Incorporates relevant outside information (as Southerners forced slaves into the cotton fields, Northern abolitionists and ex-slaves became outraged; Harriet Tubman ran the Underground Railroad and freed slaves; Jane Addams and her settlement housing, the Hull House, along with Jacob Riis was able to educate an entire nation on the terrible conditions in urban slums; Women's Christian Temperance Union worked towards the prohibition of alcohol; Thomas Nast drew political cartoons depicting how Congress was influenced by big business; Boss Tweed's Tammany Hall scandal was an example of corruption in government)
- Includes relevant facts, examples, and details (Garrison published an antislavery newspaper, *The Liberator*; Garrison discussed the success of fellow abolitionist, Harriet Beecher Stowe, and her antislavery novel *Uncle Tom's Cabin*; reformers felt that crime, insanity, and poverty were all greatly increased as a result of alcohol consumption; reformers banded together to form the Populist Party; Upton Sinclair's *The Jungle* exposed the malpractices of the meatpacking industry; child labor was on the rise and many American reformers spoke out against this practice); includes some minor inaccuracies (William Lloyd Garrison was an educated ex-slave; Garrison encouraged other freemen to speak out against slavery; Theodore Roosevelt passed the Meat Inspection Act and the Pure Food and Drug Act)
- Demonstrates a satisfactory plan of organization; includes an introduction that uses a quote from Document 1 to describe the passion and motivation embodied by reformers of the 1800s and early 1900s and a conclusion that refers to the success of these reformers

**Conclusion:** Overall, the response fits the criteria for Level 3. Document information serves as a catalyst to introduce problems, which in turn results in a discussion of initiatives taken by reformers and their nationwide effect. Despite the inaccuracies and weak applications, the response incorporates historical details and some good outside information.

The United States underwent a period of change and reform from the <sup>nineteenth</sup> ~~1800s~~ and early ~~1900~~ twentieth century. People who lived in poverty began to seek changes that would uplift them from their current situations. Abolitionists sought the emancipation of slaves. Progressivism was an entire movement based on reform in the early twentieth century. During this time, reformers looked to improve people's living standards, increase <sup>political</sup> rights for certain people, and change the structures of industries.

Reformers wanted to improve people's lives by implementing various changes. The middle class was horrified by the dismal conditions of tenements, where many of the urban poor lived (document 4a). Jacob Riis, a photographer, moved people with his book How the Other Half Lives, which depicted the crowded, dirty tenements. These images forced people to act. They sought municipal changes. For example, Laws were created in New York City mandating that every tenement room have at least one window. Reformers hoped that with these changes, the poor could live healthier, more comfortable lives. Reformers also supported Prohibition. They thought that liquor, which the poor consumed the most,

encouraged illegal activities and laziness (document 5a). They also thought drunkenness caused unhappy family lives. Reformers wanted to maintain stable, happy men and their families. They thought that the Eighteenth Amendment, which prohibited the manufacture and sale of alcohol, would promote healthy living (document 5b). By promoting change, reformers thought they could better the lives of others.

Reformers also wanted to give certain groups more political power by creating new laws.

(document 1) Abolitionists, such as William Lloyd Garrison of The Liberator, demanded immediate and full emancipation of slaves. They would not accept gradual change. Others like Harriet Beecher Stowe expressed their discontent with slavery in novels like Uncle Tom's Cabin, (document 2). These abolitionists fought for the rights of blacks. Eventually, their campaigns were rewarded – slaves were free by the end of the Civil War and were given expanded rights under the Fourteenth Amendment. Blacks could now vote because they were citizens of the United States.

Reformers also supported the cause of women's suffrage, and equal rights. Women posed the question of why they were not allowed certain

rights as men, such as equal pay (document 77). An equal rights amendment was drafted, but never garnered much support because it was considered too radical. On the other hand, many reformers supported women's suffrage. This support was enough to pass the Nineteenth Amendment, which extended voting rights to women. Reformers <sup>successfully</sup> used political action to help groups gain rights.

Reformers also supported change in the workplace by expressing their discontent with the existing balance of power. Many were frustrated by the wide gap that existed between industrial tycoons and workers. Reformers wanted to give workers more of a voice in the workplace since employers often ignored the needs of workers. The Populist Party was formed out of this frustration. It looked to approve legislation that would protect workers' rights by allowing them to form unions (document 3b). Reformers allowed the oppressed to express their opinions. They also ~~a~~ changed working conditions. Upton Sinclair's The Jungle made people aware of the dangers of the unsanitary meat-packing industry. After President Theodore Roosevelt read the novel, he promptly

drafted the Pure Food and Drug Act, which passed. Reformers were able to better the working conditions of those who had previously had no voice.

**Anchor Level 3-B**

**The response:**

- Develops the task with little depth by discussing problems addressed by reformers in the 1800s and early 1900s and including methods used by reformers to expose the problems
- Is both descriptive and analytical (middle class was horrified by the dismal conditions of tenements; Riis' images forced people to act and seek municipal changes; women posed the question of why they were not allowed certain rights that men were; reformers used political action to help groups gain rights; many reformers were frustrated by the wide gap that existed between industrial tycoons and workers; Populist Party was formed out of frustration over working conditions; reformers were able to better the working conditions of those who previously had no voice); includes weak application (blacks could now vote because they were citizens of the United States; chronology of simultaneous support for the equal rights amendment and women's suffrage)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates limited relevant outside information (reformers supported the cause of women's suffrage; equal rights amendment was drafted but never gathered much support because it was considered too radical; reformers support was enough to pass the 19th amendment, which extended voting rights to women)
- Includes some relevant facts, examples, and details (photographer Jacob Riis' book *How the Other Half Lives* depicted the crowded, dirty tenements; reformers also supported prohibition; William Lloyd Garrison and his *Liberator* demanded immediate and full emancipation of slaves; Harriet Beecher Stowe expressed discontent with slavery in her novel *Uncle Tom's Cabin*; Populist Party wanted legislation that would protect workers rights by allowing them to form unions; Upton Sinclair's *The Jungle* made people aware of the dangers of the unsanitary meatpacking industry); includes an inaccuracy (after President Theodore Roosevelt read *The Jungle*, he promptly drafted the Pure Food and Drug Act)
- Demonstrates a satisfactory plan of organization; includes an introduction that states goals of reformers; lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Some analytical statements are combined with good document analysis to form a methodical response that demonstrates an understanding of reform efforts in the 1800s and early 1900s. Elements of weak application are offset by relevant historical information.



The time period at the end of the 1800s and into the early 1900s was a time of major change and reform. Reformers were finding things wrong socially, politically, and economically and then trying to change them. Reformers had a variety of tactics they used to accomplish their goals and enact change.

One of the greatest social struggles early on in this <sup>era</sup> was over slavery. There was a group of radicals who desperately wanted to see it abolished. One of these radicals was Harriet Beecher Stowe who wrote Uncle Tom's Cabin, a heart wrenching story about the evils of slavery. (Document 2) This book was widely read, as shown in the document and had a great impact on the abolitionist movement. Clearly literature was one great forum radicals used to make changes. Another abolition came years later with the abolition of alcohol. Document 5a shows some of the major reasons people pushed for its abolition. The article shows that it was

credited with causing crime and all of Americas other problems. People, many of whome were religious leaders fought against the evils of alcohol in a multitude of ways. Some went strait into bars yelling at occupants and cracking liquor bottles. Others held revivals denouncing the vile drink. Clearly, there efforts were rewarded as Document 5b shows the 18<sup>th</sup> Amendment abolishing the sale, purchas, and transport of alcohol.

Radicals also strived for political change during this time of reform. Document 3a shows one of the major problems reformers wanted to tackle. Monopolies were taking over the government through shifty dealings.

The cartoon shows fat monopolies entering the Senate while the peoples door is closed and shut. The idea was that the people no longer had a say in government and only big buisiness was being listened to. Many progressive presidents like Teddy Roosevelt, "The Trust Basher," took action

on the peoples behave and began to dismantle trusts and monopolies. Reformers were not just lowly average citizens. Many did make their way into politics so they could effected change.

Among social and political problems needing attention were economic problems. One of the greatest ones was the uneven distribution of money. There was a small percentage of people holding a large percentage of the nations wealth while millions lived in poverty. Documents (a) & (b) show and describe the poverty found in New York City. Thousands in one city lived far below the poverty line while a much smaller number owned lush skyscraper apartments. Radicals pushed for more equal distribution of money and better living conditions for the poor.

The time period between the 1800s and early 1900s was full of change. people saw problems and strove to provide solutions through a variety of means. These progressive reformers

effected great change in social, political,  
and economic arenas.

**Anchor Level 3-C**

**The response:**

- Develops the task with little depth by discussing problems addressed by reformers in the 1800s and early 1900s and including methods used by reformers to expose the problems
- Is more descriptive than analytical (*Uncle Tom's Cabin* had a great impact on the abolitionist movement; literature was one great forum radicals used to make changes; monopolies were taking over the government through shifty dealings; people no longer had a say in government and only big business was being listened to; many reformers made their way into politics so they could affect change; one of the greatest economic problems was the uneven distribution of money); includes weak application (a small number of people owned lush skyscraper apartments in the city)
- Incorporates some relevant information from documents 2, 3, 4, and 5
- Incorporates relevant outside information (many religious leaders fought against the evils of alcohol in a multitude of ways; some reformers went into bars and yelled at occupants and cracked liquor bottles; revivals were held denouncing the vile drink; many Progressive presidents such as Theodore Roosevelt, the "trust-buster," took action on the people's behalf and began to dismantle trusts and monopolies; reformers were not just lowly average citizens; a small percentage of people held a large percentage of the nation's wealth while millions lived in poverty)
- Includes some relevant facts, examples, and details (a group of radicals wanted to see slavery abolished; Harriet Beecher Stowe wrote *Uncle Tom's Cabin* about the evils of slavery; alcohol was credited with causing crime and all of America's other problems; thousands in New York City lived far below the poverty line; radicals pushed for more equal distribution of money and better living conditions for the poor)
- 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. The focus of the response is on interpretation of document information. The inclusion of some analytical statements and relevant outside information strengthen the discussion.

During the 1800's to 1900's, reformers have addressed social, political and economic problems. Many methods were used by these reformers to get their voice heard and their ideas out.

There were lots of social problems in this time period. During the early 1900's, the amount of immigrants coming into the U.S greatly increased. These immigrants began settling in cities to find work in factories. These houses were called tenements. The overcrowded population caused more than 1 family to cram into little houses that had no running water. They began known as slums. In Document 4a, you can see from the picture, what these tenements looked like. Another social problem was the distribution of intoxicating Alcohol. The temperance movement was to stop the sale of liquor. People believed all the troubles in America were related to alcohol (Doc 5a.) The 18th Amendment was passed to stop the sale of intoxicating liquors.

Political problems were also addressed during this period. One major problem is monopolies had way to much power (Doc. 3a) The Senate consisted of only monopolists and not enough people At this time there was no laws to limit the power of

these trusts. Also, a new political party arose called the populist party. This party addressed problems that the other two parties didn't. They believed the people are in a bad condition. This party believed workers should be able to organize together for self protection. (Doc 3b)

There was also economic problems that arose. To fix the meat industry, ~~the~~ Upton Sinclair wrote "The Jungle." (Doc 6) In this novel, he told of grotesque conditions of the meat-packing industry. After Roosevelt read this, he looked into this. He read articles and questioned many people. He then had Senator Beveridge pass the Meat Inspection, which clean up this factories and made better working conditions for the employees. As well there was a problem of salary. Men and women would work the same jobs but men would be payed significantly more (Document 7)

These political, economic and social problems were all solved using different methods. These reformers's different methods usually all worked.

## Anchor Level 2-A

### The response:

- Minimally develops the task by mentioning problems addressed by reformers in the 1800s and early 1900s and stating methods used by reformers to expose the problems
- Is primarily descriptive (at this time, there were no laws to limit the power of trusts); includes faulty and weak application (Senate consisted of only monopolists and not enough people)
- Incorporates limited relevant information from documents 3, 4, 5, 6, and 7
- Presents relevant outside information (amount of immigrants coming into the United States greatly increased during the early 1900s; immigrants settled in cities to find work in factories; overcrowded population caused more than one family to cram into little houses that had no running water; tenements became known as slums; Populist Party addressed problems that the other two parties did not address; Sinclair told about grotesque conditions in the meatpacking industry)
- Includes relevant facts, examples, and details (temperance movement wanted to stop the sale of alcohol; people believed all the troubles in America were related to alcohol; the Populist Party believed workers should be able to organize together for self-protection; Upton Sinclair wrote *The Jungle* to fix the meat industry; after Roosevelt read *The Jungle*, he looked into conditions; men and women would work the same jobs but men would be paid significantly more); includes a minor inaccuracy (Roosevelt had Senator Beveridge pass the Meat Inspection Act)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion that states problems were solved using different methods that usually worked

**Conclusion:** Overall, the response fits the criteria for Level 2. Social, political, and economic problems are mentioned, but not discussed. Simplistic statements are mixed with relevant outside information. Minimal explanations detract from the interpretation of document information.

Throughout the 1800s and early 1900s, reformers sought to solve the social, political, and economic problems of the period. These problems included the abolition of slavery, prohibition, women's rights, government corruption, labor issues, and industry practices. To solve ~~these~~ <sup>this</sup> multitude of problems, reformers used various methods to expose them to the public.

During the late 1800s, many reformers were trying to abolish slavery in the United States, especially in the South. Literature was a main form of protest and communication. William Lloyd Garrison published the Liberator, a widely read abolitionist paper. He denounced the practice of slavery in it. Harriet Beecher Stowe wrote the very popular and widely read Uncle Tom's Cabin, which helped to influence American opinion on slavery. Women activists were also trying to gain suffrage and equal rights. The passage of the 19<sup>th</sup> Amendment <sup>in 1920</sup> gave women the right to vote, but they still were not treated equally as men. Document 7 states how "a 'male' person is paid \$900 for the same work that woman does for \$600. This was written in Grace C. Strachan's publication titled "Equal Pay For Equal Work."

Visual publications were also a popular form of exposing social, economic, and political problems.



The issue of child labor was considered a "national menace" in a poster in document 8. It asks the viewer, "shall we let industry shackle the nation." Political cartoons were also widely used to communicate and protest issues. The corruption <sup>of</sup> the U.S. Senate during the <sup>late 1800s and</sup> early 1900s was a big problem. They were being controlled by industrialists, capitalists, and monopolists to keep legislation in their favor. The people were getting no say in the Senate. The 20<sup>th</sup> Amendment would be later passed for the direct election of senators. Document 5a shows a cartoon on the temperance movement's call for prohibition. They state that liquor is responsible for many of society's problems. The 18<sup>th</sup> Amendment would be passed in 1919 to prohibit the manufacture, sale, and transportation of intoxicating liquors. Photographs were often a very powerful means of moving the people and exposing them to problems. Jacob Riis has a photo of an old rear tenement in New York City that is rundown and overcrowded. Poverty was an issue.

Literature seems to be one of the most widely used methods of protest and communication. Books, newspapers, <sup>and</sup> magazines are all mediums for the exposure of problems. The Jungle, written by Upton Sinclair helped to influence President Theodore Roosevelt's actions on passing the Meat

Inspection bill and setting up a government program for ~~the~~ food inspection.

Reformers can use a variety of methods to protest ~~and~~, expose, and communicate the problems in society, politics, and the economy. Reading and seeing things is very powerful in bringing light to the problems that need to be reformed.

Anchor Level 2-B

**The response:**

- Minimally develops the task by mentioning problems addressed by reformers in the 1800s and early 1900s but focuses on the methods used by reformers to expose problems
- Is primarily descriptive (literature was a main form of protest and communication to abolish slavery; *Uncle Tom's Cabin* helped to influence American opinion on slavery; visual publications, such as posters and political cartoons, were also a popular form for exposing problems; the Senate was controlled by industrialists, capitalists, and monopolists; photographs were a very powerful tool of moving people and exposing them to problems; literature seems to be one of the most widely used methods of protest and communication; books, newspapers, and magazines were all mediums for the exposure of problems)
- Incorporates limited relevant information from all the documents
- Presents little relevant outside information (*The Liberator* was a widely read abolitionist newspaper; women activists were also trying to gain suffrage and equal rights; *The Jungle*, written by Upton Sinclair, helped to influence President Theodore Roosevelt's actions on setting up a government program for food inspection)
- Includes relevant facts, examples, and details (William Lloyd Garrison published *The Liberator*, in which he denounced the practice of slavery; Harriet Beecher Stowe wrote the very popular and widely read *Uncle Tom's Cabin*; child labor was considered a national menace in a poster; corruption of the United States Senate was a big problem; people were getting no say in the Senate; temperance movement called for prohibition; Jacob Riis took a photograph of an old rear tenement in New York City that was rundown and overcrowded); includes some inaccuracies (during the late 1800s, many reformers were trying to abolish slavery in the United States, especially in the South; the 20th amendment would later be passed for the direct election of senators)
- Demonstrates a general plan of organization; includes an introduction that lists the problems and a conclusion that states reading and seeing things is very powerful in bringing light to problems that need to be reformed

**Conclusion:** Overall, the response fits the criteria for Level 2. While the response only addresses the problems in a superficial way, the focus on methods demonstrates an understanding of the task. Statements comparing the methods used in different reform movements lead to some good conclusions which enhance the discussion.

The United States of America became a nation of much change as it shifted from the 19<sup>th</sup> Century to the 20<sup>th</sup> Century. This was a time where immigration was at high rates and areas became increasingly crowded. This created problems in the crime rate, housing and sanitation. The people were also fed up with the government parties not acting on their complaints, so they formed third party nominees. All these events effected the average and under average American citizens social, political and economic lives. Evidence can be derived from Documents 4a, 4b, 5a, 3a, 3b and 7.

The social life of an American living in the city environment was rough. The people were already cramed into tenant houses, but were overpopulated due to the increased influx of immigrants. Document 4'a shows a picture of what type of crowded housing system these people faced. Document 4b explains how this environment created horrible sanitary issues. This would lead to much disease and sickness in the city. The crime rate was not any better due to the increased availability of intoxicating liquors. Document 5a dubbed it as "100 percent of our troubles" in the early 1900's. This type of life was a direct influence and mirror-

image of these peoples economic situation.

The economic make-up for an American was terrible. Document 3b even went as far as to say that it was "degenerating into European conditions". Workers labor wages continued to beat down on them as they recieved barely enough to support a family. This in man cases brought families the option of having their children work in the Industrial environment. As if it could not get any worse, discrimination took place among the sexes. Document 7 declared that women were being severly underpaid. Apparently the word "persons" in the statement by Funk and Wagnalls differentiated between males and females. This document provided examples such as males were provided \$900 for their professional services, while women recieved \$600 for the same or possibly even better work. These "European" conditions eventually led to the people noticing the problems in the political system which warranted change.

Politics played the "puppet-master" role in the triangle that includes social and economical problems. The people were constantly neglected by the government whose labor laws created an increasing gap between the rich and poor. Document 3a explained how the Senate monopolised everything. Document 3b then explained why third party groups were formed. These reformers sought

change in their society through the government. They created parties such as the Populists, etc.

These were some of the problems that the turn of the century brought to America. Attempted change was there but much would remain the same. These problems were exposed however.

Anchor Level 2-C

**The response:**

- Develops some aspects of the task in some depth by mentioning problems addressed by reformers in the 1800s and early 1900s
- Is primarily descriptive (third parties were formed because people were fed up with the political parties not acting on their complaints; conditions in tenements created an environment of horrible sanitary issues; workers' wages continued to beat down on them as they received barely enough to support a family; politics played the "puppet-master" role in the triangle that includes social and economic problems; people were constantly neglected by the government whose labor laws created an increasing gap between the rich and the poor); includes faulty and weak application (misinterpretation of document 3a and the definition in document 7)
- Incorporates limited relevant information from documents 3b, 4a, 4b, and 5
- Presents little relevant outside information (immigration was at high rates and areas became increasingly crowded which created problems in the crime rate, housing, and sanitation; tenement houses were overpopulated due to the increased influx of immigrants; conditions in tenements led to much disease and sickness in the city; low wages in many cases brought families the option of having their children work in the industrial environment)
- Includes few relevant facts, examples, and details (crime rate was bad due to the increased availability of intoxicating liquors; there was discrimination among the sexes because women were severely underpaid; third parties were formed)
- Demonstrates a general plan of organization; includes an introduction that lists the problems that affected the lives of American citizens and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion lacks historical details and the methods used by reformers, but the integration of document information used to address social and economic problems is effective. Although some information is inaccurately explained, a few good generalizations are included.

Throughout the late 1800s and early 1900s reforms sought to solve social, political and economic problems. They used many different methods to achieve their goals.

It is said that ~~ma~~ most literature reflects the time period it is written. This is true for the late 1800s and early 1900s. The book *The Jungle* by ~~E. J.~~ Sinclair helped bring about change in the meatpacking industry by persuading President Roosevelt to pass the Meat Inspection Act (Document 6). Another book that help bring about change was *Uncle Tom's Cabin* (Document 2). Another way people tried to bring about reform was by establishing a third party like the Populist Party (Document 3b), which help fight for social reform. A lot of political cartoons were published by muckrakers during this time period. The cartoons would help expose political corruption like monopolies overrunning the government (Document 3a).

Pictures were also taken to display the unsanitary living conditions by people like Jacob Riis to display unsanitary living conditions and hardships people faced (Document 4).

As you can see there were many problems during the late 1800s and early 1900s. The reforms tried their best to fix them by attempting many different methods to promote change.

**Anchor Level 1-A**

**The response:**

- Minimally develops the task by listing problems addressed by reformers in the 1800s and early 1900s and mentioning methods used by reformers to expose the problems
- Is descriptive (most literature reflects the time period in which it is written; *Uncle Tom's Cabin* helped bring about change; Populist Party helped fight for social reform; political cartoons helped expose political corruption); lacks understanding and application (monopolies overran the government)
- Incorporates limited relevant information from documents 2, 3, 4, and 6
- Presents little relevant outside information (Populist Party was a third party; political cartoons were used by muckrakers)
- Includes few relevant facts, examples, and details (Upton Sinclair's *The Jungle* helped bring about change in the meatpacking industry; Jacob Riis took pictures to display unsanitary living conditions); includes a minor inaccuracy (President Roosevelt passing the Meat Inspection Act)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states reformers tried their best to fix problems

**Conclusion:** Overall, the response fits the criteria for Level 1. Although all aspects of the task are addressed and a few good statements are included, most of the discussion is a summary of the documents. Few historical details are provided to explain the information in the response.

Throughout history, reformers have tried to make a difference in the way we live. This can be shown in the 1800s and early 1900s.

Harriet Beecher Stone wrote a book called Uncle Tom's Cabin. The book tells the story of a young slave girl Eliza. Because of the book and the effect it had on people, the idea of abolishing slavery was considered. The book was so popular that it is even a whole scene in the play "The King and I".

In the early 1900s, alcohol was causing corruption in the United States. The 18<sup>th</sup> Amendment banned alcohol. It was banned because reformers stood up for what they believed in.

Upton Sinclair exposed the horrors of the workplace in his



book The Jungle. Because of his book, President Theodore Roosevelt tried to make working conditions better for the average man.

Unequal pay and child labor laws were also problems that reformers help to change.

Without the help of the reformers of the 1800s and early 1900s, the world would be a lot different today.

**Anchor Level 1-B**

**The response:**

- Minimally develops the task by listing problems addressed by reformers in the 1800s and early 1900s and mentioning methods used by reformers to expose the problems
- Is descriptive (the idea of abolishing slavery was considered because of *Uncle Tom's Cabin*; alcohol was banned because reformers stood up for what they believed in); includes faulty application (President Theodore Roosevelt tried to make working conditions better for the average man because of *The Jungle*)
- Incorporates very limited relevant information from documents 2, 5, 6, 7, and 8
- Presents little relevant outside information (*Uncle Tom's Cabin* tells the story of a young slave girl Eliza)
- Includes few relevant facts, examples, and details (Harriet Beecher Stowe wrote a book called *Uncle Tom's Cabin*; Upton Sinclair exposed the horrors of the workplace in *The Jungle*)
- Demonstrates a general plan of organization; includes a brief introduction and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Although the information in the response is limited in scope and lacks details, the response shows a general understanding of the task. An attempt is made to use the documents and include statements of outside information.

During the late 1800's and early 1900's, there were many social, political and economic issues amongst the U.S. nation that would be dealt with.

Reformers of the late 1800's and early 1900's used protests, communication, and eventual legislation from the federal government to help solve these problems during that particular time period.

Some of the social issues during that time period included worker's rights, sanitation, child labor, immigration, and freedom of speech. The Populist Party was created in an attempt to correct some of the problems. The Progressive Party also was created in taking steps towards reform. Worker's rights was a large social issue. In document 7, it discusses the problem of equal pay among men and women. It shows how men receive more pay for the exact same work as women do. This was a problem the reformers of that time period sought to correct. Document 8 refers to the child labor problem. Children were being put to work under dangerous conditions for long hours and horrible pay and the reformers hoped to change this by putting a stop to the child labor problem. In Document 6, it touches upon the idea of sanitation within the meat packing industry. The Pure Food + Drug Act and the Meat Inspection Act were both huge steps in reforming the horrible condition of the food industry. They regulated food and drug labels and ingredients and made sure the meat being sold was sanitary. Alcohol was another major issue during this time period. Reformers believed alcohol to be a major root of the social problems among the nation. In Document 5a it shows an ad calling for a vote for temperance as alcohol being 100 percent of the nation's problems. Document 5b shows the

18th amendment prohibiting the sale of alcohol and production and transportation of alcohol coming in and going out of the country. The immigration was another national social issue. The tenement housing within cities was becoming increasingly overcrowded and unsanitary as discussed in documents 4a and 4b. Tenement house reform was one issue that was partially corrected during that time period. It called for indoor toilets and various other basic humane reforms. These were all the social issues during the time period.

Some political issues was the corruption inside Congress. The trusts were influencing Congress for their own benefit. When workers were fed up with bad conditions they would strike and the Congress would break up the strike to benefit the trusts as seen in the Pullman Strike (Eugene V. Debs). After Roosevelt became President this began to change. The Anthracite Coal Strike in 1902 was important because it called for the trusts to listen to worker's demands or face military action. Documents 3a and 3b discuss the political corruption in Congress and the creation of political parties like the Populist Party which wanted to reform the social, political, and economic issues surrounding the nation, and the Progressive Party which was similar to the Populist Party but was less radical and worked at every level of government to better the conditions. These were some of the political issues among the nation during this time period.

The economic issues of the time period go hand in hand with the social issues. Workers demanded better pay, less hours, better working conditions and this could be seen amongst the various strikes during the time period.

From the Pullman Strike to the Anthracite Coal Strike, the workers were beginning to come together demanding changes. The American Federation of Labor was created to serve as a union that helped to combat the powerful trusts and initiate labor reform. Child labor, equal pay, and basic Labor Reform were all the basic economic issues but the one major issue were the trusts themselves. The Robber Barons such as Andrew Carnegie<sup>(steel)</sup>, J.P. Morgan<sup>(banking)</sup>, Vanderbilt<sup>(railroad)</sup>, and Rockefeller<sup>(oil)</sup> were some of the major trusts that used vertical integration, horizontal integration, and other tactics to eliminate competition and impress their will onto the industry. When Teddy Roosevelt became President he initiated a trust busting program aimed at breaking up major trusts and allowing for competition to stimulate the American economy and give everyone a chance by leveling the playing field (Giving everyone a fair deal i.e. ~~the~~ Square Deal). The Anthracite Coal Strike was the first strike where a trust was threatened with military action, and Roosevelt's crusade against J.P. Morgan and the Northern Securities Company and getting it broken up was one of the first steps towards trust busting and economic reform. These were the economic issues of late 1800's early 1900's.

As you can see, there were many social, political, and economic issues that revolved around the time period from the late 1800's to the early 1900's in America. These issues and the reforms that resulted shaped the face of America for years to come.



The reformer movement of the late nineteenth century helped to jumpstart the changes that still affect the nation today. People like Ida Tarbell, Harriet Beecher Stowe and William Lloyd Garrison all worked to make important changes in the United States.

One of the most influential social reforms of this time period was the abolition of slavery. Abolitionists lobbied the government to outlaw slavery on a national level. They used printed work, such as William Lloyd Garrison's "The Liberator" [Doc1] or Harriet Beecher Stowe's Uncle Tom's Cabin [Doc2]. Both opened the eyes of outside people to see the horrors that the practice of slavery created.

Political reformers looked towards "trust busting" to make some of the political changes needed in the nation. Progressives saw the control trusts had, not only in the business world, but also in all levels of the government. Reformers knew this control was unfair and had to be stopped. [Doc3a] New political parties such as the Populists and the Progressives emerged because they felt the <sup>two</sup> major parties were not

representative of the needs of the people [Doc 3b]

Social trouble ran rampant throughout the United States in the late nineteenth century.

The cities were overcrowded and the increase of tenement apartments caused unsanitary living conditions for many people [Doc 4b]. Many reformers, such as Jane Addams, worked to help people so they did not have to live in the tenement system.

Addams Hull House in Chicago and other settlement houses across the nation proved to be valuable resources in the fight for social reforms.

The United States has been a nation of change since its Constitution was ratified in 1788. The movements that have occurred and the leaders who led them influenced changes that are still in effect today.

The time period of the late 1800's to the early 1900's was a rough time. It was a time for people to realize all of the problems that were surfacing. Reformers started to show the government what was really going on under their nose.

One of the most significant problems that Theodore Roosevelt had to face was our food. As seen in Document 6, a novel called *The Jungle* was written exposing the meat industry. The factories aren't clean and dead rats are getting mixed into the meat. Along with cut off fingers and whatever else falls in the machine. The result of Theodore Roosevelt finding out all of this was the Meat Inspection Act.

Don't worry the reformers didn't end there. In the local newspaper they would post political cartoons. In Document three, the political cartoon shows the

Senate with weight and height advantage over business. Trusts and the government had entirely too much power. That's when the president came in and broke up the trust that hurt the economy. Then again in Document three the populist party is created because people think that government is unfair.

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Many reformers in the late 1800's and early 1900's saw ~~political, social and even economic problems arising.~~ political, social and even economic problems arising. In order to take them under control they used many methods of communication, and protest. These problems were developing as a result of numerous events, but none the less, they were affecting the nation in the same negative manner.

The first types of problems were political issues. Political problems not only affected the politicians but also the citizens themselves. One of these problems are illustrated in document number 3a. Many people believed



as though the court rooms were not opened to anyone but the politicians. This was a problem because our society is supposed to be run as a democratic style. That means that everyone has a say on the topics at hand. That is not the case in this situation. Another political issue presented in document number 3b. The political parties that are in establishment now are not meeting the needs of the society, so new political parties are being created. These political parties won't be as good because they are just being created to replace an existing party. These are the political problems based on the previous documents.

The 1800's into the 1900's was a time of change in our nation. Reformers dedicated themselves to various social, economic, and political causes using both the written and spoken word to get their points across. Some such problems addressed by reformers were the conditions of the poor people in the slums, the inequality of women and men, and the abolition of slavery.

Beginning in the 1830's, slavery was <sup>becoming</sup> a major issue causing much speculation and debate. Not only the institution of slavery, but also the treatment of these slaves was revolting enough that reformers took up the cause. There were various approaches taken by reformers to draw attention to their goals and make an impact. Harriet Beecher Stowe's novel Uncle Tom's Cabin put a face and a name to these slaves. Stowe publicized the horrors of "Uncle Tom's" life as a slave. She showed the brutality of a slaveowner and the life of a slave, a man like anyone else. William Lloyd Garrison also was the editor of a newspaper known as "The Liberator." This newspaper focused on the injustice <sup>of</sup> slavery and the need for it to be ended. Garrison would not hold back, he raised his voice along with many other abolitionists and forced people to see slavery for what it truly was, an atrocity. (Doc. 1 & 2) (C.I.)

Another cause taken up by reformers was the condition of the poor. In cities, there was overcrowding, disease, crime, and little hope. Tenement houses were filled far beyond maximum capacity and people were forced into the streets. Many reformers worked to help better the conditions <sup>of</sup> the slums in the cities. One famous photographer Jacob Riis focused on portraying the slums in his

work. He showed multiple families living in single room apartments, homelessness, and disease. Because of his photographs people outside of New York City slums were given a glimpse into the nightmare. (Doc. 6b) (O.I.)

The desolate conditions in slums and the increasing poverty was compounded by one of the worst institutions seen in our nation: child labor. Families had little money coming in because of the low pay of factory work. In order to help put food on the table, children were forced to work. These children began working as young as five years old with long hours in dangerous conditions. It was not unusual for a child to lose a limb or their life in the dangers of the machinery in the factories. Other children went to work in mines and often contracted diseases of the throat. Reformers would not sit back and let these children suffer. Photographers took pictures of children beside big machines, writers published true stories of the lives of children who were injured or killed while working. Reformers pushed not only for awareness, but for action to end the child labor that was binding our nation. (Doc. 8) (O.I.)

Women's Rights were also a major focus for reform in the early 1900's. Women and men were seen and treated extremely differently in the professional world. Women were given lower wages for the same job and denied certain jobs simply because of their gender. These women were given fewer chances at higher education and were still dominated by their husbands. The women's rights movement grew rapidly. Women spoke out against the denying of women their natural rights. (Doc. 7)

*In both the 19th and early 20th centuries, reformers found various causes to support. There were many problems such as child labor, slavery, overcrowding in cities, and the lack of equality for women. Voices were raised, pictures were taken, and literature was used to draw the much needed attention to these issues.*

\* \* \* \* \*

**Practice Paper A—Score Level 4**

**The response:**

- Develops the task by discussing problems addressed by reformers in the 1800s and early 1900s and including methods used by reformers to expose the problems
- Is both descriptive and analytical (reformers believed that alcoholism was the major root of social problems in the nation; trusts were benefiting Congress for their own benefit; workers were beginning to come together to demand change)
- Incorporates relevant information from documents 3, 4, 5, 6, 7, and 8
- Incorporates relevant outside information (children worked under dangerous conditions for long hours and horrible pay; workers who were fed up with bad conditions would strike and Congress would break up the strike to benefit the trust as seen in the Pullman Strike with Eugene Debs; Anthracite Coal Strike was important because it called for the trusts to listen to the workers' demands or face military action; Progressive Party was similar to the Populist Party but less radical and worked at every level of government to negotiate for better conditions; American Federation of Labor was created to serve as a union that helped to combat the power of trusts and initiate labor reform; when Theodore Roosevelt became President he initiated a trust-busting program aimed at breaking up major trusts and allowing for competition to stimulate the American economy and give everyone a chance by leveling the playing field; Roosevelt's crusade against J.P. Morgan and the Northern Securities Company and getting it broken up was one of the first steps towards trust-busting and economic reform)
- Supports the theme with relevant facts, examples, and details (idea of sanitation in the meatpacking industry; Populist Party was created to address social issues which included worker's rights, sanitation, child labor, immigration, and free speech; men received more pay for the exact same work that women did; reformers hoped to put a stop to the child labor problem; tenement housing within cities was becoming increasingly overcrowded and unsanitary)
- Demonstrates a logical and clear plan of organization; includes an introduction that states protests, communication, and eventual legislation from the federal government were used to help solve problems and a conclusion that states issues and the reforms that resulted shaped the face of America for years to come

**Conclusion:** Overall, the response fits the criteria for Level 4. A good understanding of United States history is demonstrated as it links to economic and social issues; however, linkage to the task of problems and methods are at times lacking. Although the response demonstrates a comprehensive knowledge of the time period, the concentration on the outcome of the reforms weakens this response.

## Practice Paper B—Score Level 2

### The response:

- Minimally develops the task by discussing some problems addressed by reformers in the 1800s and early 1900s and including methods used by reformers to expose the problems
- Is primarily descriptive (William Lloyd Garrison’s *The Liberator* and Harriet Beecher Stowe’s *Uncle Tom’s Cabin* opened the eyes of outside people to see the horrors that the practice of slavery created; reformers knew the control of trusts was unfair and had to be stopped; social trouble ran rampant throughout the United States in the late 19th century)
- Incorporates limited relevant information from documents 1, 2, 3, and 4
- Presents relevant outside information (abolitionists lobbied the government to outlaw slavery on a national level; political reformers looked toward “trust-busting” to make some of the changes needed in the nation; Progressives saw the control trusts had not only in the business world but also in all levels of government; new political parties such as the Populists and the Progressives emerged because they felt that the two major parties were not representative of the needs of the people; Addams’ Hull House in Chicago and other settlement houses across the nation proved to be valuable resources in the fight for social reform)
- Includes few relevant facts, examples, and details (cities were overcrowded; increase of tenement apartments caused unsanitary living conditions for many people)
- Demonstrates a general plan of organization; includes an introduction that states the reform movement of the late 19th century helped jump-start the changes that still affect the nation and a conclusion that states that the United States has been a nation of change since the Constitution was ratified

**Conclusion:** Overall, the response fits the criteria for Level 2. In many cases, good information is mentioned, but is not supported with details. Document information is used to introduce the problem and some analytical statements formulate appropriate conclusions.

## Practice Paper C—Score Level 1

### The response:

- Minimally develops the task by mentioning problems addressed by reformers in the 1800s and early 1900s and mentioning methods used by reformers to expose the problems
- Is descriptive (local newspapers would post political cartoons; trusts and government had entirely too much power); includes weak application (the Populist Party was created because people thought the government was unfair)
- Incorporates limited relevant information from documents 3b and 6
- Presents little relevant outside information (factories were not clean and dead rats were getting mixed into the meat along with cut off fingers and whatever else fell into the machine; the president broke up the trust that hurt the economy)
- Includes few relevant facts, examples, and details (a novel called *The Jungle* exposed the meat industry)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Although the discussion has few supporting historical details and is simplistic, the response demonstrates a minimal understanding of why reform was needed in the 1800s and early 1900s.

## Practice Paper D—Score Level 0

### **The response:**

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

**Conclusion:** Overall, the response fits the criteria for Level 0. The introduction restates the theme and adds that problems were affecting the nation in the same negative manner. Misinterpretation of most of document 3 leads to inaccurate conclusions.

## Practice Paper E—Score Level 3

### **The response:**

- Develops the task with little depth by discussing problems addressed by reformers in the 1800s and early 1900s and including methods used by reformers to expose the problems
- Is more descriptive than analytical (not only the institution of slavery but also the treatment of slaves was revolting; Harriet Beecher Stowe's novel *Uncle Tom's Cabin* put a face and name to the slaves; Garrison forced people to see slavery as an atrocity; Jacob Riis' photographs gave people outside of New York City a glimpse into the nightmare of slums; desolate conditions in slums and increasing poverty was compounded by child labor; reformers pushed not only for awareness but also for action to end child labor; women and men were seen and treated extremely differently in the professional world)
- Incorporates some relevant information from documents 1, 2, 4, 7, and 8
- Incorporates relevant outside information (Stowe showed the brutality of a slave-owner and the life of a slave, a man like anyone else; children were forced to work to help put food on the table; it was not unusual for a child to lose a limb or their life in the machinery in the factories; children who worked in mines often contracted diseases of the throat; writers published true stories of the lives of children who were injured or killed while working; women were given fewer chances at higher education and were still dominated by their husbands)
- Includes some relevant facts, examples, and details (William Lloyd Garrison; *The Liberator* focused on the injustice of slavery and the need for it to be ended; there was overcrowding, disease, crime, and little hope in cities; photographer Jacob Riis focused on portraying slums in his work; Riis showed multiple families living in single-room apartments, homelessness, and disease; women were given lower wages for the same job simply because of their gender; women's rights movement grew rapidly in the early 1900s)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the problems to be discussed and a conclusion that states the methods used

**Conclusion:** Overall, the response fits the criteria for Level 3. While the discussion of women's rights lacks historical development, the connections between economic hardships and child labor and the discussion of those problems is effective. Document information is used to draw some accurate and analytical conclusions.

# United States History and Government Specifications Grid January 2008

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change: War	Standards 1, 4, and 5: US and NY History; Economics; Civics, Citizenship, and Government
Document-based Essay	Reform Movements	Standards 1, 4, and 5: US and NY History; Economics; Civics, Citizenship, and Government

**The *Chart for Determining the Final Examination Score for the January 2008 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.





## Regents Examination in United States History and Government – January 2008

Chart for Converting Total Test Raw Scores to Final Examination Scores (Use for January 2008 Examination Only)

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 81.

		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	18	22	26	30	34
	1	1	3	6	9	12	15	19	23	27	31	36
	2	2	4	7	10	13	16	20	24	28	33	37
	3	3	5	8	11	14	18	22	26	30	34	39
	4	4	6	9	12	15	19	23	27	31	36	40
	5	5	7	10	13	16	20	24	28	33	37	42
	6	6	8	11	14	18	22	26	30	34	39	43
	7	7	9	12	15	19	23	27	31	36	40	45
	8	8	10	13	16	20	24	28	33	37	42	47
	9	9	11	14	18	22	26	30	34	39	43	48
	10	10	12	15	19	23	27	31	36	40	45	50
	11	11	13	16	20	24	28	33	37	42	47	51
	12	12	14	18	22	26	30	34	39	43	48	53
	13	13	15	19	23	27	31	36	40	45	50	54
	14	14	16	20	24	28	33	37	42	47	51	56
	15	15	18	22	26	30	34	39	43	48	53	57
	16	16	19	23	27	31	36	40	45	50	54	59
	17	17	20	24	28	33	37	42	47	51	56	60
	18	18	22	26	30	34	39	43	48	53	57	62
	19	19	23	27	31	36	40	45	50	54	59	63
	20	20	24	28	33	37	42	47	51	56	60	65
	21	21	25	30	34	39	43	48	53	57	62	66
	22	22	26	31	36	40	45	50	54	59	63	68
	23	23	27	32	37	42	47	51	56	60	65	69
	24	24	28	33	38	43	48	53	57	62	66	71
	25	25	29	34	39	44	49	54	59	63	68	72
	26	26	30	35	40	45	50	55	60	65	69	73
	27	27	31	36	41	46	51	56	61	66	71	75
	28	28	32	37	42	47	52	57	62	67	72	76
	29	29	33	38	43	48	53	58	63	68	73	77
	30	30	34	39	44	49	54	59	64	69	74	79
	31	31	35	40	45	50	55	60	65	70	75	80

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	32	37	42	47	51	56	60	65	69	73	77	81
	33	39	43	48	53	57	62	66	71	75	79	82
	34	40	45	50	54	59	63	68	72	76	80	83
	35	42	47	51	56	60	65	69	73	77	81	85
	36	43	48	53	57	62	66	71	75	79	82	86
	37	45	50	54	59	63	68	72	76	80	83	87
	38	47	51	56	60	65	69	73	77	81	85	88
	39	48	53	57	62	66	71	75	79	82	86	89
	40	50	54	59	63	68	72	76	80	83	87	90
	41	51	56	60	65	69	73	77	81	85	88	91
	42	53	57	62	66	71	75	79	82	86	89	92
	43	54	59	63	68	72	76	80	83	87	90	93
	44	56	60	65	69	73	77	81	85	88	91	94
	45	57	62	66	71	75	79	82	86	89	92	95
	46	59	63	68	72	76	80	83	87	90	93	95
	47	60	65	69	73	77	81	85	88	91	94	96
	48	62	66	71	75	79	82	86	89	92	95	96
	49	63	68	72	76	80	83	87	90	93	95	96
	50	65	69	73	77	81	85	88	91	94	96	97
	51	66	71	75	79	82	86	89	92	95	96	97
	52	68	72	76	80	83	87	90	93	95	96	97
	53	69	73	77	81	85	88	91	94	96	97	97
	54	71	75	79	82	86	89	92	95	96	97	98
	55	72	76	80	83	87	90	93	95	96	97	98
	56	73	77	81	85	88	91	94	96	97	97	98
	57	75	79	82	86	89	92	95	96	97	98	98
	58	76	80	83	87	90	93	95	96	97	98	99
	59	77	81	85	88	91	94	96	97	97	98	99
	60	79	82	86	89	92	95	96	97	98	98	99
	61	80	83	87	90	93	95	96	97	98	99	99
	62	81	85	88	91	94	96	97	97	98	99	100