

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 26, 2012 — 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. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

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

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

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

Part III is based on several documents:

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

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

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

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

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

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Part I

Answer all questions in this part.

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

Base your answers to questions 1 and 2 on the map below and on your knowledge of social studies.



Source: Robert A. Divine et al., *America: Past and Present*, Scott, Foresman (adapted)

- 1 What is the best title for this map?
 - (1) Eastward Migration
 - (2) Results of the Revolution
 - (3) Territorial Expansion
 - (4) Immigration Before the Civil War
 - 2 Which geographic feature formed the western border of the United States in 1783?
 - (1) Pacific Ocean
 - (2) Mississippi River
 - (3) Great Lakes
 - (4) Rocky Mountains
-

- 3 The primary purpose of the Articles of Confederation was to
- (1) provide revenues for the national government
 - (2) establish the basic framework of the national government
 - (3) give the national government the power to regulate interstate commerce
 - (4) guarantee a bill of rights to protect citizens from the national government
- 4 The Northwest Ordinance of 1787 established a model for later settlement by providing for the
- (1) legal expansion of slavery
 - (2) creation of national parks
 - (3) distribution of free land to war veterans
 - (4) process for territories to become states
- 5 The writings of John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu are significant in United States history because they
- (1) opposed the use of slave labor in the Americas
 - (2) supported the absolute right of the king to impose taxes
 - (3) encouraged the formation of political parties and political machines
 - (4) influenced the authors of the Declaration of Independence and the Constitution
- 6 Which presidential action is an example of the use of the unwritten constitution?
- (1) holding a cabinet meeting at the White House
 - (2) submitting a treaty to the Senate for ratification
 - (3) nominating an ambassador to France
 - (4) vetoing a bill passed by Congress
- 7 Which statement most accurately describes federalism?
- (1) The judicial branch of government has more power than the other two branches.
 - (2) The president and vice president divide executive power.
 - (3) Power is divided between the national government and the states.
 - (4) Power is shared between the two houses of Congress.

- 8 On the issue of creating a national bank, Secretary of State Thomas Jefferson and Secretary of the Treasury Alexander Hamilton differed on whether to
- (1) apply a strict or loose interpretation of the Constitution
 - (2) establish a tariff to raise revenue
 - (3) use deposits to finance a new navy
 - (4) issue loans to farmers

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



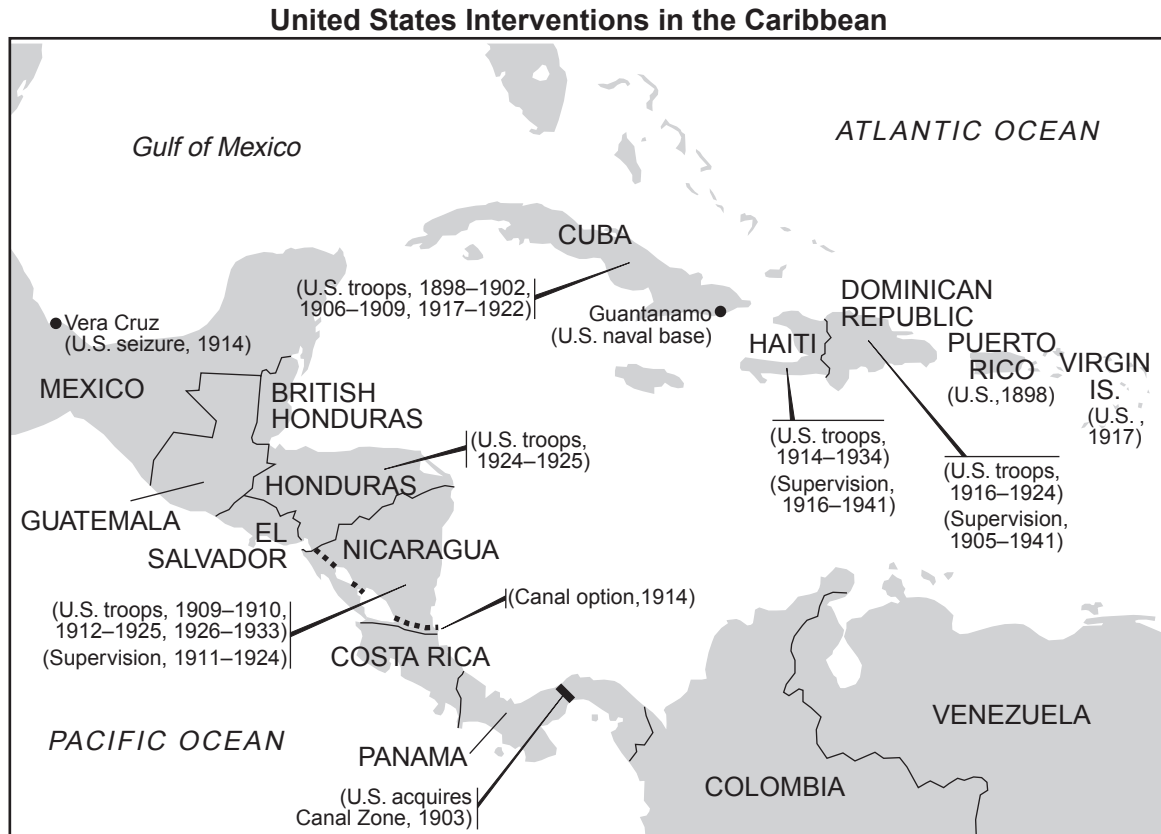
Source: Clifford Berryman, National Archives (adapted)

- 9 Which statement regarding the United States Congress is best supported by the information in this cartoon?
- (1) Congress must meet at least once every year.
 - (2) Members of the House of Representatives must be chosen every two years.
 - (3) Each house of Congress must publish a journal of its proceedings.
 - (4) Representation in the House of Representatives is based on state population.

- 10 What is a principle of government that is stated in the Preamble to the United States Constitution?
- (1) Federal laws must be subject to state approval.
 - (2) The power of government comes from the people.
 - (3) The right to bear arms shall not be infringed.
 - (4) All men and women are created equal.
- 11 The outcome of the Whiskey Rebellion (1794) strengthened the authority of the
- (1) national government
 - (2) state governors
 - (3) territorial legislatures
 - (4) local police
- 12 The War of 1812 has been called the “Second War for American Independence” primarily because the
- (1) British blocked United States access to the port of New Orleans
 - (2) United States continued to resist taxes imposed by Great Britain
 - (3) British government had never fully respected the United States as a free nation
 - (4) United States and Great Britain had not signed a peace treaty after the Revolutionary War
- 13 The Erie Canal contributed to the development of the United States by
- (1) eliminating the need for railroads
 - (2) linking the Great Lakes to the Atlantic Coast
 - (3) becoming the major trade route to California
 - (4) allowing southern planters to ship their cotton westward
- 14 Which heading best completes the partial outline below?
- I. _____

 - A. Suspension of habeas corpus
 - B. Signing of Emancipation Proclamation
 - C. Election of President Lincoln to second term
- (1) Wartime Propaganda Campaigns
 - (2) Limits on Civil Liberties During Wartime
 - (3) Decreased Rights of Minorities
 - (4) Events During the Civil War
- 15 Jim Crow laws passed in the South during the late 1800s were designed to
- (1) support civil rights for African Americans
 - (2) create a system of legal segregation
 - (3) give free land to formerly enslaved persons
 - (4) compensate landowners for damage done during the Civil War
- 16 In the late 19th and early 20th centuries, a major goal of the American Federation of Labor (AFL) was to
- (1) end restrictions on child labor
 - (2) admit women to the industrial workforce
 - (3) improve wages and working conditions
 - (4) join all workers into a single union
- 17 During the 1890s, many American farmers tried to resolve their economic problems by
- (1) joining the Populist Party
 - (2) staging violent protests against the government
 - (3) supporting government aid to railroads
 - (4) asking Congress to end agricultural subsidies
- 18 One way in which the Chinese Exclusion Act (1882) and the Gentlemen’s Agreement (1907) are similar is that they
- (1) reflected nativist attitudes in the United States
 - (2) encouraged a policy of popular sovereignty
 - (3) led to an increase in Asian immigration
 - (4) eased requirements for citizenship
- 19 Which headline related to the Spanish-American War is an example of yellow journalism?
- (1) **“President McKinley Asks Congress for War Declaration Against Spain”**
 - (2) **“United States Mobilizes for War with Spain”**
 - (3) **“United States Demands Response to Spanish Actions”**
 - (4) **“Spanish Troops Slaughter Innocent Cuban Citizens”**

Base your answers to questions 20 and 21 on the map below and on your knowledge of social studies.



Source: Thomas G. Paterson et al., *American Foreign Policy: A History 1900 to Present*, D. C. Heath, 1991 (adapted)

- 20 Which conclusion is most clearly supported by information on the map?
- (1) The United States respected the sovereignty of Latin American nations.
 - (2) United States military action was used to protect American interests.
 - (3) The United States rarely used its armed forces in Latin America before World War II.
 - (4) United States military action in Latin America supported European colonies.
- 21 Which United States foreign policy was most often used to carry out the actions shown on the map?
- (1) Roosevelt Corollary to the Monroe Doctrine
 - (2) Wilson's Fourteen Points
 - (3) Kellogg-Briand Pact
 - (4) Open Door

22 "...In other words, our demand is that big business give the people a square deal and that the people give a square deal to any man engaged in big business who honestly endeavors to do what is right and proper..."

— Theodore Roosevelt, "A Charter for Democracy,"
February 21, 1912

This statement reflects President Theodore Roosevelt's position that the federal government should

- (1) leave regulation of big business to the states
- (2) cease regulation of business activities
- (3) regulate abusive business practices
- (4) seize control of all trusts

23 *The Jungle*, *The Octopus*, and *The Shame of the Cities* are all books that were written to

- (1) support the formation of a new political party
- (2) promote environmental conservation
- (3) encourage reform in business and government
- (4) express opinions concerning imperialism

24 The Federal Reserve System was created in 1913 to

- (1) regulate the money supply
- (2) operate mints to coin money
- (3) collect tax revenues
- (4) protect deposits in savings banks

25 During World War I, President Woodrow Wilson used his wartime powers to

- (1) win passage of quota acts
- (2) grant all women the right to vote
- (3) expand freedom of the press
- (4) increase government control of the economy

26 The Senate's opposition to United States membership in the League of Nations was based mainly on the

- (1) cost of membership dues
- (2) failure to give the United States veto power
- (3) fear of being drawn into future wars
- (4) concern that United States businesses would be damaged

27 The division in public opinion over the Scopes trial and Prohibition demonstrates which characteristic of the 1920s?

- (1) discrimination against immigrants
- (2) clash of cultural values
- (3) fear of international communism
- (4) opposition to the Ku Klux Klan

28 During the 1920s, much of the debt accumulated by consumers was due to

- (1) installment buying of manufactured goods
- (2) overproduction of farm products
- (3) long strikes by labor unions
- (4) rising income taxes

29 During the 1930s, poor land management and severe drought conditions across parts of the Midwest resulted in the

- (1) formation of the United States Department of Agriculture
- (2) creation of wheat surpluses
- (3) growth of the Granger movement
- (4) development of Dust Bowl conditions on the Great Plains

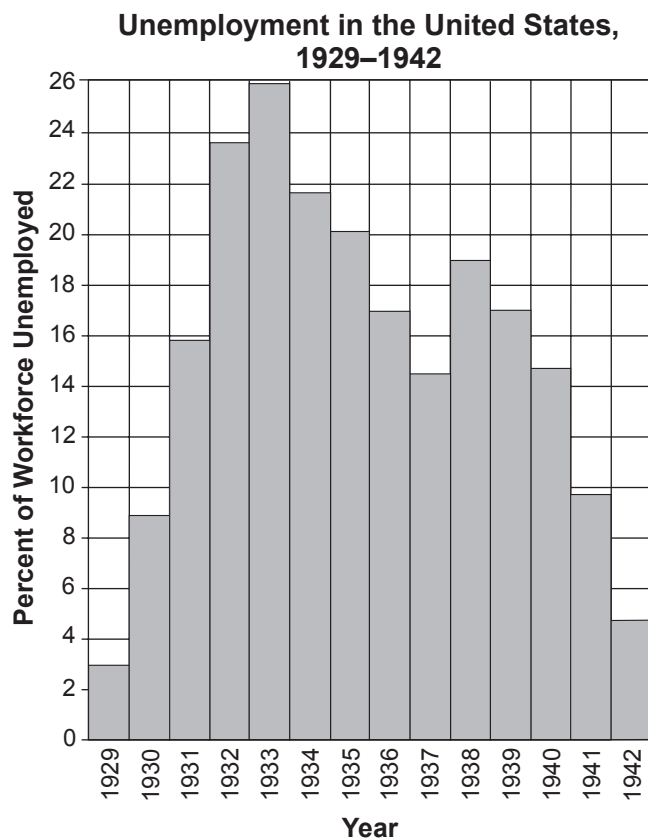
30 What was the goal of President Franklin D. Roosevelt's plan to add more justices to the Supreme Court?

- (1) to help the Supreme Court implement its decisions
- (2) to limit judicial opposition to New Deal programs
- (3) to convince Congress to enact new economic laws
- (4) to replace the Chief Justice of the Supreme Court

31 To help win World War II, the federal government found it necessary to

- (1) return to the gold standard
- (2) outlaw labor unions
- (3) impose rationing and price controls
- (4) integrate the military

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



Source: *Historical Statistics of the United States*, U. S. Bureau of the Census (adapted)

- 32 The change in the rate of unemployment between 1941 and 1942 is best explained by the
- (1) response of President Herbert Hoover to the stock market crash
 - (2) effects of the Wagner Act
 - (3) passage of the National Recovery Act
 - (4) entry of the United States into World War II

- 33 During World War II, Japanese Americans were sent to internment centers primarily because they
- (1) were considered illegal aliens
 - (2) had been convicted of spying for Japan
 - (3) refused to enlist in the United States military
 - (4) were thought to be threats to national security

- 34 The creation of the North Atlantic Treaty Organization (NATO) illustrates a commitment to the concept of
- | | |
|------------------|--------------------|
| (1) colonialism | (3) mutual defense |
| (2) isolationism | (4) human rights |

- 35 In the years immediately following World War II, United States foreign policy was primarily focused on

- (1) securing peace in the Middle East
- (2) containing the spread of communism
- (3) sending volunteers to developing countries
- (4) maintaining neutrality in world conflicts

- 36 Between 1946 and 1954, the House Committee on Un-American Activities and Senator Joseph McCarthy attracted public attention by investigating

- (1) allegations of communist influences in government
- (2) civil rights violations against African Americans
- (3) corruption by companies in the defense industry
- (4) war crimes of German and Japanese officials

- 37 President Dwight D. Eisenhower sent federal troops to Little Rock, Arkansas, in 1957 to

- (1) supervise local elections
- (2) enforce school integration
- (3) end a bus boycott
- (4) break up a steel strike

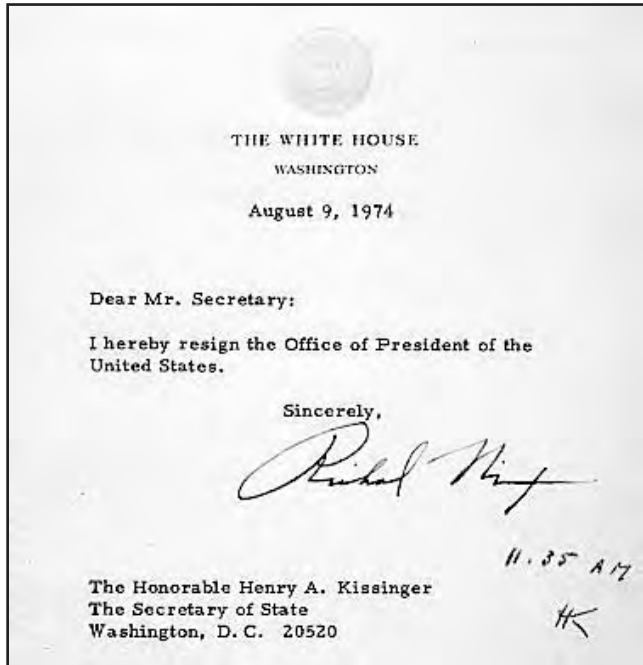
- 38 The Cuban missile crisis was effectively ended when the

- (1) Soviet Union agreed to withdraw weapons from Cuba
- (2) Bay of Pigs invasion removed Fidel Castro from power
- (3) Cuban authorities signed new trade agreements with the United States
- (4) United States announced the formation of the Alliance for Progress

- 39 A result of the publication of Rachel Carson's *Silent Spring* was that the

- (1) Americans with Disabilities Act was passed
- (2) 1964 Civil Rights Act was passed
- (3) modern environmental movement gained support
- (4) consumer protection movement began

Base your answers to questions 40 and 41 on the letter below and on your knowledge of social studies.



Source: National Archives and Records Administration

- 40 Which event led to this letter being written?
- (1) Teapot Dome scandal
 - (2) Kent State shootings
 - (3) Iran-Contra affair
 - (4) Watergate break-in
- 41 Which constitutional power was most directly responsible for the action taken in this letter?
- (1) power of Congress to override vetoes
 - (2) power of the president to appoint justices to the Supreme Court
 - (3) power of impeachment by the House of Representatives
 - (4) power of the Senate to approve proposed treaties
-
- 42 Which concept is illustrated by United States participation in both the General Agreement on Tariffs and Trade (GATT) and the North American Free Trade Agreement (NAFTA)?
- (1) interdependence
 - (2) appeasement
 - (3) nationalism
 - (4) nonalignment

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

Candidate	Popular Vote	Electoral Vote
Democrat: Al Gore	50,996,582	266
Republican: George W. Bush	50,456,062	271

Source: National Archives and Records Administration

- 43 Which statement is best supported by information in the chart?
- (1) The candidate selected by a majority of the population won the presidency.
 - (2) The popular vote is not the deciding factor in winning the presidency.
 - (3) Candidates must campaign in all states to win a presidential election.
 - (4) The electoral college system was abolished after this election.
-

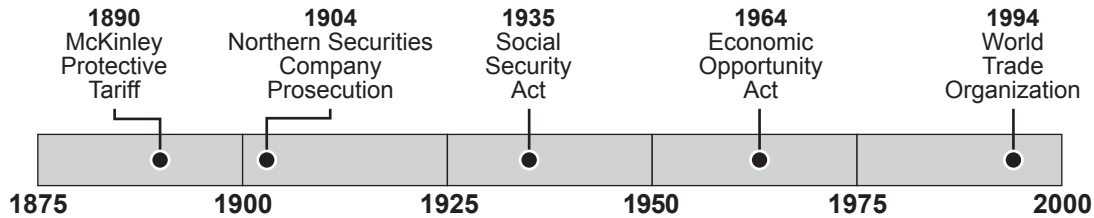
Base your answer to question 44 on the quotation below and on your knowledge of social studies.

...In the sixth year since our Nation was attacked, I wish I could report to you that the dangers have ended. They have not. And so it remains the policy of this Government to use every lawful and proper tool of intelligence, diplomacy, law enforcement, and military action to do our duty, to find these enemies, and to protect the American people....

— President George W. Bush

- 44 Which event did President Bush refer to in this quotation?
- (1) Oklahoma City bombing on April 17, 1995
 - (2) terrorist actions on September 11, 2001
 - (3) Soviet invasion of Afghanistan
 - (4) start of Operation Iraqi Freedom
-
- 45 Which pair of events shows a correct cause-and-effect relationship?
- (1) Mexican War → Trail of Tears
 - (2) Harlem Renaissance → Great Migration
 - (3) increase in organized crime → adoption of national Prohibition
 - (4) passage of Interstate Highway Act → increase in suburbanization

Base your answer to question 46 on the time line below and on your knowledge of social studies.



- 46 Which conclusion is most clearly supported by the information in the time line?
- (1) Government intervention in the economy has limited the growth of the gross domestic product.
 - (2) United States economic policies have been modified to meet changing conditions.
 - (3) The United States government has shown little interest in regulating big business.
 - (4) Most Americans are opposed to government intervention in the economy.

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



Source: Joe Heller, *Green Bay Press-Gazette*, October 16, 2007

- 47 This cartoonist is expressing a concern that the current Social Security system
- (1) imposes taxes which are too high
 - (2) does not cover most American workers
 - (3) faces threats from future increases in the number of recipients
 - (4) does not support a decent standard of living
- 48 One way in which President Andrew Johnson and President Bill Clinton are similar is that both were
- (1) forced to fight an unpopular war
 - (2) opposed to civil rights legislation
 - (3) sworn into office after the assassination of a president
 - (4) acquitted by the Senate after being impeached

49 Which statement illustrates the system of checks and balances?

- (1) The electoral college cast 435 votes for Woodrow Wilson in 1912.
- (2) President Harry Truman decided to remove General Douglas MacArthur as military commander in Korea.
- (3) The Senate rejected President Ronald Reagan's nomination of Robert Bork to the Supreme Court.
- (4) Nancy Pelosi was elected as the first female Speaker of the House of Representatives in 2007.

- 50 • Ralph Nader – *Unsafe at Any Speed*
 • Betty Friedan – *The Feminine Mystique*
 • Bob Woodward and Carl Bernstein – *All the President's Men*

Which conclusion can best be drawn from the influence of these books?

- (1) Authors often increase public awareness of significant issues.
- (2) Writers often promote big business.
- (3) Literary works often ignore controversial issues.
- (4) Journalists often expose corrupt politicians.

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Supreme Court decisions

Decisions of the United States Supreme Court have had a significant impact on the nation.

Task:

Identify **two** important United States Supreme Court cases and for **each**

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court's decision
- Discuss the impact of the Court's decision on the United States

You may use any appropriate Supreme Court case. Some suggestions you might wish to consider include *Marbury v. Madison* (1803), *Gibbons v. Ogden* (1824), *Worcester v. Georgia* (1832), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *New Jersey v. T.L.O.* (1985).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to

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

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

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

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

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

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

Between 1800 and 1860, economic, social, and political factors contributed to the development of sectional differences between the North and the South. These differences included how best to expand the United States economy, the extension of slavery into the territories, and the relationship between the states and the federal government. These differences laid the groundwork for the Civil War.

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

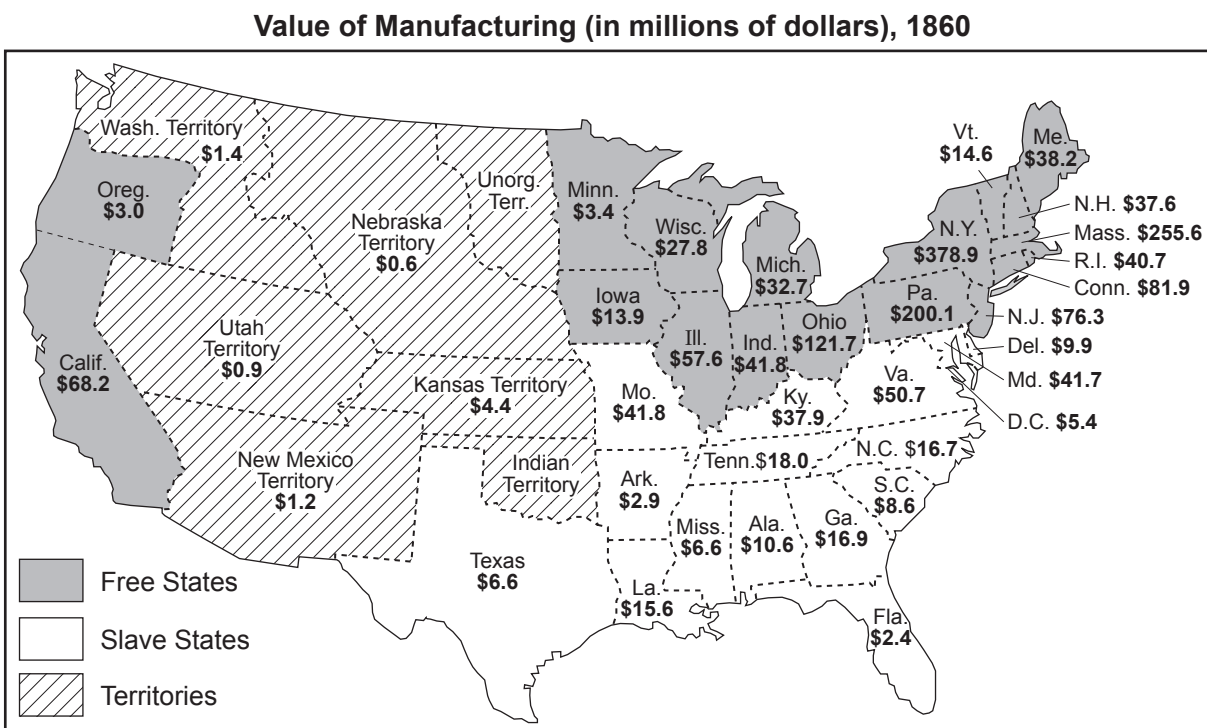
- Discuss the economic, political, *and/or* social differences between the North and the South that eventually led to the Civil War

Part A

Short-Answer Questions

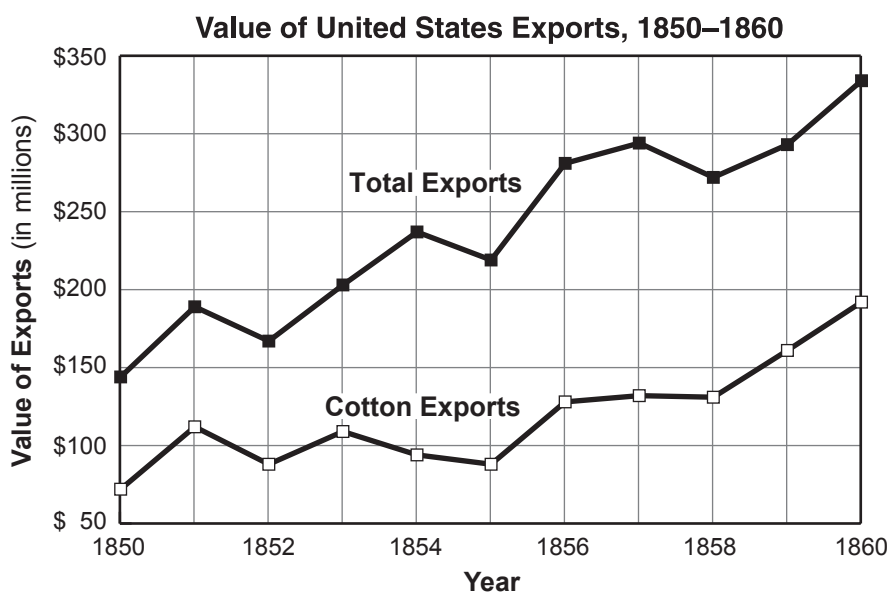
Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1a



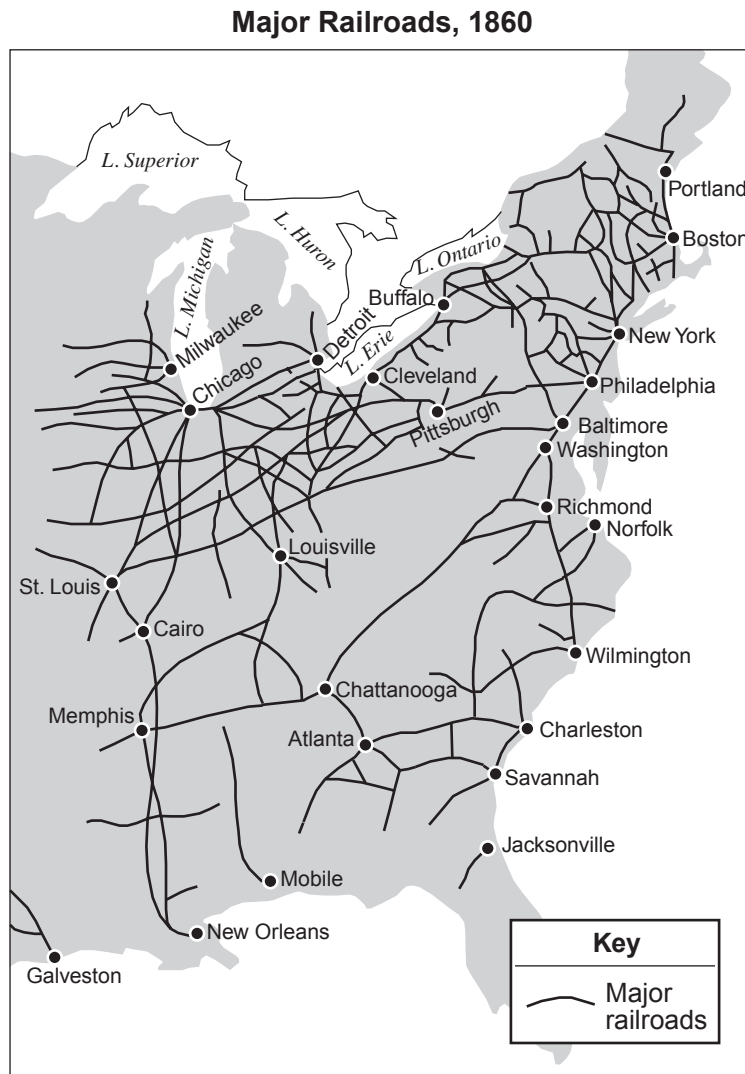
Source: Abraham Lincoln Historical Digitization Project, Northern Illinois University Libraries, and United States Census Bureau (adapted)

Document 1b



Source: Douglass C. North, *The Economic Growth of the United States, 1790–1860*, W. W. Norton & Co., 1966 (adapted)

Document 1c



Source: Kownslar and Frizzle, *Discovering American History*, Holt, Rinehart and Winston (adapted)

- 1 Based on these documents, state **two** differences between the economies of the North and the South before the Civil War. [2]

(1) _____

Score

(2) _____

Score

Document 2a

Agents of the American Anti-Slavery Society traveled throughout the United States to urge the abolition of slavery.

Dear Sir—You have been appointed an Agent of the American Anti-Slavery Society; ...
... Our object is, the overthrow of American slavery, the most atrocious and oppressive system of bondage that has ever existed in any country. We expect to accomplish this, mainly by showing to the public its true character and legitimate fruits [real effects], its contrariety [opposition] to the first principles of religion, morals, and humanity, and its special inconsistency with our pretensions [aims], as a free, humane, and enlightened people. In this way, by the force of truth, we expect to correct the common errors that prevail respecting slavery, and to produce a just public sentiment, which shall appeal both to the conscience and love of character, of our slaveholding fellow-citizens, and convince them that both their duty and their welfare require the immediate abolition of slavery....

Source: Barnes and Dumond, eds., *Letters of Theodore Dwight Weld, Angelina Grimké Weld and Sarah Grimké, 1822–1844*, American Historical Association, 1934

2a Based on this document, state **one** reason the American Anti-Slavery Society opposed slavery. [1]

Score

Document 2b

Thomas R. Dew defended slavery in a debate in the Virginia legislature.

According to the census of 1830, there were approximately 470,000 slaves in Virginia. The average value of each slave is about \$200. Thus the total value of the slave population in Virginia in 1830 was \$94,000,000. Allowing for the increase since, the present value of slaves in Virginia is about \$100,000,000. The assessed value of all the houses and lands in the state amounts to \$206,000,000. Do not these simple statistics speak volumes upon the subject? It is seriously recommended to the state of Virginia that she give up her slaves. In other words, Virginia is expected to sacrifice one-half of her total worth!

It is, in truth, the slave labor in Virginia which gives value to the soil and to her economy. Take this away and you ruin her. Remove the slave population from the State and it is absolutely safe to say that on the day this happens, Virginia will become a “waste howling wilderness.” “The grass will be seen growing in the streets and the foxes peeping from their holes.”...

Source: Thomas R. Dew, *Review of the Debate in the Virginia Legislature of 1831 and 1832*, in Martin W. Sandler et al., *The People Make a Nation*, Allyn and Bacon, 1971

2b According to Thomas R. Dew, what is **one** reason slavery was important to Virginia? [1]

Score

Document 3

Historian Eric Foner on the role of westward expansion

Q: What is the relationship between slavery and westward expansion?

A: ... But the frontier also carried with it the expansion of slavery. The westward expansion of slavery was one of the most dynamic economic and social processes going on in this country. The westward expansion carried slavery down into the Southwest, into Mississippi, Alabama, crossing the Mississippi River into Louisiana. Finally, by the 1840's, it was pouring into Texas. So the expansion of slavery, which became the major political question of the 1850's, was not just a political issue. It was a fact of life that every American had experienced during this period....

Now, in the South, southern slave owners insisted that slavery was absolutely essential to that story of progress. Without slavery, you could not have civilization, they said. Slavery freed the upper class from the need to do manual labor, to worry about economic day-to-day realities, and therefore gave them the time and the intellectual ability to devote themselves to the arts and literature and mechanical advantages and inventions of all kinds. So that it was slavery itself which made the progress of civilization possible....

Source: Interview with Eric Foner, *Africans in America*, www.pbs.org/wgbh

- 3 According to Eric Foner, state **one** reason Southern slave owners supported the expansion of slavery into the West. [1]

Score

Document 4

In 1847, the Massachusetts legislature passed a resolution, written by Charles Sumner, opposing the war with Mexico. This is an excerpt from the resolution.

Resolved, That the present war with Mexico has its primary origin in the unconstitutional annexation to the United States of the foreign State of Texas, while the same was still at war with Mexico; that it was unconstitutionally commenced by the order of the President, to General Taylor, to take military possession of territory in dispute between the United States and Mexico, *and in the occupation of Mexico*; and that it is now waged ingloriously—by a powerful nation against a weak neighbor—unnecessarily and without just cause, at immense cost of treasure [money] and life, for the dismemberment of Mexico, and for the conquest of a portion of her territory, from which slavery has already been excluded, with the triple object of extending slavery, of strengthening the “Slave Power,” and of obtaining the control of the Free States, under the constitution of the United States....

Source: Massachusetts House of Representatives

- 4 According to this resolution, what is **one** reason the Massachusetts legislature was opposed to the Mexican War? [1]

Score

Document 5

On January 29, 1850, Senator Henry Clay proposed a series of resolutions to settle "... all questions in controversy between the free and the slave states...." The list below contains excerpts from Clay's speech.

Selected Proposals for the Compromise of 1850

- 1 That California ought to be admitted into the Union without restriction as to the inclusion or exclusion of slavery.
- 2 That as slavery does not exist by law, and is not likely to be introduced into any of the territory acquired by the United States from the Republic of Mexico, it is not in the interest of Congress to pass a law either establishing or prohibiting it in the land acquired from Mexico. ...
- 5 That it is not wise to abolish slavery in the District of Columbia while slavery continues to exist in Maryland without the consent of that state, the consent of the people of the District, and without just payment to the owners of slaves within the District.
- 6 That, however, it is wise to prohibit in the District of Columbia, the bringing-in of slaves from other states either to be used in the District or to be sold there for use in other states.
- 7 That stronger provision ought to be made by law for the capture and return of slaves who may have escaped into any other state or territory in the Union.
- 8 That Congress has no power to prohibit or prevent the trading of slaves between States. This depends completely on the laws of each individual state.

Source: Martin W. Sandler et al., *The People Make a Nation*, Allyn and Bacon, 1971

5a Based on this document, what is **one** way these proposals favored the North? [1]

Score

b Based on this document, what is **one** way these proposals favored the South? [1]

Score

Document 6

... Slavery was not the only cause of North–South confrontation during the 1830s and 1840s. Ever since the passage in 1828 of the high protective tariff, dubbed by Southerners “The Tariff of Abominations,” the Southern states had been protesting not just its unfairness but also its illegality. They managed to get it reduced in 1832, though that was not enough for many South Carolinians who argued that an individual state, as a party to the original compact that created the Union, had the right to declare null and void within its borders a Federal law that it considered unconstitutional or unjust. On this basis a special state convention of South Carolina nullified the tariff acts of 1828 and 1832, banned the collection of duties within its borders and declared that any use of force by the Federal government would justify secession from the Union. The Northern majority in Congress voted the President additional powers to enforce collection of the revenues, but others successfully sought conciliatory [friendly] ways to avoid an irrevocable [unstoppable] collision on this issue and the immediate crisis was averted, although South Carolinians did not discard their secessionist arguments....

Source: Batty and Parish, *The Divided Union: The Story of the Great American War, 1861–65*, Salem House Publishers, 1987

6a According to Batty and Parish, what was **one** reaction by South Carolina to the passage of federal tariffs? [1]

Score

b According to Batty and Parish, what was **one** Northern response to the actions taken by South Carolina regarding the tariff? [1]

Score

Document 7

Confederate General John B. Gordon was a civilian-turned-soldier who became one of General Robert E. Lee's most trusted commanders.

... The South maintained with the depth of religious conviction that the Union formed under the Constitution was a Union of consent and not of force; that the original States were not the creatures but the creators of the Union; that these States had gained their independence, their freedom, and their sovereignty from the mother country, and had not surrendered these on entering the Union; that by the express terms of the Constitution all rights and powers not delegated were reserved to the States; and the South challenged the North to find one trace of authority in that Constitution for invading and coercing a sovereign State.

The North, on the other hand, maintained with the utmost confidence in the correctness of her position that the Union formed under the Constitution was intended to be perpetual; that sovereignty was a unit and could not be divided; that whether or not there was any express power granted in the Constitution for invading a State, the right of self-preservation was inherent in all governments; that the life of the Union was essential to the life of liberty; or, in the words of Webster, "liberty and union are one and inseparable."...

Source: John B. Gordon, *Reminiscences of the Civil War*, Charles Scribner's Sons, 1904

7a According to John B. Gordon, what was the Southern point of view regarding the power of states under the Constitution? [1]

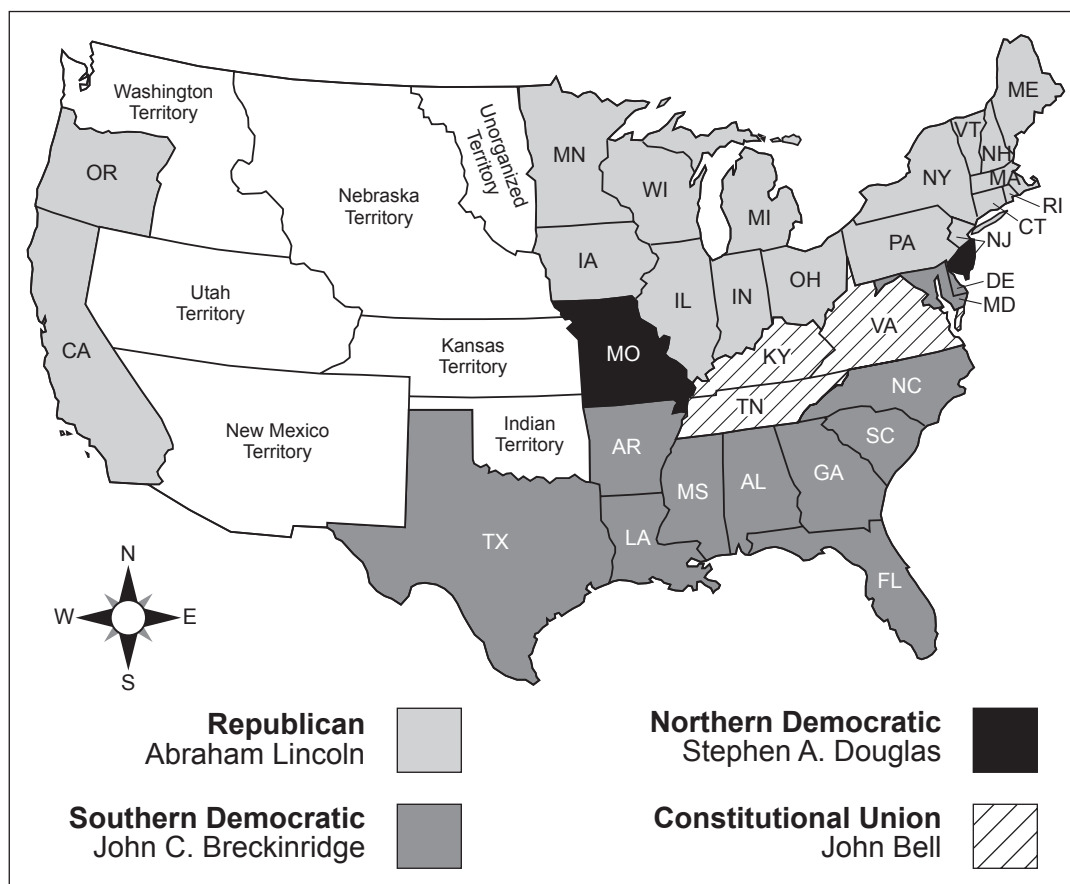
Score

b According to John B. Gordon, what was the Northern point of view regarding the Union created under the Constitution? [1]

Score

Document 8

The Results of the Election of 1860



Source: Herman J. Viola, *Why We Remember*, Addison-Wesley Publishing (adapted)

8 Based on this map, why was Abraham Lincoln considered a sectional president? [1]

Score

Part B

Essay

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

Historical Context:

Between 1800 and 1860, economic, social, and political factors contributed to the development of sectional differences between the North and the South. These differences included how best to expand the United States economy, the extension of slavery into the territories, and the relationship between the states and the federal government. These differences laid the groundwork for the Civil War.

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

- Discuss the economic, political, *and/or* social differences between the North and the South that eventually led to the Civil War

Guidelines:

In your essay, be sure to

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 26, 2012 — 9:15 a.m. to 12:15 p.m., only

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

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

Scoring the Part I Multiple-Choice Questions

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

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

Part I			
13.....	132.....	263.....	393.....
22.....	144.....	272.....	404.....
32.....	152.....	281.....	413.....
44.....	163.....	294.....	421.....
54.....	171.....	302.....	432.....
61.....	181.....	313.....	442.....
73.....	194.....	324.....	454.....
81.....	202.....	334.....	462.....
94.....	211.....	343.....	473.....
102.....	223.....	352.....	484.....
111.....	233.....	361.....	493.....
123.....	241.....	372.....	501.....
	254.....	381.....	

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Theme: Supreme Court decisions

Decisions of the United States Supreme Court have had a significant impact on the nation.

Task: Identify *two* important United States Supreme Court cases and for *each*

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court's decision
- Discuss the impact of the Court's decision on the United States

You may use any appropriate Supreme Court case. Some suggestions you might wish to consider include *Marbury v. Madison* (1803), *Gibbons v. Ogden* (1824), *Worcester v. Georgia* (1832), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *New Jersey v. T.L.O.* (1985).

Scoring Notes:

1. This thematic essay has a minimum of *six* components (the historical circumstances surrounding *each* of *two* Supreme Court cases, the Supreme Court's decision in *each* case, and the impact of *each* decision on the United States).
2. The historical circumstances surrounding each case may describe either the narrower facts of the particular case *or* the wider issues of the time period leading up to the case *or* a combination of both.
3. The impact of the Supreme Court's decision may be either immediate or long term.
4. The response may discuss the impact of the Supreme Court's decision from any perspective as long as the position taken is supported by accurate facts and examples.
5. If related cases such as *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka* are chosen, *Plessy* may be used as part of the historical circumstances surrounding *Brown* as long as all aspects of the task for each are thoroughly developed.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding **each** of **two** Supreme Court cases, explaining the Supreme Court's decision in each case, and discussing the impact of the Court's decision on the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Plessy v. Ferguson*: connects the abolition of slavery at the end of the Civil War and the southern enactment of Jim Crow laws designed to maintain white supremacy to the Supreme Court ruling that segregated railway cars are constitutional according to the doctrine of "separate but equal," resulting in African Americans continuing to be treated as lower-class citizens relegated to inferior facilities; *Brown v. Board of Education of Topeka*: connects the application of the "separate but equal" doctrine in southern schools and the lack of educational opportunities for African American children to the overturning of *Plessy* in the field of public education in the *Brown* decision that ordered desegregation of schools "with all deliberate speed," becoming the first major step in the civil rights movement and resulting in President Eisenhower sending troops to Little Rock, Arkansas, to enforce the decision
- Richly supports the theme with relevant facts, examples, and details; *Plessy v. Ferguson*: 14th amendment; Reconstruction; Homer Plessy; mixed race; Louisiana; Justice Harlan in dissent; "Colored Only" public facilities; legalized segregation in all public and private business through first half of 20th century; *Brown v. Board of Education of Topeka*: Reconstruction; equal protection clause of the 14th amendment; Linda Brown; Thurgood Marshall; NAACP; Chief Justice Earl Warren; unanimous decision; psychological effects of segregation; "separate but equal" is inherently unequal; Governor Faubus; Little Rock 9; 1964 Civil Rights Act; *Heart of Atlanta Motel v. United States*; desegregation of all public facilities; James Meredith; de facto segregation; busing
- Demonstrates a logical and clear plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task for both Supreme Court cases *or* discussing **all** aspects of the task for one Supreme Court case more thoroughly than for the second Supreme Court case
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Plessy v. Ferguson*: describes how Southern states enacted Jim Crow laws to separate the races in public facilities, explains the Supreme Court ruling that Jim Crow laws were constitutional using the idea of "separate but equal," and discusses how the decision prevented African Americans from gaining equality and kept them as second-class citizens for over half a century; *Brown v. Board of Education of Topeka*: describes how Jim Crow laws forced African American children to attend separate and inferior schools, explains how the Supreme Court overturned *Plessy* and ordered the desegregation of public schools, and discusses how the decision led President Eisenhower to send troops to protect African American students entering Little Rock High School
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Decisions of the Supreme Court can have a huge impact on the country. Throughout United States history, court decisions have rocked the nation and have totally changed how the government runs things. The judiciary branch has the job to interpret the Constitution, and often these interpretations change over time. Two examples of significant cases are *Marbury v. Madison* (1803) and *Brown v. Board of Education of Topeka* (1954).

In 1800, the United States was still an infant country. Many now essential things had not been created at this point in time, and there was no precedent for the peaceful transfer of power. Sitting president John Adams was desperately trying to keep his party, the Federalists, from losing too much power when the Republicans took over. In a last-ditch effort to hold ground, Adams created new positions for judges and speedily appointed several new Federalist "Midnight judges". President-elect Thomas Jefferson, after discovering this plan, ordered James Madison not to deliver any more official documents to new judges that approved their judgeships. One of these judges, Marbury, sued Madison for failing in his duty to deliver the documents, and claimed he was a judge when the document was approved, therefore, he should have his job. This put Chief Justice

John Marshall in an extremely precarious situation. As a Federalist, and a midnight judge himself, he believed Marbury should win, but he worried that Jefferson would totally ignore the Supreme Court if Marbury prevailed. Marshall recognized that the power of the judiciary had not yet been established and could easily be destroyed. The Court decided that it did not have the power to order Madison to deliver the appointment because part of the Judiciary Act of 1791 was unconstitutional. This brilliant move seemingly diminished the power of the Supreme Court, but it actually had a huge impact on the system of checks and balances. The idea of judicial review, in which the Supreme Court can determine the constitutionality of laws, is what puts the judicial branch on even footing with the executive and legislative branches. The decision of Marshall's court made part of the unwritten constitution this vital piece of judicial powers, allowing the Supreme Court in the future the right to limit the power of the other branches and the right to interpret the Constitution and all future laws.

Another very important Supreme Court case was *Brown v. Board of Education* in 1954. During the 1950's,

many Civil Rights groups were beginning to form due to the unfair treatment of African Americans. In 1896, the Supreme Court had ruled in Plessy v. Ferguson that segregation was legal on the basis that it was okay for there to be separation as long as it was equal. Jim Crow laws already had been applied to schools, and Southern schools were typically organized as "white only" and "colored only." One young African American girl and her family decided to sue their local school because they believed, justly, that ~~sege~~ segregated schools were unequal. Thus unequal segregation violated the previous Plessy ruling. White schools were considerably better, and the NAACP and Brown family believed that the very idea of separation made kids feel unequal. This case made its way to the Supreme Court, where the Warren Court decided that separation was inherently unequal, and thus, the notion of "separate but equal" could no longer be applied. The court declared that all public schools must be integrated with all deliberate speed. This was one of the first Supreme Court rulings that finally began to reverse a long history of ruling in favor of white over black, so it of course caused an uproar from conservative, racist whites. Especially ~~in~~ in the South,

where Jim Crow laws ruled, people were horrified at the idea of desegregation. Some schools integrated immediately, but many others took much longer, and many white parents sent their children to private schools that did not need to comply with the court's decision. Even President Eisenhower was quoted saying that appointing certain judges had been a mistake, and he regretted this shocking ruling. However, as Commander in Chief, Eisenhower sent troops to Little Rock, Arkansas to enforce the decision by protecting nine African Americans who were attempting to enter an all white high school. It was a victory for African Americans who ^{now} were allowed to attend schools with better teachers and facilities. Though racism was common in schools, African Americans had new access to better education. This Supreme Court decision allowed more equality for blacks and set off a wave of even more Civil Rights efforts.

Thus, Supreme Court cases can have a significant effect on the nation. Since the Supreme Court determines the constitutionality of laws, cases can overturn previous governmental policies and change the way the country is run. In *Marbury v. Madison*, this idea of judicial review was established, and in *Brown v. Board* it was applied. Many cases have rocked the nation, and have

allowed for government policies to reflect the intent of the Constitution.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding *Marbury v. Madison* and *Brown v. Board of Education of Topeka*, explaining the Supreme Court’s decision in each case, and discussing the impact of each decision on the United States
- Is more analytical than descriptive (*Marbury v. Madison*: sitting President John Adams was desperately trying to keep his party, the Federalists, from losing too much power when the Republicans took over; Marshall recognized that the power of the judiciary had not yet been established and could easily be destroyed; the idea of judicial review, in which the Supreme Court can determine the constitutionality of laws, is what puts the judicial branch on an even footing with the executive and legislative branches; *Brown v. Board of Education of Topeka*: Jim Crow laws had been applied to schools, and southern schools were typically organized as “white only” and “colored only”; this case made its way to the Supreme Court, where the Warren Court decided that separation was inherently unequal, and thus, the notion of “separate but equal” could not be applied; this Supreme Court decision allowed more equality for blacks and set off a wave of even more civil rights efforts)
- Richly supports the theme with relevant facts, examples, and details (*Marbury v. Madison*: infant country; peaceful transfer of power; “midnight judges”; President-elect Thomas Jefferson; James Madison; Marbury sued Madison; Chief Justice John Marshall; checks and balances; unwritten constitution; *Brown v. Board of Education of Topeka*: *Plessy v. Ferguson*; segregation was legal; young African American girl; NAACP; conservative, racist whites; private schools; President Eisenhower sent troops to Little Rock, Arkansas, to enforce the decision; nine African Americans); includes a minor inaccuracy (*Marbury v. Madison*: Judiciary Act of 1791)
- Demonstrates a logical and clear plan of organization; includes an introduction that recognizes the role of the judicial branch in interpreting the Constitution and a conclusion that notes that the *Marbury* decision established judicial review and the *Brown* decision applied it

Conclusion: Overall, the response fits the criteria for Level 5. The response includes a thorough discussion of the cases with ample supporting detail and demonstrates a clear understanding of the impact the Court’s decisions have had on the United States.

From the formation of an independent United States, the Supreme Court has played major roles in all sectors and areas of the society. Militarily, during times of crisis, the Court has occasionally ruled to abridge the rights of citizens. Socially, it has changed the legality of segregation. Politically, the Supreme Court claimed its power to review the constitutionality of legislations passed by Congress. As a result of all its landmark decisions, the Court has over time established the legal framework of America.

At the near end of John Adams's presidential term, the Federalists were slowly losing its control in the US government. The Democratic Republicans was the party rising to power as it placed its candidate Thomas Jefferson in the presidency. The so called "revolution of 1800" marked a peaceful transition from one political party to the other and it demonstrated to the world that the United States could not be broken by political & ideological differences. However, the political power transition was not without its dilemmas. Before Adams resigned from the presidency, he wanted to assure that the Supreme Court would be controlled by the Federalists. Consequently, Adams appointed "midnight judges" whom were loyal to the Federalist party to the highest judiciary Courts. However, James Madison, a Democratic Republican, refused to send the appointed judges their commissions. As a result, the Supreme Court led by Chief Justice John Marshall, a Federalist, ruled in the case of *Marbury vs. Madison*. In its resolution, the Court held that it did not have the right to issue a writ of mandamus stipulated for the Court in the Judiciary Act of 1789 since the Constitution did not delegate such powers to the Supreme Court. This ruling established the principle of judicial review of congressional legislation such as the Judiciary Act

of 1789 to view whether it was constitutional or not. Additionally, this decision resulted in the beginning of a check by the judiciary branch on the legislative branch of the central government, preventing Congress from enacting harmful legislations. The ruling gave the judicial branch the standing that it lacked in the original Constitution.

During times of war, the Supreme Court has made its mark as a protector of the safety and security of the nation. From the beginning of WWI, angry citizens and immigrants had expressed their frustration and opposition to the war. One particular person unintentionally turned these problems into a Supreme Court case. Schenk, a member of the Socialist party, delivered handouts to people encouraging them ^{not to be drafted into the war}. As a result, this action taken by him was made into a landmark case about the first amendment called Schenk vs. USA. In its resolution, the Court ruled that during times of war and crisis, the US government had the right to limit the rights of civilians whose actions obstructed the war effort in any way. This ruling established the "clear and present danger" precedent for future similar ~~rights~~ court decisions during times of war. It also clearly impacted the US society by limiting the rights of civilians to free speech when national security is in danger. Since the ruling in Schenk, the Court has supported the right to abridge the rights of citizens by ruling for the government in times of crisis. During WWII, the Court refused to overturn the Executive Order that resulted in Korematsu's arrest. Recently, other rulings have limited the rights of citizens as a result of the War on Terror.

Beginning from the late 18th century to today, the Supreme Court has significantly transformed every corner of American society. Furthermore,

through its different rulings, the Court established legal precedents and transformed the existing and future societal framework of the United States.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding *Marbury v. Madison* and *Schenck v. United States*, explaining the Supreme Court’s decision in each case, and discussing the impact of each decision on the United States
- Is more analytical than descriptive (*Marbury v. Madison*: the so-called “revolution of 1800” marked a peaceful transition of power from one political party to another and demonstrated to the world that the United States could not be broken by political and ideological differences; this ruling established the principle of judicial review of congressional legislation such as the Judiciary Act of 1789 to view whether it was constitutional or not; the ruling gave the judicial branch the standing that it lacked in the original Constitution; *Schenck v. United States*: from the beginning of World War I, angry citizens and immigrants expressed their frustration and opposition to the war; this ruling established the precedent of “clear and present danger” for similar court decisions during times of war; since *Schenck*, the Court has supported abridging the rights of citizens in times of crisis; the Court upheld the World War II executive order that resulted in Korematsu’s arrest; recent rulings have limited the rights of citizens in the War on Terror)
- Richly supports the theme with relevant facts, examples, and details (*Marbury v. Madison*: John Adams’s presidential term; Federalists; Democratic-Republicans; midnight judges; James Madison; Chief Justice John Marshall; writ of mandamus; *Schenck v. United States*: Socialist Party; first amendment; Japanese Americans; placed in internment camps); includes a minor inaccuracy (*Marbury v. Madison*: Adams resigned the presidency)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that cite the role of the Supreme Court in transforming the political and societal framework of the United States

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates considerable knowledge of important historical eras and the role of the Supreme Court in shaping American political processes and society.

The United States government is set up with three branches: executive, legislative, and judicial. It is up to the judicial branch to interpret the laws and the Constitution. Over the course of America's history as a fully established nation, the Court has made some monumental decisions that have shaped the course of our country. Two examples of important cases are *Plessy v. Ferguson* (1896), and *Brown v. Board of Education of Topeka* (1954).

At the time of the *Plessy v. Ferguson* case, the Civil War had ended and the United States were making a transition into the twentieth century. In the South, Jim Crow laws had been enacted and enforced to keep Blacks subordinate even after they had won their rights from the Civil War Amendments (13-15). These laws limited their human rights and kept them as second-class citizens. In Louisiana, the railroads were segregated. Homer Plessy was a black man who wanted to challenge the law that made him sit in a separate car from whites. He was arrested and his case eventually went to the Supreme Court. The question was whether segregated railway cars violated the equal protection clause of the 14th amendment. The Supreme Court's decision in the case affirmed the "separate but equal" policy in public facilities where there was a different railway car for blacks and for whites. In the Court's nearly unanimous decision, under the 14th amendment, it was constitutional as long as both were equal in quality. The reality of

this decision was that the facilities were only equal, and the separation itself was essentially degrading to the Black American population. The impact of the decision was a perpetuation of racism and prejudice in America towards people of color.

After World War II, America had a strong movement for civil rights, women's rights, human rights, and political rights. In the 1950s, there was ~~an~~ upsurge building related to civil rights for African Americans, especially over segregation. One segregated institution was school, where African American children attended separate and clearly unequal schools. The NAACP and their attorney Thurgood Marshall decided to take action against this racial discrimination. In Brown v. Board of Education of Topeka (1954), a Black girl wanted to go to a school closer to her home than her school at the time, but the closer school was all white. She had to fight for her right to an education. This case would become one of the most important decisions made by the Warren Court. They decided that the decision made in Plessy v. Ferguson was wrong and "separate but equal" was unconstitutional because the African American schools were never equal and the children were harmed and made to feel inferior by being separated. They overturned the Plessy decision, declared segregation in public education unconstitutional under the 14th amendment, and ordered that public schools be integrated "with all deliberate speed." The decision was the first of many monumental events of the civil

rights era that eventually ended segregation in public facilities and changed America's attitudes and respect for people of different races.

Two Supreme Court cases with opposing rulings, *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*, made big impacts on America's historical story. Both changed race relations of their times against or in favor of black Americans. After the Civil War and in the heart of the Civil Rights Movement, the two decisions will be remembered long after they happened.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Plessy v. Ferguson*: these laws limited their human rights and kept them as second-class citizens; in the Court's nearly unanimous opinion, it was constitutional under the 14th amendment as long as both were equal in quality; the impact of the decision was a perpetuation of racism and prejudice in America toward people of color; *Brown v. Board of Education of Topeka*: one segregated institution was school, where African American children attended separate and clearly unequal schools; they overturned the *Plessy* decision, declaring segregation in public education unconstitutional under the 14th amendment; the decision was the first of many monumental events in the civil rights era that eventually ended segregation in public facilities and changed America's attitudes and respect for people of different races)
- Supports the theme with relevant facts, examples, and details (*Plessy v. Ferguson*: Civil War; Jim Crow laws; subordinate; amendments 13–15; Louisiana; railroads; Homer Plessy; separate car from whites; arrested; equal protection clause; "separate but equal"; *Brown v. Board of Education of Topeka*: after World War II; NAACP; Warren Court; Thurgood Marshall; "separate but equal" unconstitutional; made to feel inferior; integrated with "all deliberate speed")
- Demonstrates a logical and clear plan of organization; includes an introduction about the role of the judicial branch and a conclusion that recognizes that both decisions changed race relations in their time

Conclusion: Overall, the response fits the criteria for Level 4. The response indicates understanding of the historical forces prompting both the *Plessy* and *Brown* decisions and their contrasting interpretations of the 14th amendment. The impact of each case on the United States is briefly but accurately discussed.

The Supreme Court is the protectorate of the constitution and the peoples' rights. The job to ensure all legislation is just and fair has been bestowed upon them since the days of Justice John Marshall. Unfortunately, the court has not always been as blind or unbiased as it should, and therefore at times people have been hurt and their rights restricted. Two cases, *Korematsu v. US* (1944) and *Plessy v. Ferguson* (1896), exemplify this problem and show that even the Supreme Court has its faults.

December 7, 1941 is one of the most infamous days in US history. The Japanese attacked Pearl Harbor, killing many Americans. The people were outraged, and a call for war rose, inciting our entrance into World War Two. With this attack, anti Japanese sentiments that West Coast and many other Americans felt flourished and the government heard their fears. Soon, President Roosevelt ordered Japanese-Americans on the West Coast to be relocated to internment or work camps. They were forced to leave their friends, jobs, homes, and entire lives because they were of Japanese descent. Thousands of these people, in fact most, were American citizens, yet they suffered the same fate. In the end, one man stood up and brought his case all the way to the Supreme Court.

Korematsu sued the United States for infringing upon his rights as an American citizen. Unfortunately the prevailing racism, the war mentality and the precedent of abridging rights in times of national crisis won. The court decided that the exclusion order

was constitutional and that rights of citizens could be abridged in times of war. Plainly, the Court's decision meant individual liberties were less important than national security. No Japanese-Americans were ever convicted of espionage or sabotage, yet their rights were taken away. It was not until years later that their descendants received an apology and compensation for the horrendous treatment. The case set a precedent for politicians of the future that the act of abridging rights during wartime is OK. This played out with George Bush's Patriot Act which restricted privacy and weakened the need for warrants when regarding national security. In a few cases, even US citizens have been held for years without being charged with a crime.

A second case where the Supreme Court failed to protect the promised rights and freedoms of American citizens was *Plessy v. Ferguson* (1896). An age where racism was at its peak, segregation began. This case dealt particularly with the segregation of trains. Blacks, while paying the same price for a ticket as a white man were given the worst cars and received none of the luxuries that were in the white cars. Plessy, a wealthy black man, decided it was time for that to change and sued the train company in an effort to end segregation.

Unfortunately, the Court disagreed with him and the term "separate but equal" was coined. The Supreme Court asserted that segregation was legal as long as everything was equal.

This would mean black and white schools would get the same funding, movie theatres would be the same and bathrooms just as clean. It was left to the states to ensure that facilities were equal. Therefore the equality never happened. Black schools were crumbling, and black restrooms were atrocious. Segregation by law grew and racism had now been justified. The Supreme Court case really made everything worse and not until the case of Brown v. Board of Education was brought before the court did things start to change.

The Supreme Court was meant to be blind, just and protecting. Throughout history, there have been countless examples of the court failing to be all three. Fortunately, in most cases the future courts have been able to rectify its mistakes and once again be the champion of the Constitution and civil liberties it should be.

Anchor Level 4-B

The response:

- Develops all aspects of the task for *Korematsu v. United States* and *Plessy v. Ferguson*
- Is both descriptive and analytical (*Korematsu v. United States*: with this attack, anti-Japanese sentiments that West Coast and many other Americans felt flourished and the government heard their fears; unfortunately, the prevailing racism, the war mentality, and the precedent of abridging rights in times of national crisis won; U.S. citizens have been held for years without being charged with a crime; *Plessy v. Ferguson*: blacks, while paying the same price for a ticket as a white man, were given the worst cars and received none of the luxuries that were in the white cars; unfortunately, the Court disagreed with him and the term “separate but equal” was coined; segregation by law grew and racism had now been justified)
- Supports the theme with relevant facts, examples, and details (*Korematsu v. United States*: December 7, 1941; infamous days; Japanese attack Pearl Harbor; World War II; President Roosevelt; internment or work camps; leave their friends, jobs, homes; American citizens; exclusion order was constitutional; national security; espionage; sabotage; apology and compensation; George Bush’s Patriot Act; restricted privacy; weakened the need for warrants; *Plessy v. Ferguson*: segregation of trains, schools, and movie theaters; bathrooms; black schools were crumbling; *Brown v. Board of Education*)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that state that the Supreme Court is supposed to protect peoples’ rights, but has often failed to do so

Conclusion: Overall, the response fits the criteria for Level 4. The response includes a well developed and comprehensive discussion of both *Korematsu v. United States* and *Plessy v. Ferguson*.

The Supreme Court is an essential aspect of the United States government. There have been many historic decisions made in the Supreme Court. A lot of these cases have had such an impact on American Society, that they've left a permanent mark. "Marbury v. Madison", a Supreme Court case in 1803, that is considered one of the first major cases, is very important to the way our government is structured. Also, "Dred Scott v. Sanford" in 1857 played an important role in history.

There were many factors that led to "Marbury v. Madison" evolving into the case that it did. One might consider Thomas Jefferson's election in 1800 to be the genesis. Jefferson was an advocate of a weak national government, as opposed to the Federalists who had been in control before 1800. So while John Adams was on his way out of the presidency, he and his fellow Federalists appointed more judges to newly created federal ~~jess~~ courts. So Jefferson went after these federal courts, ordering James Madison to not deliver the paper that would officially give Marbury his position as judge for one of these courts. So Marbury took the issue to court.

Chief Justice John Marshall gave a very remarkable ruling because he assumed a new power for the judiciary. He was able to avoid deciding on the issue directly. He said that while Marbury should have been given his appointment papers, the law granting the power to the Supreme Court to order Madison to deliver the papers was itself

unconstitutional. This established the principle of judicial review. This was the part of the decision that proved the most influential on American history. Marshall greatly strengthened the Supreme Court, giving the judicial branch its foundations as an equal part in the system of checks and balances. Although the Supreme Court rarely declares a law unconstitutional, judicial review remains its greatest weapon to counteract the executive and legislative branches.

"Scott v. Sanford" was a case that was very influencing on the antebellum era. Dred Scott was a slave whose owner had moved from slave territory to territory where slavery was illegal. Therefore, Scott believed that he deserved his freedom. But the Supreme Court did not agree. The decision that was made here is not one that history remembers proudly. The Supreme Court declared that since he was a slave, that meant he was property rather than a citizen, so they couldn't even hear his case. But they didn't stop there they also stated that African Americans could not be citizens and Congress didn't have the right to regulate the extension of slavery because slaves are property. This decision infuriated abolitionists, who became even more dedicated to their cause while Southerners rejoiced because slavery had been upheld. This further inflamed the tensions between the North and the South. It helped strengthen the Republican Party in the North as many Northerners did not want slave labor in the territories. This decision helped pave

the way for the election of Lincoln and led to the Civil War.
So Supreme Court cases can have a great impact on the United States of America. Some of them contribute to the escalation of a controversial issue. Others change the structure of government, providing a power that has been used repeatedly for over two hundred years.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing *Marbury v. Madison* and *Dred Scott v. Sanford*
- Is both descriptive and analytical (*Marbury v. Madison*: Chief Justice John Marshall gave a very remarkable ruling because he assumed a new power for the judiciary; Marshall greatly strengthened the Supreme Court, giving the judicial branch its foundation as an equal part of the system of checks and balances; *Dred Scott v. Sanford*: Dred Scott was a slave whose owner had moved from a slave territory to a territory where slavery was illegal; but they did not stop there, they also stated that African Americans could never be citizens and Congress did not have the right to regulate the extension of slavery because slaves are property; inflamed tensions between the North and the South; paved the way for Lincoln's election)
- Supports the theme with relevant facts, examples, and details (*Marbury v. Madison*: Thomas Jefferson; election in 1800; weak national government; Federalists; John Adams; appointed more judges; James Madison; unconstitutional; judicial review; legislative and executive branches; *Dred Scott v. Sanford*: antebellum era; infuriated abolitionists; Southerners rejoiced; slavery had been upheld; strengthened the Republican Party)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that observe that Supreme Court cases have played an important role in history and have changed the structure of government

Conclusion: Overall, the response fits the criteria for Level 4. The response discusses the influence of partisan politics in *Marbury v. Madison* and the impact of the ruling on the Court's authority. However, the historical circumstances of *Dred Scott v. Sanford* are less developed than the other aspects.

Throughout the history of the federal government, cases that have reached the Supreme Court often have had substantial effects on the country at the time of the ruling. Two such cases, *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*, led to decisions that held controversial impacts on the fate of African Americans in society, both in the area of segregation within the United States in public places.

In 1896, *Plessy v. Ferguson* was a Supreme Court case which dealt with African American's ability to share public transportation with whites. After slavery was ended with the Civil War, the South created Jim Crow laws to keep African Americans as a lower class. All public facilities, including railroads, were segregated. At the time period, Pullman train cars' condition differed highly between the sections designated for black and white passengers. Therefore, when Homer Plessy, an African American male, challenged the existing segregation between train cars, he was arrested, while staying in a white-passenger car and refusing to leave. The case, was appealed up to the Supreme Court as a violation of the 14th amendment. The ultimate ruling was that as long as African Americans had a place to stay on the public transportation and were not being refused service, then "separate but equal" was in fact constitutional, when in fact the opposing train cars were not actually equal in any way. When this decision was announced, it upheld the guidelines for Southern

Segregation of African Americans in nearly all aspects of society. The idea that as long as blacks received service without discrimination, the quality of the "equality" did not matter. This separation was legal and persisted for many years.

In 1954, *Brown v. Board of Education*, the father of a young African American school girl, Linda Brown, was angered by the segregation exhibited by the public school system. A "white" school was just blocks from her home, yet she was denied admittance due to her race, and was forced to walk several miles to an African American school with far-inferior materials. With the help of strong defense by Thurgood Marshall, and the argument that lowered self-esteem was a prominent consequence of the segregation. The Supreme Court, under Earl Warren, ruled in favor of Brown and declared segregation of public schools to be unconstitutional. It went on to order the desegregation of public schools "with all deliberate speed." Immediately following the decision, protests against the integration were violent and required the presence of the National Guard in certain instances, like when President Eisenhower sent troops to Little Rock to accompany black students entering the all-white high school. The impact on the nation of desegregation of schools did not show for several years, yet in the end, the ruling marked a large shift in the civil rights of African Americans in society.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Plessy v. Ferguson*: after slavery was ended by the Civil War, the South created Jim Crow laws to keep African Americans as a lower class; the ultimate ruling was that as long as African Americans had a place to stay on the public transportation and were not being refused service, then “separate but equal” was constitutional when in fact the opposing train cars were not actually equal in any way; this separation was legal; *Brown v. Board of Education of Topeka*: a white school was just blocks from her home, yet she was denied admittance due to her race and was forced to walk several miles to an African American school with far inferior materials; with the help of a strong defense by Thurgood Marshall and the argument that lowered self-esteem was a prominent consequence of the segregation, the Supreme Court under Earl Warren ruled in favor of Brown and declared segregation of public schools to be unconstitutional; in the end, the ruling marked a large shift in the civil rights of African Americans)
- Supports the theme with relevant facts, examples, and details (*Plessy v. Ferguson*: Pullman train cars; Homer Plessy; white passenger cars; 14th amendment; upheld the guidelines; *Brown v. Board of Education of Topeka*: Linda Brown; public school system; desegregation of public schools; “with all deliberate speed”; President Eisenhower; sent troops; Little Rock)
- Demonstrates a satisfactory plan of organization; includes an introduction that comments on the common themes of segregation in public places and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response is in the understanding of the historical circumstances of these cases. The development of the impact of the *Plessy* decision is weaker than that of *Brown*.

Each branch of the United States government has a great deal of influence over the nation. This is also true about the Supreme Court of the United States. Many decisions made by the Supreme Court have a major impact on the events that go on around the nation. This is shown by the Supreme Court decisions in the cases of *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*.

In 1896, racism was still very prevalent. The South was still trying to keep equality for African Americans out of the picture. They passed laws that limited the rights of African Americans. They passed the Jim Crow Laws, the literacy test, the poll tax, and the Grandfather Clause. This segregated the South and kept African Americans from voting. In *Plessy v. Ferguson*, the Supreme Court said that separate but equal is allowed. This decision upheld Jim Crow Laws and allowed the South to continue to segregate against African Americans. This greatly restricted Civil Rights in the United States. For most of the 20th century, the ruling in *Plessy* forced African Americans to ride separate streetcars, use separate bathrooms, and drink from separate water fountains. During World War II, African Americans who served in the armed forces were segregated. The *Plessy v.*

Ferguson decision had a profound impact on the United States.

In 1954, civil rights was ^{greatly} becoming a major concern in the United States. Many African Americans stepped forward to protest discrimination and segregation in schools and other public places. They felt that they may be separate but they were not

equal. African American children were forced to go to inferior schools. In the *Brown v. Board of Education of Topeka* case, the Supreme Court ordered the desegregation of public schools. They said that separate but equal was not right because it made African American children feel inferior. When schools began to integrate, people in the South objected, sometimes violently. In Little Rock, Arkansas, Eisenhower sent in the military to force desegregation in the schools when the Governor refused. This demonstrated how much power the federal government really had. This led to an increase in the effectiveness of the civil rights movement. The *Brown v. Board of Education* decision led to many impacts that influenced civil rights.

The Supreme Court is constantly demonstrating its influence on the nation by its decisions on court cases. Many of their decisions are based on the events that are currently taking place across the United States. The Supreme Court has greatly influenced events that have taken place in the United States.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by describing the historical circumstances surrounding *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*, explaining the Supreme Court's decision in each case, and discussing the impact of each decision on the United States
- Is more descriptive than analytical (*Plessy v. Ferguson*: the South was still trying to keep equality for African Americans out of the picture; this decision upheld Jim Crow laws and allowed the South to continue to segregate against the African Americans; for most of the 20th century, African Americans were forced to use separate streetcars, bathrooms, drinking fountains; during World War II, African Americans serving in the armed forces were segregated; *Brown v. Board of Education of Topeka*: many African Americans stepped forward to protest discrimination and segregation in schools and other public places; they said that "separate but equal" was not right because it made African American children feel inferior; in Little Rock, Arkansas, Eisenhower sent in the military to enforce desegregation in the schools when the governor refused)
- Includes some relevant facts, examples, and details (*Plessy v. Ferguson*: literacy tests; poll taxes; grandfather clause; *Brown v. Board of Education of Topeka*: civil rights; ordered desegregation in the schools; power of the federal government)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that do little more than restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of *Plessy* and *Brown* demonstrates an understanding of the racial discrimination faced by African Americans and the role the Supreme Court played in these cases. However, there is little elaboration and few details to support the main points presented.

Throughout United States brief history, Supreme Court rulings have had major impacts on the nation. These rulings have set precedents, reversed precedents, and more. There are many cases whose rulings are still followed today. Two such cases are Brown v. Board of Education of Topeka and Gideon v. Wainwright.

In 1896, the ruling of the Plessy v. Ferguson case set the "separate but equal" precedent, legalizing segregation of public facilities. In 1954, however, during the Civil Rights Movement, a case was brought to the Supreme Court that reversed this decision. An African American girl who attended an all-black elementary school in Topeka, Kansas wished to attend the all-white school that was miles closer to her home than her own school. The all-white school refused to admit her because of her race. When brought to the Supreme Court, it was ruled that the "separate but equal" clause no longer had any place in education and that all public schools were to be integrated. This case has had a tremendous impact on American Society. It ultimately integrated all public schools although resistance was experienced from many white schools for a short period of time. As integration of schools was started in the South, many white parents took their children out of public schools and sent them to all-white private schools.

Brown v. Board of Education also eventually led to the integration of all public facilities, thus taking a large step forward with the Civil Rights Movement.

Another landmark case in Supreme Court history is Gideon v. Wainwright. This case came at a time when the rights of the accused were slim. A man, Gideon, broke into a pool hall one night and stole a sum of money. He was then ~~taken~~ charged with breaking and entering and was sent to the city court. Gideon lacked the funds necessary to hire an attorney and was refused the request for the court to supply him with one, and therefore, he defended himself. He was sentenced to 5 years in state prison. When this case ~~case~~ was brought to the Supreme Court because of the unfair treatment of Gideon, it was ruled that if a person could not afford any sort of legal counsel on their own that they should be supplied with it by the court. It was also ruled that the trial in the city court was unfair because Gideon was forced to defend himself. This case set the required legal counsel precedent and ultimately expanded the rights of the accused. Today, all people accused of crimes are entitled to a lawyer, even if it is only a public defender.

The U.S. Supreme Court has dealt with many important cases that have had great impacts on American society. Both Brown v. Board of Education and Gideon v. Wainwright's

rulings are still thought of today because of their
lasting effects.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing *Brown v. Board of Education of Topeka* and *Gideon v. Wainwright*
- Is more descriptive than analytical (*Brown v. Board of Education of Topeka*: the all-white school refused to admit her because of her race; when brought to the Supreme Court it was ruled that the “separate but equal” clause no longer had any place in education and that all public schools were to be integrated; many white parents took their children out of public schools and sent them to all-white private schools; eventually led to the integration of all public facilities, thus taking a large step forward with the civil rights movement; *Gideon v. Wainwright*: Gideon lacked the funds necessary to hire an attorney and was refused the request for the court to supply him with one, and therefore he defended himself; it was ruled that if a person could not afford any sort of legal counsel on their own, they should be supplied with it by the court; this case set the required legal counsel precedent and ultimately expanded the rights of the accused; today all people accused of crimes are entitled to a lawyer)
- Includes some relevant facts, examples, and details (*Brown v. Board of Education of Topeka*: *Plessy v. Ferguson*; resistance was experienced; *Gideon v. Wainwright*: broke into a pool hall; stole a sum of money; charged with breaking and entering; sentenced to 5 years in state prison); includes a minor inaccuracy (*Brown v. Board of Education of Topeka*: 1896, the ruling of *Plessy v. Ferguson*)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the importance of judicial precedent and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response shows accurate knowledge of the background of both cases and the decisions of the Court. However, more details about the impacts would have enhanced the response.

The supreme court has the ability to make decisions that influence the nation, especially in the area of civil rights and slavery. Dred Scott vs. sanford in 1857 and Brown vs. Board of Education in 1954 are two examples. In both cases a person fought for the rights they believed they had. However, the Supreme Court had two very different decisions.

Dred Scott was a slave who, after having been brought to a free state with his owner, believed he was free. Since his owner wouldn't grant him his freedom, Scott went to the Supreme court. Unfortunately for him, ~~Sam~~ Justice Tanney's decision didn't favor Scott. Tanney said that slaves were not citizens, but rather property and could therefore not sue, and Scott was also not able to recieve freedom despite having lived in a free state. This Supreme Court decision increased the tensions between the North and the South and in a way justified the use of slavery by allowing slave owners to practice it in free states and deeming slaves property.

In 1954, Linda~~B~~ Brown, a fourth grader in Kansas was forced to ride a bus to a school for blacks that was way out of the way, when there was a white school much closer. Her father didn't believe this was fair, so ~~under~~^{with} the help of Thurgood Marshall, the case was brought to the Supreme Court. The Supreme Court Justice over turned the "seperate but equal" decision of Plessy vs. Fergusson because something could not be equal if it was seperate. This Supreme Court decision was a step in the right direction for the civil rights movement because it recognized that there was an issue and also forced Eisenhower to enforce it. Throughout history the decisions of the Supreme Court have affected the U.S. In Dred Scott v. Sanford the United States became ~~for~~ more seperated, but in Brown v Board of Education segregation was fought against. Either way, it was the judicial system that affected the future events.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Dred Scott v. Sanford*: Dred Scott was a slave who after having been brought to a free state with his owner, believed he was free; Taney said that slaves were not citizens, but rather property and could therefore not sue, and Scott was also not able to receive freedom despite having lived in a free state; the Supreme Court decision increased the tensions between the North and the South; *Brown v. Board of Education of Topeka*: her father did not believe this was fair, so with the help of Thurgood Marshall the case was brought to the Supreme Court; this Supreme Court decision was a step in the right direction for the civil rights movement)
- Includes few additional relevant facts, examples, and details (*Brown v. Board of Education of Topeka*: forced Eisenhower to enforce it); includes an inaccuracy (*Brown v. Board of Education of Topeka*: the Supreme Court justices overturned the “separate but equal” decision of *Plessy* because something could not be equal if it was separate)
- Demonstrates a general plan of organization; includes an introduction and conclusion that mention that the cases contradict each other

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of each case. However, there is little development and details are lacking.

Throughout United States' history, the decisions of the Supreme Court have been an essential aspect to forming society. *Schenck v. United States* was a court case in which the civil liberties, such as speech, may be temporarily inactivated during a time of war. *Brown v. Board of Education of Topeka* was the court case that challenged the phrase "separate but equal" in dealing with segregation of races.

In 1919, the court case of *Schenck v. United States* took place. During World War I, the United States officials felt that the risk of verbal betrayal was available. The nation could not risk the release of military or other important information to an opposing nation. Therefore, in 1919, the chief justice of the Supreme Court ruled that civil liberties, such as freedom of speech or press, may be taken away temporarily during a

time of war, in order to ensure protection. The Schenck v. United States case is one that has an influential impact on society. During any time of war or weakness, guarding the nation is extremely important. This court case can prevent inside government ~~pro~~ information fraud or terrorism.

~~Thurgood~~

In the early 1950s, Linda Brown of Topeka, Kansas was forced to travel several miles from her home to and from school each day, rather than going to the school around the block. The school near her house was a school for white children where integration did not exist. In 1954, the Brown family challenged this action in the Brown v. Board of Education of Topeka Supreme Court Case. Although the idea of "separate

but equal" ~~was~~ was passed in America, African Americans and whites were not really treated equally. After much controversy, the Supreme Court decided to integrate schools. Although African Americans were not necessarily treated respectfully at school, the opportunity for desegregation widened. Today, almost every school is integrated with whites and African Americans. The decision of this court case may have been the turning point in desegregation history because most separation existed in schools. Now, African Americans and whites have equal educational opportunities to succeed in life.

Although most people do not think about the impact of Supreme Court decisions, the results are depended on daily. Without such challenges, the nation would be at a great risk of division and harm through ~~deseg~~ discrimination.

and freedom of speech and press.
There is no doubt that the
Supreme Court decisions have
had a positive influence in
shaping today's society.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for *Schenck v. United States* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Schenck v. United States*: during World War I, the United States officials felt that the risk of verbal betrayal was available; the Supreme Court ruled that civil liberties such as freedom of speech may be taken away temporarily in a time of war to ensure protection; during anytime of war or weakness, guarding the nation is extremely important; *Brown v. Board of Education of Topeka*: the school near her house was a school for white children, where integration did not exist; the Supreme Court decided to integrate schools; this court case may have been the turning point in desegregation history); includes faulty analysis (*Schenck v. United States*: Court case can prevent inside government information, fraud, or terrorism; *Brown v. Board of Education of Topeka*: today, almost every school is integrated with whites and African Americans; now, African Americans and whites have equal educational opportunities to succeed in life)
- Includes few relevant facts, examples, and details (*Schenck v. United States*: terrorism; *Brown v. Board of Education of Topeka*: “separate but equal”); includes inaccuracies (*Schenck*: Court ruled that freedom of the press can be taken away; *Brown*: most segregation existed in schools)
- Demonstrates a general plan of organization; includes an introduction that clearly identifies the issue in each case and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some knowledge of the historical circumstances and the decisions in each case. Vague references to the historical circumstances of *Schenck* and the overstated impacts in *Brown* weaken the response considerably.

Throughout an average person's life, he will have to make decisions that will greatly impact him. Similarly, on a larger scale, the United States Supreme Court must make decisions that greatly impact the nation. These decisions have and will continue to severely affect our nation as a whole. More specifically, the two cases of Plessy v. Ferguson (1896) and Brown vs Board of Education of Topeka (1954) have severely altered the lives of many Americans.

In 1896, the case of Plessy versus Ferguson had a great impact on the nation. At this time, many African Americans were rallying for their rights, ^{because} ~~however~~ they were not allowed to receive the same kind of respect and utilities as their white counterparts. The issue was whether or not separate facilities such as restaurants, movie theaters and bathrooms were acceptable. Was it okay to have white waterfountains and black waterfountains? The ~~case~~ ^{trial} of Plessy vs Ferguson decided that "separate but equal" facilities were indeed constitutional. The court decided that as long as these separate facilities were of equal quality but just separated by race, then it did not really matter. This infuriated many African Americans when this decision was made. They knew that the black facilities that were supposed to be equal were nowhere near equal. The white restaurants were far superior to the black restaurants. And by no means did the government who said the facilities must be equal make them equal. This decision more than anything else, encouraged segregation. By stating that this so called "separate but equal" was acceptable, it made segregation legal. This ^{decision} ~~statement~~ made discrimination acceptable by law. The government said it was okay to make a black man go to a rundown restaurant while the white man got to live

a life of luxury in a 5 star restaurant even though ~~both~~^{both} men were citizens by law. This decision clearly had a huge impact that made the African Americans more fired up to fight for their equal rights that they deserved.

Another case that significantly impacted America was the case of Brown versus the Board of Education of Topeka, Kansas in 1954. In this time period, there were many advocates of civil rights. Men and women were staging sit-ins in restaurants, marching, rallying and displaying acts of civil disobedience to demonstrate just how serious they were about receiving the equal rights they deserved. By law, "separate but equal" was still okay but people were tired of that. In 1954, Brown taught the Board of Education on why his daughter was not allowed to go to an all white school if technically the schools were equal anyway. After much deliberation the Supreme Court unanimously decided with Brown. "Separate but equal" in schools was unconstitutional. They decided that "separate but equal" was no longer acceptable. Brown vs Board of Education reversed Plessy vs Ferguson. This severely affected American life. Not only could white and black children go to school together, they could also go to the park together, go to restaurants together as well as other public facilities. Although it was now legal to do these sorts of things, it would take time before life was truly integrated because many communities and neighborhoods were still separated by blacks and whites.

~~The Supreme Court decisions of Plessy vs Ferguson and Brown vs Board of Education~~^{The Supreme Court decisions of Plessy vs Ferguson and Brown vs Board of Education} severely altered our world. At one time, everything was separated and later it was reversed, bringing us closer to an integrated world. It would take time to get to the world we know today but each

decision impacts the way we work and functions. ~~It~~^{It} were not for these decisions, classrooms would be bland and one dimensional and we would never have had the president we have today. Each decision just shows how far we've come.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Plessy v. Ferguson*: the trial of *Plessy v. Ferguson* decided that “separate but equal” facilities were indeed constitutional; this decision made discrimination acceptable by law; *Brown v. Board of Education of Topeka*: in this time period there were many advocates of civil rights; “separate but equal” in schools was unconstitutional; it would take time before life was truly integrated because many communities were still separated by blacks and whites); includes faulty and weak analysis (*Plessy v. Ferguson*: at this time, many African Americans were rallying for their rights; this decision clearly had a huge impact that made the African Americans more fired up to fight for their equal rights; *Brown v. Board of Education of Topeka*: they could also go to the park together, go to restaurants together, as well as other public facilities)
- Includes few relevant facts, examples, and details (*Plessy v. Ferguson*: white water fountains; black water fountains; *Brown v. Board of Education of Topeka*: 1954; unanimously; *Plessy v. Ferguson*); includes inaccuracies (*Plessy*: the issue was whether or not separate facilities such as restaurants, movie theaters, and bathrooms were acceptable; *Brown*: staging sit-ins, marching, rallying, displaying acts of civil disobedience; *Brown* reversed *Plessy*)
- Demonstrates a general plan of organization; includes an introduction that generally restates the theme and a conclusion that connects the decisions to the first African American president

Conclusion: Overall, the response fits the criteria for Level 2. The response exhibits awareness of the injustice of segregation. However, the discussion is weakened by inexact descriptions and overgeneralizations. In addition, the chronology of events at the time of *Brown* is muddled, leading to inaccuracies.

Throughout the history of the United States, there have been many factors that effected behaviors of the people and its society. A very large factor are supreme court cases. Many of them were concerns addressed by the society and its people about unjust laws, rules, or regulations. Two very famous and important cases were Plessy vs. Ferguson (1896) and Brown vs. Board of Education of Topeka (1954). These two cases changed the lives of not only the ones involved in the cases, but more individuals throughout the United States.

Plessy vs. Ferguson occurred in 1896. This case involved the rights of African Americans. Plessy was an African American who believed his rights were violated. He felt segregation and discrimination was against his rights. The court ruled that "seperate but equal" was okay. This case would later be brought up again.

Brown vs. Board of Education of Topeka is directly connected with Plessy vs. Ferguson. An African American was denied rights to attend a school. They were discriminated against and they were segregated. The court case eventually sided with Brown and ruled that "seperate but equal" was wrong and unjust.

Supreme court cases have changed the outcomes on people's lives in the United States. Plessy vs. Ferguson and Brown vs. Board of Education of Topeka were directly connected and were huge to the African American society. These concerns were addressed in proper and improper ways which led to conflict and unjust rules, laws, and regulations. These rules developed by the court cases had a lasting effect on the United States and its people.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by stating a basic historical issue and decision in both *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is descriptive (*Plessy v. Ferguson*: he felt segregation and discrimination was against his rights; the Court ruled that “separate but equal” was OK; *Brown v. Board of Education of Topeka*: an African American was denied rights to attend a school; the court case eventually sided with Brown and ruled that “separate but equal” was wrong and unjust)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction that recognizes that the cases changed the lives of many and a conclusion that states that both cases were important to African Americans

Conclusion: Overall, the response fits the criteria for Level 1. Although the response recognizes that each case is concerned with “separate but equal” facilities, most of the tasks are incomplete.

The Supreme Court has made many drastic decisions. All of these decisions always make a significant impact on the country.

Some of the more recognizable ones being *Korematsu vs. United States* and *New Jersey vs. T.L.O.* Both of these were most likely tough choices but they had to be made.

In *Korematsu vs. United States* it was during the time when Japan bombed Pearl Harbor. This was a sad time and it shocked the U.S. of A. The Supreme Court ruled that during war times people's individual rights could be limited. Therefore this let the camps the Japanese-Americans were put into legal.

Also *New Jersey vs. T.L.O.* was a big case. This gave the right for schools to search the belongings of students if they felt the need to. This case wasn't important as many others but it impacted schools a lot.

In Conclusion we see that the Supreme Court is always making decisions that can change the way people live. People just have to grow accustomed to it and move on. That is all that needs to be done.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning a historical circumstance surrounding *Korematsu v. United States* and stating the Supreme Court's decision in *Korematsu v. United States* and *New Jersey v. T.L.O.*
- Is descriptive (*Korematsu v. United States*: it was during the time when Japan bombed Pearl Harbor; the Supreme Court ruled that during wartimes peoples' individual rights could be limited; *New Jersey v. T.L.O.*: this gave the right for schools to search the belongings of students if they felt the need to)
- Includes few additional relevant facts, examples, or details (*Korematsu v. United States*: camps; Japanese Americans)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state that the Supreme Court has made drastic decisions that people must grow accustomed to

Conclusion: Overall, the response fits the criteria for Level 1. The response includes only minimal information and fails to address most of the components of the task.

Throughout American history, decisions made by the Supreme Court have profoundly effected society. According to the idea of judicial review, the Supreme Court is able to make the final determination on whether or not a law is constitutional or unconstitutional. With this idea of judicial review, the Supreme Court has made many influential decisions which has shaped society into the way it is at present day.

On the eve of the Civil War the Union was experiencing great tension between the differing regions of the north and the South. In terms of economics the south favored the use of African Americans as slaves to help cultivate cotton, a staple crop of the region that turned over much in the way of profits. The north on the other hand was against the rise of slave labor because it was seen as a competition for labor, it was not needed because the north was more industrial than agricultural, and some viewed it as morally degrading. The Union began to divide further and further as more states were added, one slave state, and one free state at a time. In the slave states of the south, slavery was allowed; In the free states of the north, slavery was prohibited. The boundaries between free states and slave states and the rights of African Americans was put to the test in the 1857 case of Dred Scott v. Sandford. At question in this case was whether or not a slave named Dred Scott

could he be considered a free man after his owner had brought him to the free state of Illinois and then to Wisconsin for a period of several months. Did being in a free state grant a slave freedom or was a slave the same freedomless man no matter what state he was in? The Supreme Court ruled that Dred Scott was still a slave and not a free man. The court used the rationale that a slave was still a slave no matter what state he was in and in doing so the court made the ruling that slaves were the property of slave owners that could not be taken away by the government. This ruling was monumental for society because it held that under the Constitution slaves could not be U.S. citizens. The ruling also helped to fuel tensions between slavery supporters and abolitionists as it gave them new grounds to argue on leading to the Civil War in about 4 years. This ruling also led to amendments to the Constitution in the aftermath of the Civil War which stated that African Americans would be considered full citizens. In all of these aspects, the case over one slave ended up impacting a whole nation for even decades beyond the occurrence of the case.

In the 1950's the United States was experiencing a

great social crisis. It was the start of the Civil Rights Era, a time when minorities were beginning to protest the ways in which they had been neglected and treated unfairly for the several decades prior. One such minority facing extreme discrimination was the African Americans. For decades Jim Crow laws prevented them from using the same public facilities as white citizens, such as water fountains, movie theaters, and even schools. But in 1954 this idea of segregation of blacks and whites was put to the test by the NAACP in the case of *Brown v. Board of Education of Topeka*. In the case, a black girl's father demanded that his daughter be allowed to attend a white school because it was much closer to their residence than the black school. The Supreme Court under Chief Justice Earl Warren ruled that the girl could go to the white school and in doing so nullified the principal of "separate but equal" in public schools and overturned the Supreme Court decision of *Plessy v. Ferguson* in 1896, as it was applied to public education. The court rationalized that in education, segregated facilities would never be completely equal. In limiting a court ruling that had been in place for over five decades, the Supreme Court case of *Brown v. Board of Education of Topeka* (1958) had a profound impact

on society, being a major step toward equality for African Americans. After their victory in Brown, the NAACP and other civil rights groups lobbied and demonstrated for laws that would integrate all other public facilities. They achieved another victory when Congress passed the 1964 Civil Rights Act which banned discrimination in jobs and public accommodations.

The Supreme Court has made monumental decisions in the history of the United States. With the principal of judicial review the decisions of the Supreme Court have greatly impacted American society. These decisions have helped to shape the U.S. into the way it is at present-day.

Throughout history the supreme court has faced tough court cases. Whether their decisions are right or wrong; they've had a significant impact on the rest of the United States. Two court cases in particular that demonstrate the significant impact on the U.S. are Roe v. Wade and Brown v. Board of Education of Topeka.

In the ^{court} case Roe v. Wade, Roe, also known as Norma McCorvey wanted an abortion. At the time, the Texan law stated that the only way to obtain an abortion was if carrying that child was harmful to their health. McCorvey's health was in no way endangered therefore she could not receive the procedure. But, as a single, poor mother she felt she deserved the right to an abortion. During her battle with the State, she was represented by two women lawyers who cared about women's rights. When her lawyers brought her case to the Supreme Court, McCorvey already had her baby, but she helped fight for what she wanted for other mothers in her position. The question the Supreme Court faced was whether or not a fetus is a person.

Ultimately their decision was to legalize abortion. The Supreme Court believed that the 14th amendment gave people the right to privacy. This final

decision had a significant impact on more than just Texas, but the entire United States. Because of this verdict an extremely high number of state laws on abortion were changed. Even if states did not agree with the Supreme Court's decision they had to abide by it. Overall the national government has more power. After the abortion laws were changed there was a significant jump in the number of abortions. To this day people still question whether or not the Supreme Court made the right decision, needless to say there are still ongoing debates, but clearly this case had a huge impact on the U.S.

Another case making a significant impact on the United States was *Brown v. Board of Education of Topeka*. For years African Americans had been separated from whites in all public facilities including bathrooms, water fountains and schools because of their race. Brown lived closer to the whites-only Topeka School and her father wanted his daughter to attend there. But, due to the color of her skin she was denied entry and forced to walk many more miles to the African American School. Brown disliked this and therefore

brought this case to the Supreme Court. After much questioning the Supreme Court ruled in Brown's favor. One major impact of this verdict was to reject the "separate but equal" decision of the Plessy v. Ferguson case as it applied to public education. This was the first time schools would be desegregated. This was a huge step for African Americans they would now get a chance for the equal education they were entitled to. Although some schools did fight with the law over the Brown decision ultimately the national government took control and enforced the law. When troops went to school with African-American students at Little Rock.

As years go on their continue to be new problems brought to the Supreme Court. Although not all cases; many have significant impacts on the rest of the United States. Roe v. Wade and Brown v. Board of Education of Topeka are just two of the numerous affecting cases.

The decisions made by the Supreme Court of United States significantly form the nation. Two examples of Supreme Court cases that have had an impact include Plessy v. Ferguson and Brown v. Board. Plessy v. Ferguson's case was in 1896, in which a man felt that his event violated the 14th Amendment. Similar to Plessy v. Ferguson was ~~a~~^{the} case Brown v. Board of Education, which happened in 1954. The Brown v. Board case was effected by the ruling of Plessy v. Ferguson. Supreme Court cases ~~essentially~~ essentially effects the nation as a whole.

Plessy v. Ferguson was a case, in which the 14th Amendment was tested. A man that was one-eighth African American ~~man~~ wanted to sit on a ~~whiteman~~ train at the railroad, but was prohibited because ~~of his~~ ~~he~~ ~~was~~ partially African American. ~~The~~ ~~case~~ ~~was~~ ~~then~~, angered by this went to sued ~~the Supreme Court~~ and it became a Supreme Court case. In the end ~~it~~ it was stated that segregation of the railroads did not violate the 14th Amendment and was legal. This Supreme Court case greatly impacted the United States because ~~is~~ this case

established ~~that~~ something known as "separate but equal" and made ~~it~~ legal to have segregation as long as it was equal. For example ~~the~~ railroads must be the same, but they can be separated between ~~black and white~~ African Americans and white people.

The case of Brown v Board of Education was effected by Plessy v. Ferguson's ruling, as well as included the violation of the 14th Amendment. A woman named Linda Brown had two daughter. This family was African American and ~~they~~ Linda were ~~very~~ angry because her daughter's had to walk to school in fear the dangerous railroads everyday, even though there was a much ~~closer~~ closer school that those children could go to, which would be much safer for them. ~~was~~ the Brown family sued the Board of Education, saying that this issue violated the 14th amendment. First the case went through a lower court system. The ruling of this case was the same as Plessy v. Ferguson's case, in which ruled that segregation of the schools was legal because of the "separate but equal" policy. Fortunately the NAACP ~~helped~~ helped the family and eventually

It became a Supreme Court case, in which Chief Justice Earl Warren was involved. After the Supreme Court ruling, the results were significantly different. Linda Brown and her family won the case, changing the nation. ~~ENDING~~

Both Plessy v. Ferguson as well as Brown v. Board of Education were cases held by the Supreme Court in which impacted the nation greatly. Both cases felt that they were being violated by the 14th Amendment. ~~Plessy v. Ferguson~~ After the case of Brown v. Board, Plessy v. Ferguson's case was no longer in effect and it has changed the nation forever because segregation is no longer legal even if it is separate but equal.

My two important things from the United States of the Supreme Court are the Senate and House of Representatives because people were making the bill of rights back then by fighting a lot of wars and paying money for it. The presidents made some good choices during the Supreme Court to make a lot of different laws. The laws were very important to the great Britain, British, and everybody else. Also they did the stamp Acts for all the people who fought for the war. I think that this the United States should make better decisions on their country.

Throughout the history of the United States of America, the United States Supreme Court's rulings in several cases have had a major impact on the nation, and how people lived. Two such cases in the Court's history are those of Dred Scott vs. Sanford (1857), and Korematsu vs. United States (1944). Both of these cases involved important issues, and were heard during times of national crisis.

In Dred Scott vs. Sanford, the issue that was dealt with was one that has always been significant in U.S. history; slavery. Dred Scott, a slave, was taken by his owner from a slave state into a free state. After this, Dred Scott sued for his freedom, since he was taken by his owner to the territory of Wisconsin where slavery was illegal. After the trial, the Supreme Court ruled that since the protection of property was guaranteed in the Constitution and Scott being a slave was property, he wasn't able to sue for his freedom in the Court. The Court's ruling made it clear that slaves were considered not to be people, but property. This having taken place in 1857, the nation was already deeply divided on the slavery issue, and the Court's ruling infuriated the abolitionists, and made that division even larger.

The other case, Korematsu vs. United States, dealt with another human rights issue. After the United States got involved in World War II following the bombing of Pearl Harbor by the Japanese, the U.S. government put thousands of Japanese-Americans into internment camps. The main cause for this was the people living on the west coast who were fearful after the attack on Pearl Harbor, and the

military wanted the Japanese living in the area to be moved. To ensure national security during the war, the federal government complied to the demand. Japanese-Americans had always faced discrimination because of their different culture and appearance. The man that was involved in the court case, Korematsu, avoided being sent to the internment camps until he was eventually arrested. In the case, the Supreme Court ruled against Korematsu, stating that in times of crisis, such as war, rights guaranteed by the Constitution/Bill of Rights (and basic rights for that matter) are not absolute. Even though the ruling the Court gave was questionable to say the least, it is understandable why the Court ruled the way it did. Since the nation was involved in WWII, it was necessary to make sure there wasn't any dissent at home, and if the government hadn't complied with the people living on the west coast, national unity would've been weakened. Again in this case, the Supreme Court ruled against basic human rights, something that is supposedly an ideal of America. Japanese-Americans were never found guilty of espionage and some fought for the U.S. in Europe, while immediately the decision might not have gained much opposition other than those Japanese-Americans who were in the internment camps, in years after the violation of human rights would weigh on people's minds. Congress voted to give reparations and an apology to all Japanese-Americans who lived in the camps.

Decisions laid down by the U.S. Supreme Court have had monumental impacts on both individuals and the nation as a whole.

The rulings have invoked debate even years after the cases had taken place, and are still influencing people's lives in the present day.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task by discussing *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Dred Scott v. Sanford*: did being in a free state grant a slave freedom or was a slave the same freedomless man no matter what state he was in; the Court used the rationale that a slave was still a slave no matter what state he was in; the Court made the ruling that slaves were property and could not be citizens; this ruling also led to amendments to the Constitution in the aftermath of the Civil War which stated that African Americans would be considered full citizens; *Brown v. Board of Education of Topeka*: it was the start of the civil rights era, a time when minorities were beginning to protest the ways in which they had been neglected and treated unfairly for the several decades prior; the Court rationalized that in education, separate facilities would never be completely equal; in limiting a Court ruling that had been in place for over five decades, the Supreme Court case of *Brown v. Board of Education of Topeka* had a profound impact on society, being a major step toward equality for African Americans and leading to new laws like the 1964 Civil Rights Act)
- Supports the theme with relevant facts, examples, and details (*Dred Scott v. Sanford*: Union; great tension; cultivate cotton; staple crop; North was more industrial; slave state; abolitionists; *Brown v. Board of Education of Topeka*: water fountains; movie theaters; “separate but equal”; *Plessy v. Ferguson*)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that emphasize the power of judicial review to shape society

Conclusion: Overall, the response fits the criteria for Level 4. The response paints a picture of the discrimination faced by African Americans prior to each decision. Although the response discusses an impact of each ruling, it fails to fully develop these ideas.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with little depth for *Roe v. Wade* and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Roe v. Wade*: during her battle with the state, she was represented by two lawyers who cared about women’s rights; the Supreme Court believed that the 14th amendment gave people the right to privacy; because of this verdict, an extremely high number of state laws on abortion were changed; *Brown v. Board of Education of Topeka*: for years African Americans had been separated from whites in all public facilities including bathrooms, water fountains, and schools because of their race; one major impact was to reject the “separate but equal” decision in *Plessy v. Ferguson*; although some schools did fight with the law over the *Brown* decision, ultimately the national government took control and enforced the law when troops went to school with African American students at Little Rock)
- Includes some relevant facts, examples, and details (*Roe v. Wade*: Norma McCovey; Texan law; single, poor mother; already had her baby; legalized abortion; national government has more power; jump in the number of abortions; ongoing debates; *Brown v. Board of Education of Topeka*: Linda Brown; whites only Topeka school; desegregated)
- Demonstrates a satisfactory plan of organization; includes a weak introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the basic issues of the cases. The limited inclusion of specific details about the impact of *Brown* weakens the response.

Practice Paper C—Score Level 2

The response:

- Develops some aspects of the task with some depth for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Plessy v. Ferguson*: a man that was one-eighth African American wanted to sit on a train at the railroad but was prohibited because he was partially African American; in the end it was stated that segregation of the railroads did not violate the 14th amendment and was legal; *Brown v. Board of Education of Topeka*: the Brown family sued the Board of Education, saying that this issue violated the 14th amendment; it has changed the nation forever because segregation is no longer legal even if it is “separate but equal”)
- Includes few relevant facts, examples, and details (*Plessy v. Ferguson*: “separate but equal”; *Brown v. Board of Education of Topeka*: NAACP; Chief Justice Earl Warren); includes inaccuracies (*Brown v. Board of Education of Topeka*: a woman named Linda Brown had two daughters; after the case of *Brown v. Board of Education*, *Plessy v. Ferguson*’s case was no longer in effect)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that connects the 14th amendment to both cases

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some knowledge of the historical circumstances of each case but fails to clearly explain the decisions or to discuss the impacts in any meaningful way.

Practice Paper D—Score Level 0

The response:

Fails to develop the task

Conclusion: The response fits the criteria for level 0 because it demonstrates no understanding of the task and contains no relevant information about Supreme Court decisions.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth for *Korematsu v. United States* and *Dred Scott v. Sanford*
- Is both descriptive and analytical (*Dred Scott v. Sanford*: Dred Scott sued for his freedom, since he was taken by his owner to the Wisconsin territory where slavery was illegal; the Court's ruling made it clear that slaves were considered not to be people, but property; this having taken place in 1857, the nation was already divided on the slavery issue, and the Court's ruling infuriated the abolitionists and made that division even larger; *Korematsu v. United States*: military wanted Japanese Americans living on the West Coast to be moved; Japanese Americans had always faced discrimination because of their different culture and appearance; the Supreme Court ruled against basic human rights, something that is supposedly an ideal of America; Congress voted to give reparations and an apology to all Japanese Americans who lived in the camps); includes faulty analysis (*Korematsu v. United States*: if the government had not complied with the people living on the West Coast, national unity would have been weakened)
- Includes some relevant facts, examples, and details (*Dred Scott v. Sanford*: slave state; free territory; protection of property; *Korematsu v. United States*: World War II; bombing of Pearl Harbor; internment camps; west coast; national security; Bill of Rights; dissent; never found guilty of espionage; fought for the United States in Europe)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that reiterates the power of the decisions over Americans' lives

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of *Korematsu v. United States* is more detailed than *Dred Scott v. Sanford*. Both discussions, however, would benefit from further development of the impacts of these Supreme Court cases.

United States History and Government Specifications

January 2012

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Supreme Court Decisions; Constitutional Principles; Economic Systems; Migration; Citizenship	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government
Document-based Essay	Economic Systems; Places and Regions; Culture and Intellectual Life; Civic Values; Government; Individuals, Groups, and Institutions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

Notes:

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

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

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

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 26, 2012 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

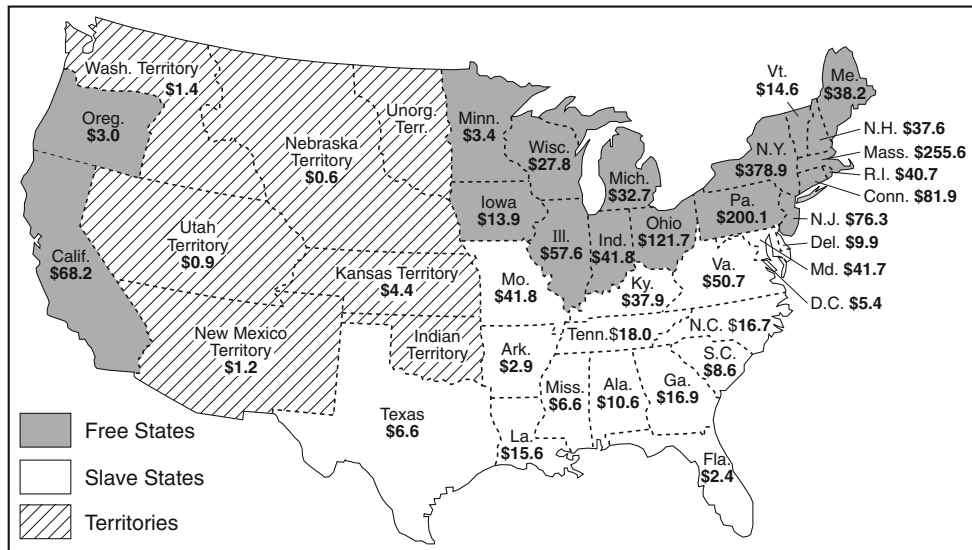
- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded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

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

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

Document 1a

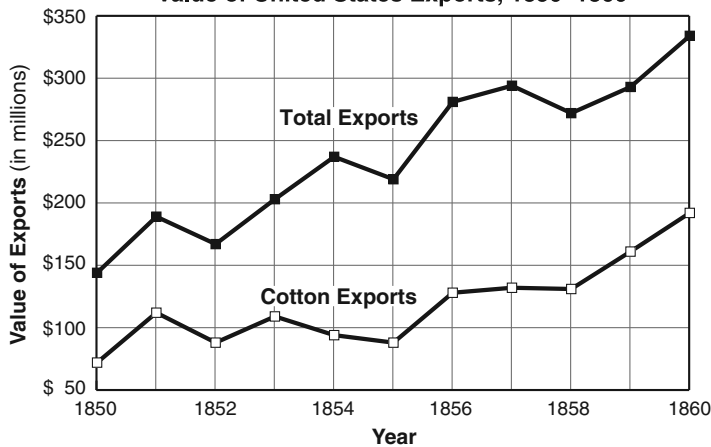
Value of Manufacturing (in millions of dollars), 1860



Source: Abraham Lincoln Historical Digitization Project, Northern Illinois University Libraries, and United States Census Bureau (adapted)

Document 1b

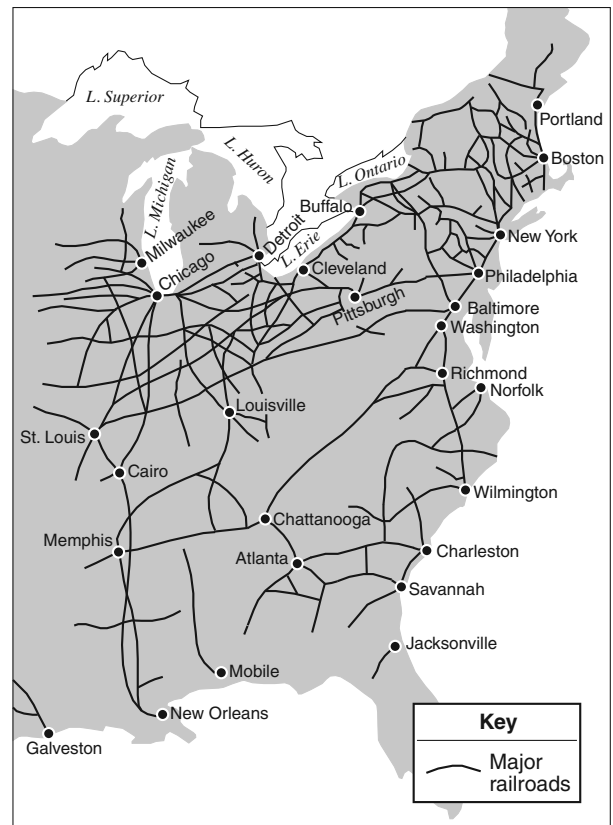
Value of United States Exports, 1850–1860



Source: Douglass C. North, *The Economic Growth of the United States, 1790–1860*, W. W. Norton & Co., 1966 (adapted)

Document 1c

Major Railroads, 1860



Source: Kownslar and Frizzle, *Discovering American History*, Holt, Rinehart and Winston (adapted)

1 Based on these documents, state *two* differences between the economies of the North and the South before the Civil War.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each difference between the economies of the North and the South before the Civil War based on these documents
Examples: the value of Northern manufacturing surpassed the value of Southern manufacturing/the value of New York's manufacturing in 1860 was greater than the manufacturing output of all the Southern states combined; the North had more railroads than the South/rail lines made more connections between the Midwest and the North than between the Midwest and the South; Southern cotton exports were nearly half the value of all United States exports; the South's economy was dependent on the export of cotton

Note: To receive maximum credit, two differences between the Northern and Southern economies before the Civil War found in these documents must be stated. For example, *the North had more railroads than the South* and *most of the railroads were in the North* are the same difference expressed in different words. In this and similar cases, award only ***one*** credit for this question.

Score of 0:

- Incorrect response
Examples: the South had more manufacturing than the North; cotton exports in 1860 were lower than in 1850; there were more railroads in the South than in the North
- Vague response
Examples: the total exports were higher; cotton exports were more; there were fewer railroads; fewer/more railroads were built
- No response

Document 2a

Agents of the American Anti-Slavery Society traveled throughout the United States to urge the abolition of slavery.

Dear Sir—You have been appointed an Agent of the American Anti-Slavery Society; ...
... Our object is, the overthrow of American slavery, the most atrocious and oppressive system of bondage that has ever existed in any country. We expect to accomplish this, mainly by showing to the public its true character and legitimate fruits [real effects], its contrariety [opposition] to the first principles of religion, morals, and humanity, and its special inconsistency with our pretensions [aims], as a free, humane, and enlightened people. In this way, by the force of truth, we expect to correct the common errors that prevail respecting slavery, and to produce a just public sentiment, which shall appeal both to the conscience and love of character, of our slave-holding fellow-citizens, and convince them that both their duty and their welfare require the immediate abolition of slavery....

Source: Barnes and Dumond, eds., *Letters of Theodore Dwight Weld, Angelina Grimké Weld and Sarah Grimké, 1822–1844*, American Historical Association, 1934

2a Based on this document, state *one* reason the American Anti-Slavery Society opposed slavery.

Score of 1:

- States a reason the American Anti-Slavery Society opposed slavery based on this document
Examples: they believed slavery was the most horrible system of bondage that ever existed in any country; slavery is evil; slavery was contrary to the principles of religion/morality/humanity; it was inconsistent with the aims of a free, humane, and enlightened people

Score of 0:

- Incorrect response
Examples: the object of the Anti-Slavery Society was to overthrow slavery; they urged the abolition of slavery; they wanted to correct the common errors that existed regarding slavery
- Vague response
Examples: they did not want it; they are agents/they appointed agents; slavery is contrary; they wanted to appeal to their slave-holding fellow citizens; it was for their welfare
- No response

Document 2b

Thomas R. Dew defended slavery in a debate in the Virginia legislature.

According to the census of 1830, there were approximately 470,000 slaves in Virginia. The average value of each slave is about \$200. Thus the total value of the slave population in Virginia in 1830 was \$94,000,000. Allowing for the increase since, the present value of slaves in Virginia is about \$100,000,000. The assessed value of all the houses and lands in the state amounts to \$206,000,000. Do not these simple statistics speak volumes upon the subject? It is seriously recommended to the state of Virginia that she give up her slaves. In other words, Virginia is expected to sacrifice one-half of her total worth!

It is, in truth, the slave labor in Virginia which gives value to the soil and to her economy. Take this away and you ruin her. Remove the slave population from the State and it is absolutely safe to say that on the day this happens, Virginia will become a “waste howling wilderness.” “The grass will be seen growing in the streets and the foxes peeping from their holes.”...

Source: Thomas R. Dew, *Review of the Debate in the Virginia Legislature of 1831 and 1832*, in Martin W. Sandler et al., *The People Make a Nation*, Allyn and Bacon, 1971

2b According to Thomas R. Dew, what is *one* reason slavery was important to Virginia?

Score of 1:

- States a reason that slavery was important to Virginia according to Thomas R. Dew
Examples: slavery accounted for \$100,000,000 of Virginia’s wealth; slaves were valued at nearly one-half/one-third of Virginia’s total worth; slave labor gave value to the soil/economy; Virginia’s economy would collapse without its slave labor; Virginia’s economy was based on slave labor; Virginia would become a “waste howling wilderness” if slavery was abolished

Score of 0:

- Incorrect response
Examples: the value of slaves in Virginia is \$206,000,000; the assessed value of all the houses and lands in the state amounts to \$206,000,000; because of the recommendation that Virginia give up her slaves
- Vague response
Examples: simple statistics speak volumes; each slave has value; because the census was taken in 1830
- No response

Document 3

Historian Eric Foner on the role of westward expansion

Q: What is the relationship between slavery and westward expansion?

A: ... But the frontier also carried with it the expansion of slavery. The westward expansion of slavery was one of the most dynamic economic and social processes going on in this country. The westward expansion carried slavery down into the Southwest, into Mississippi, Alabama, crossing the Mississippi River into Louisiana. Finally, by the 1840's, it was pouring into Texas. So the expansion of slavery, which became the major political question of the 1850's, was not just a political issue. It was a fact of life that every American had experienced during this period....

Now, in the South, southern slave owners insisted that slavery was absolutely essential to that story of progress. Without slavery, you could not have civilization, they said. Slavery freed the upper class from the need to do manual labor, to worry about economic day-to-day realities, and therefore gave them the time and the intellectual ability to devote themselves to the arts and literature and mechanical advantages and inventions of all kinds. So that it was slavery itself which made the progress of civilization possible....

Source: Interview with Eric Foner, *Africans in America*, www.pbs.org/wgbh

3 According to Eric Foner, state *one* reason Southern slave owners supported the expansion of slavery into the west.

Score of 1:

- States a reason Southern slave owners supported the expansion of slavery into the west according to Eric Foner
Examples: slavery was essential to Southern life/the South wanted to expand its way of life; slavery freed the upper class from the need to do manual labor; slavery freed them from worrying about economic day-to-day realities; slavery gave the upper class more time to devote to the arts/literature/inventions; it made the progress of civilization possible

Score of 0:

- Incorrect response
Examples: slavery was not a political issue; every American had experienced slavery; slavery stopped progress
- Vague response
Examples: it played a role; it was the day-to-day reality; it was progress; it was a fact of life
- No response

Document 4

In 1847, the Massachusetts legislature passed a resolution, written by Charles Sumner, opposing the war with Mexico. This is an excerpt from the resolution.

Resolved, That the present war with Mexico has its primary origin in the unconstitutional annexation to the United States of the foreign State of Texas, while the same was still at war with Mexico; that it was unconstitutionally commenced by the order of the President, to General Taylor, to take military possession of territory in dispute between the United States and Mexico, *and in the occupation of Mexico*; and that it is now waged ingloriously—by a powerful nation against a weak neighbor—unnecessarily and without just cause, at immense cost of treasure [money] and life, for the dismemberment of Mexico, and for the conquest of a portion of her territory, from which slavery has already been excluded, with the triple object of extending slavery, of strengthening the “Slave Power,” and of obtaining the control of the Free States, under the constitution of the United States....

Source: Massachusetts House of Representatives

4 According to this resolution, what is *one* reason the Massachusetts legislature was opposed to the Mexican War?

Score of 1:

- States a reason the Massachusetts legislature was opposed to the Mexican War as expressed in this resolution

Examples: the war began over the unconstitutional annexation of Texas/it was unconstitutionally started by the President/it was unconstitutional; the war was being fought to extend slavery; taking land from Mexico would strengthen the “Slave Power”; possession of the territory would give the South control of the free states under the Constitution; the United States was taking advantage of a weak neighbor; it was at an immense cost of treasure/money/life; the South wanted to spread slavery into parts of Mexico; it was a war without a just cause; it would dismember Mexico

Score of 0:

- Incorrect response
Examples: Mexico would obtain control of the free states; it would weaken slave power
- Vague response
Examples: the war will be waged; it was weak; slavery was an institution
- No response

Document 5

On January 29, 1850, Senator Henry Clay proposed a series of resolutions to settle "... all questions in controversy between the free and the slave states..." The list below contains excerpts from Clay's speech.

Selected Proposals for the Compromise of 1850

- 1 That California ought to be admitted into the Union without restriction as to the inclusion or exclusion of slavery.
- 2 That as slavery does not exist by law, and is not likely to be introduced into any of the territory acquired by the United States from the Republic of Mexico, it is not in the interest of Congress to pass a law either establishing or prohibiting it in the land acquired from Mexico...
- 5 That it is not wise to abolish slavery in the District of Columbia while slavery continues to exist in Maryland without the consent of that state, the consent of the people of the District, and without just payment to the owners of slaves within the District.
- 6 That, however, it is wise to prohibit in the District of Columbia, the bringing-in of slaves from other states either to be used in the District or to be sold there for use in other states.
- 7 That stronger provision ought to be made by law for the capture and return of slaves who may have escaped into any other state or territory in the Union.
- 8 That Congress has no power to prohibit or prevent the trading of slaves between States. This depends completely on the laws of each individual state.

Source: Martin W. Sandler et al., *The People Make a Nation*, Allyn and Bacon, 1971

5a Based on this document, what is *one* way these proposals favored the North?

Score of 1:

- States a way these proposals favored the North based on this document
Examples: the proposal recommended that bringing slaves into the District of Columbia for any purpose should be abolished; California would likely be admitted as a free state; territory acquired from Mexico would be unlikely to establish slavery; California should be admitted into the Union without restriction as to the inclusion or exclusion of slavery

Score of 0:

- Incorrect response
Examples: California would be admitted into the Union as a slave state; slavery would be abolished in the District of Columbia; Congress could prevent the trading of slaves between states
- Vague response
Examples: California would be admitted; trade was abolished; there would be restrictions
- No response

5b Based on this document, what is *one* way these proposals favored the South?

Score of 1:

- States a way these proposals favored the South based on this document
Examples: the proposal recommended that slavery should be not abolished in the District of Columbia; a stronger provision should be made by law for the capture and return of slaves who may have escaped into any other state/territory in the Union; Congress should not pass a law prohibiting slavery from the land acquired from Mexico; Congress has no power to interfere with the trading of slaves between states; trading of slaves between states depends on the laws of each individual state

Score of 0:

- Incorrect response
Examples: California would be admitted as a free state; slavery was prohibited in the land acquired from Mexico; slaves could not be sold in the District of Columbia
- Vague response
Examples: Congress has power; provisions are stronger; they can be used in other states
- No response

Document 6

... Slavery was not the only cause of North–South confrontation during the 1830s and 1840s. Ever since the passage in 1828 of the high protective tariff, dubbed by Southerners “The Tariff of Abominations,” the Southern states had been protesting not just its unfairness but also its illegality. They managed to get it reduced in 1832, though that was not enough for many South Carolinians who argued that an individual state, as a party to the original compact that created the Union, had the right to declare null and void within its borders a Federal law that it considered unconstitutional or unjust. On this basis a special state convention of South Carolina nullified the tariff acts of 1828 and 1832, banned the collection of duties within its borders and declared that any use of force by the Federal government would justify secession from the Union. The Northern majority in Congress voted the President additional powers to enforce collection of the revenues, but others successfully sought conciliatory [friendly] ways to avoid an irrevocable [unstoppable] collision on this issue and the immediate crisis was averted, although South Carolinians did not discard their secessionist arguments....

Source: Batty and Parish, *The Divided Union: The Story of the Great American War, 1861–65*, Salem House Publishers, 1987

6a According to Batty and Parish, what was *one* reaction by South Carolina to the passage of federal tariffs?

Score of 1:

- States a reaction by South Carolina to the passage of federal tariffs according to Batty and Parish
Examples: South Carolina protested that the tariff was illegal/unfair/unconstitutional/unjust/not in its best interest; they argued that an individual state had the right to declare a law null and void; South Carolinians contended that the original compact that created the Union allowed a state to nullify a federal law; they called a special state convention to nullify the Tariff of 1828/1832; a state convention banned the collection of tariff duties within its borders; they declared that any use of force by the federal government to enforce the Tariff of 1832 would justify secession; they dubbed the Tariff of 1828 “The Tariff of Abominations”

Score of 0:

- Incorrect response
Examples: they supported higher tariffs to protect their interests; they argued that the federal government could collect duties within South Carolina’s borders; they said the tariffs were constitutional
- Vague response
Examples: they passed; they were not enough; they managed; null; void; declarations
- No response

6b According to Batty and Parish, what was *one* Northern response to the actions taken by South Carolina regarding the tariff?

Score of 1:

- States a Northern response to the actions taken by South Carolina regarding the tariff according to Batty and Parish

Examples: Congress lowered the tariff of 1828/passed the Tariff of 1832; the Northern majority in Congress voted the president additional powers to enforce collection of revenues; some sought conciliatory ways to avoid a collision on the issue

Score of 0:

- Incorrect response
Examples: they took powers away from the president; they stopped collecting revenues; they supported them
- Vague response
Examples: the North had a majority; they voted; averted; they were successful; enforced
- No response

Document 7

Confederate General John B. Gordon was a civilian-turned-soldier who became one of General Robert E. Lee's most trusted commanders.

... The South maintained with the depth of religious conviction that the Union formed under the Constitution was a Union of consent and not of force; that the original States were not the creatures but the creators of the Union; that these States had gained their independence, their freedom, and their sovereignty from the mother country, and had not surrendered these on entering the Union; that by the express terms of the Constitution all rights and powers not delegated were reserved to the States; and the South challenged the North to find one trace of authority in that Constitution for invading and coercing a sovereign State.

The North, on the other hand, maintained with the utmost confidence in the correctness of her position that the Union formed under the Constitution was intended to be perpetual; that sovereignty was a unit and could not be divided; that whether or not there was any express power granted in the Constitution for invading a State, the right of self-preservation was inherent in all governments; that the life of the Union was essential to the life of liberty; or, in the words of Webster, "liberty and union are one and inseparable."...

Source: John B. Gordon, *Reminiscences of the Civil War*, Charles Scribner's Sons, 1904

7a According to John B. Gordon, what was the Southern point of view regarding the power of states under the Constitution?

Score of 1:

- States the Southern point of view regarding the power of states under the Constitution according to John B. Gordon
Examples: the Union formed under the Constitution was a union of consent, not of force; states did not surrender their independence/freedom/sovereignty when they entered the Union; according to the Constitution, all rights and powers not delegated were reserved to the states; there was no authority in the Constitution for invading/coercing a sovereign state

Score of 0:

- Incorrect response
Examples: the nation could not be divided; states surrendered their sovereignty when entering the Union; states did not have reserved powers; the Constitution gave consent
- Vague response
Examples: they had a depth of religious conviction; the Union was formed; there was a trace of authority; they disagreed with the North; they did not surrender; entered into a Union; sovereignty
- No response

7b According to John B. Gordon, what was the Northern point of view regarding the Union created under the Constitution?

Score of 1:

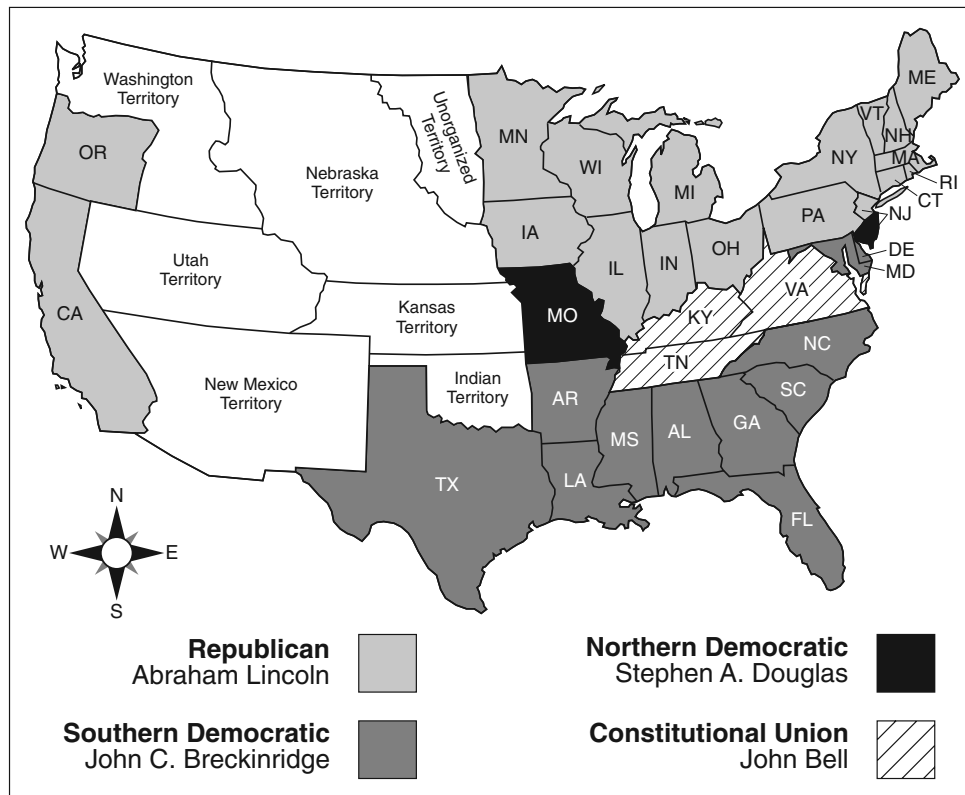
- States the Northern point of view regarding the Union created under the Constitution according to John B. Gordon
Examples: the Union was intended to be perpetual; the nation was a unit and could not be divided; the right of self-preservation was inherent in all governments; the life of the Union was essential to the life of liberty; they accepted Webster's view that "liberty and union are one and inseparable"

Score of 0:

- Incorrect response
Examples: states were sovereign under the Constitution; the Union was a union of consent and not of force; states have reserved powers to choose whether or not to obey a law
- Vague response
Examples: they disagreed with the South; they had utmost confidence; they were a unit; it was essential
- No response

Document 8

The Results of the Election of 1860



Source: Herman J. Viola, *Why We Remember*, Addison-Wesley Publishing (adapted)

8 Based on this map, why was Abraham Lincoln considered a sectional president?

Score of 1:

- States a reason Abraham Lincoln was considered a sectional president based on this map
Examples: he was elected by only Northern/free states; he did not win any states in the South; different sections of the country voted for different candidates

Score of 0:

- Incorrect response
Examples: he was elected by the Southern states; people living in the Indian Territory could not vote; only Missouri and New Jersey voted for Stephen Douglas
- Vague response
Examples: there was an election; there were results; it happened in 1860
- No response

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

Historical Context: Between 1800 and 1860, economic, social, and political factors contributed to the development of sectional differences between the North and the South. These differences included how best to expand the United States economy, the extension of slavery into the territories, and the relationship between the states and the federal government. These differences laid the groundwork for the Civil War.

Task: Discuss the economic, political, *and/or* social differences between the North and the South that eventually led to the Civil War

Scoring Notes:

1. The response to this document-based question should discuss *at least two* economic, social, *and/or* political differences between the North and the South that eventually led to the Civil War. However, to incorporate the minimum number of documents, most responses will discuss more than two differences.
2. Any combination of economic, social, and political differences between the North and the South may be used to address the task. However, the classification of differences as economic, social, or political does not need to be specifically identified as long as it is implied in the discussion.
3. The differences between the North and South may be discussed from a variety of perspectives as long as the positions taken are supported by accurate facts and examples.
4. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 1a, 1b, 1c, 2a, and 2b may be considered as separate documents *if* the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing economic, social, and/or political differences between the North and the South that eventually led to the Civil War
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the political viewpoints associated with the sectional economic interests of the North and South regarding protective tariffs and the extension of slavery into the western territories to the Southern rejection of the 1860 Republican platform and South Carolina's decision to promote its own self-interest by seceding from the Union after Lincoln's election; connects the historical development of Northern and Southern viewpoints regarding the constitutional issue of States rights versus federal authority and their application to the future of slavery and the Southern response to the election of 1860 and Lincoln's decision to deny the legality of secession and to preserve the Union even if it meant a civil war
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to differences between the North and the South that eventually led to the Civil War (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., extension of slavery; Mexican War; Tariff of 1828 (Abominations); Tariff of 1832; Virginia and Kentucky Resolutions; compact theory; nullification; secession
- 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 economic, social, and/or political differences between the North and the South but may do so somewhat unevenly by discussing one difference less thoroughly than the other differences
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the viewpoints of the North and South regarding protective tariffs and the extension of slavery into western territories and the relationship of those disagreements to the decision of Southern states to pursue their self-interests and secede from the Union; discusses the viewpoints of the North and the South regarding the constitutional issue of States rights and its application to slavery and the Southern response to the election of 1860 and Lincoln's decision to preserve the Union at all costs
- 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 some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Economic Differences Leading to the Civil War

Key Ideas from the Documents

North	South
<p>Doc 1—Location of most manufacturing, free states, railroads</p> <p>Doc 4—Opposition to Mexican War (a way to extend slavery)</p> <p>Doc 5—Support for prohibition of slave trade in District of Columbia</p> <p>Doc 6—Passage of the tariffs of 1828 and 1832</p> <p>Support for additional power to collect tariff revenue</p>	<p>Doc 1—Location of most slave states</p> <p>Doc 2b—Defense of slavery in Virginia legislature in 1832</p> <p>Value of slaves equal to one-half Virginia’s total worth</p> <p>Doc 3—Support for expansion of slavery westward</p> <p>Southern insistence that slavery essential to progress of civilization</p> <p>Doc 5—Support for law to capture and return escaped slaves</p> <p>Argument against banning slavery in land acquired from Mexico</p> <p>Support for continuation of slavery in the District of Columbia</p> <p>Support for continuation of slave trade between states</p> <p>Doc 6—Protest of unfairness and illegality of Tariff of Abominations (Tariff of 1828)</p> <p>South Carolina’s attempt to nullify the tariff acts of 1828 and 1832</p> <p>Banning of collection of tariff duties within South Carolina</p>

Relevant Outside Information

(This list is not all-inclusive.)

North	South
<p>Large domestic market for finished goods</p> <p>Location of many banks and financial institutions</p> <p>Support for tariff legislation to protect domestic manufacturers</p> <p>Mechanization of agriculture (McCormick reaper)</p> <p>Little economic incentive to use slaves</p> <p>Addition of large-scale European immigration to workforce and wealth</p> <p>Significant investments in road and canal building</p> <p>Expanding market economy as a result of specialization</p> <p>Significant diversification</p>	<p>Cotton growing profitable after invention of cotton gin</p> <p>Nonmechanized slave-based labor profitable</p> <p>Aristocratic class of plantation landowners</p> <p>Large number of subsistence farmers</p> <p>Limited diversification</p> <p>Creation of dependency on North because of limited investments in manufacturing</p> <p>Underdeveloped internal market</p> <p>Movement of money (commissions, interest) to bankers and shippers in the North</p> <p>Higher costs for Southern purchases of manufactured goods due to protective tariffs</p> <p>Threat of reduced European purchases as a consequence of protective tariffs and competition from other (cotton) markets</p>

Political Differences Leading to the Civil War

Key Ideas from the Documents

North	South
<p>Doc 1—Location of most free states</p> <p>Doc 4—Opposition to Mexican War (a way to extend slavery and strengthen slave power)</p> <p>Doc 5—Support for California’s admission as a free state</p> <p>Doc 6—Congress granting the president additional power to collect tariff revenues</p> <p>Attempts to find conciliatory means to avert crisis</p> <p>Doc 7—Belief that Union formed under Constitution was intended to be perpetual</p> <p>Sovereignty a unit that could not be divided</p> <p>Right of self-preservation inherent in all governments</p> <p>Life of Union essential to life of liberty</p> <p>Doc 8—Support for Republican Party in election of 1860</p>	<p>Doc 1—Location of most slave states</p> <p>Doc 2b—Defense of slavery in Virginia legislature in 1832</p> <p>Doc 3—Support for expansion of slavery westward</p> <p>Southern insistence that slavery essential to progress of civilization</p> <p>Doc 5—Support for law to capture and return escaped slaves</p> <p>Argument against law banning slavery in land acquired from Mexico</p> <p>Support for continuation of slavery in the District of Columbia</p> <p>Doc 6—Belief by South Carolina that states had the right to declare null and void a federal law considered unconstitutional or unjust</p> <p>South Carolina’s attempt to nullify the tariff acts of 1828 and 1832</p> <p>Justification of secession if force used by federal government to collect tariff duties</p> <p>Doc 7—Belief that the Union was formed of consent, not of force</p> <p>Independence, freedom, sovereignty not surrendered upon entering the Union</p> <p>Powers not delegated to federal government reserved to states</p> <p>Doc 8—Support for Southern Democratic and Constitutional Union parties in election of 1860</p>

Relevant Outside Information

(This list is not all-inclusive.)

North	South
<p>Support for Daniel Webster’s anti-nullification position in debate with Hayne (Union created by people not states)</p> <p>Support for Tallmadge Amendment, Wilmot Proviso, Free Soil Party, Republican Party</p> <p>Opposition to Kansas-Nebraska Act, response to Dred Scott decision</p> <p>Northern unease over Oregon compromise (1846) when Treaty of Guadalupe-Hidalgo offered opportunity for spread of slavery</p> <p>Support for personal liberty laws</p> <p>Opposition to passage of Fugitive Slave Law</p>	<p>Support for compact theory to protect minority from tyranny of the majority (John Calhoun’s <i>South Carolina Exposition and Protest</i>)</p> <p>Agreement with States rights position of Senator Hayne in debate with Webster</p> <p>Willingness to limit freedom of petition and freedom of press to curb antislavery debate (gag rule, banning abolitionist literature from post offices)</p> <p>Belief that Congress had no right to limit spread of slavery because territories belonged to all states</p> <p>Belief that slaves protected as property by Constitution (support for Dred Scott decision)</p> <p>Support for popular sovereignty in Kansas-Nebraska Act</p> <p>Support for secession after Lincoln’s election (self-determination)</p>

Social Differences Leading to the Civil War

Key Ideas from the Documents

North	South
<p>Doc 1—Location of most free states</p> <p>Doc 2a—Position on abolition of slavery by American Anti-Slavery Society Slavery contrary to principles of religion, morality, and humanity</p> <p>Doc 4—Opposition to Mexican War (a way strengthen slave power)</p> <p>Doc 5—Support for prohibition of slave trade in District of Columbia Opposition to proposal for stronger fugitive slave law</p> <p>Doc 7—Life of Union essential to life of liberty</p>	<p>Doc 1—Location of most slave states</p> <p>Doc 3—View that slavery provided upper class with freedom from manual labor and worry about economic day-to-day realities View that slavery provided time for upper class to devote themselves to arts, literature, mechanical advantages, and inventions View that progress of civilization was made possible by slavery</p> <p>Doc 5—Support for law to capture and return escaped slaves Support for continuation of slavery in the District of Columbia Support for continuation of slave trade between states</p>

Relevant Outside Information

(This list is not all-inclusive.)

North	South
<p>Gradual abolition of slavery in North since American Revolution</p> <p>Opportunities for social mobility available to free labor (public education, affordable property)</p> <p>Growing support for abolition (William Lloyd Garrison, Frederick Douglass, <i>Uncle Tom's Cabin</i>, response to John Brown's raid and execution)</p> <p>Participation in Underground Railroad</p>	<p>Domination of minority (planter aristocracy)</p> <p>Growing gap between rich and poor</p> <p>Slavery defended as positive good (paternal, offering better treatment than Northern industrial workers, Biblical support)</p> <p>Consideration of Northern industrial workers as wage slaves</p> <p>Competition of slave labor and high cost of land discouraging to immigrants</p> <p>Support for slavery from nonslaveholding white farmers who valued social mobility and status</p>

The American Civil War was the eventual culmination of deep-seated resentment and disparity socially, economically, and politically between the Northern and Southern states. Even from the birth of the Constitution, Northern and Southern peoples and politicians have had very different interpretations of the union. As the Nation developed, an increased rift began to form between the agrarian based South, and the more industrial and urban North. While in both regions, farming was still the main profession, the family farms of the North were minuscule in comparison to the mammoth tobacco or cotton plantations of the South. This binary view of the country eventually led to two separate cultures developing. Some saw the North with its more developed urban centers as having a more progressive social outlook, while some in the South often looked to the Old World for its influence often leading to Southern plantation owners adhering to the tenet of "chivalry" far more than any other group. This effective cultural split through the middle of the nation exploded in the Civil War.

At the very base and core of these trends and events leading up to the Civil War was the ^{economic} ~~social~~ differences that had arisen between the two geographic areas. The North, faced with harsher climates, more unfavorable soil conditions, and a long coastline of harbors was forced to create an economy to deal with those conditions. The land in New England was generally unfavorable for large-scale farm estates as in the South. As seen in document 1, the North's manufacturing capability far outstripped that of the South. With

its economy based in urban industrial centers, its society became one of progress and innovation. Document 1c shows the huge network of railroads connecting these industrial centers; suddenly, Chicago, Detroit, and New York were easily reachable from anywhere in the North. The society here was one of reform. We see this from such events as the Seneca Falls Convention as well as the temperance movement. The outlawing of slavery in the North had happened gradually since the end of the Revolution. This dynamic gave rise to the abolitionist movement that also wanted all slaves in the South to be free. This is the vanguard of the social conflict that was to come. These change-minded Northerners disagreed with those who wanted to maintain the societal norms of the South. With an economy based on cash crop agriculture, Southerners had not needed to alter their practice of slavery since the founding of the nation. So great were the profits from cotton exporting alone that "King Cotton" made up a large proportion of all U.S. exports. (document 1b). Due to a lack of desire for change, many Southerners saw Northern antislavery activities and the possibility of abolition as an affront to their sovereignty and liberty.

Politically, as can be seen ^{from the} ~~from the~~ very first days of the union, philosophies between the North and South were not at all similar. From even the ratification process of the Constitution, Southern anti-federalists, such as Patrick Henry, failed against the ideas of

a strong federal government that would be established in the Constitution. Earlier during the Constitutional Convention, the disagreement over how slaves would be counted for representation and taxation demonstrated the striking disparity between the political beliefs of North vs. South. The federalists in the North, such as Alexander Hamilton and John Adams, espoused the necessity for a strong federal government which ^{was} contrary to the anti-federalist Southerners who feared a strong central government not limited by a Bill of Rights. Other Southerners, such as Thomas Jefferson, came to believe that states had the right to decide on the constitutionality of federal laws. This argument would carry on to the nullification crisis of 1832. "South Carolinians argued that an individual state... had the right to declare null and void within its borders a federal law it considered unconstitutional or unjust." (Document 6) Again the idea of division of power came into question. This event almost led to a civil war when South Carolina threatened to secede from the union. In another compromise in 1850, as proposed in document 5, Northerners were able to get the slave trade abolished in Washington, D.C., while the South got a harsher fugitive slave law. The South however continued to be concerned about the possibility of the federal government ending slavery. Events in the 1850s led to more political differences between the North and South. While he never expressly stated his desire to abolish slavery, Abraham Lincoln was thought by many Southerners

to be an abolitionist. His election highlighted the stratification politically of the U.S. In document 8, the uncompromising nature of these political beliefs is greatly apparent. This stratification directly led to the Civil War after Lincoln's election.

Out of all these trends and events, none had more profound effect than the deep set and inherent social differences between the North and the South. The culture had become so intrinsically different that the conflict was inevitable. The ^{economic} ~~economic~~ disparity as well as the debate over slavery would be but sparks to start the flames of war that sprout from the earliest history of our nation.

The response:

- Thoroughly develops the task evenly and in depth by discussing differences between the North and the South that eventually led to the Civil War
- Is more analytical than descriptive (in both the North and South, farming was still the main profession; the family farms of the North were miniscule in comparison to the mammoth tobacco and cotton plantations of the South; the binary view of the country eventually led to the development of two separate cultures; with its economy based in urban industrialized cities, Northern society became one of progress and innovation; the outlawing of slavery in the North had happened gradually since the Revolution; change-minded Northerners disagreed with those who wanted to maintain societal norms in the South; with an economy based on cash-crop agriculture, Southerners had not needed to alter their practice of slavery; many Southerners saw Northern antislavery activities and the possibility of abolition as an affront to their sovereignty and liberty; the nullification crisis could have led to a civil war when South Carolina threatened to secede; the South continued to be concerned about the possibility of the federal government ending slavery; political stratification, highlighted by Lincoln's election, led to the Civil War)
- Incorporates relevant information from documents 1, 2, 5, 6, 7, and 8
- Incorporates substantial relevant outside information (some saw the North with its more developed urban centers as having a more progressive social outlook while some in the South often looked to the Old World for its influences, often leading to Southern plantation owners adhering to the tenets of chivalry; the North, faced with a harsher climate, some unfavorable soil conditions, and a long coastline of harbors, was forced to create an economy to deal with those conditions; southern Anti-Federalists such as Patrick Henry railed against the idea of a strong federal government; during the Constitutional Convention, the disagreement over how slaves would be counted for representation and taxation demonstrated the disparity between the North and the South; the Federalists in the North, such as Alexander Hamilton and John Adams, espoused the necessity of a strong federal government contrary to the Anti-Federalist Southerners; other Southerners, such as Thomas Jefferson, came to believe that states had the right to decide on the constitutionality of federal laws; Abraham Lincoln was thought to be an abolitionist by many Southerners)
- Richly supports the theme with many relevant facts, examples, and details (the North's manufacturing capability far outstripped that of the South; a huge network of railroads made industrial centers, such as Chicago, Detroit, and New York, reachable from anywhere in the North; so great were the profits from cotton exporting alone that "King Cotton" made up a large proportion of United States exports; the Compromise of 1850 abolished the slave trade in Washington D.C. and the South got a harsher fugitive slave law)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state that the eventual culmination of deep set resentment and disparity between the Northern and Southern states was the Civil War

Conclusion: Overall, the response fits the criteria for Level 5. The premise that social differences were a preeminent factor causing the Civil War is supported by thoughtful document and historical analysis. A good understanding of the development of sectional political differences is demonstrated through inclusion of references to early constitutional debates that were precursors to the States rights debates.

Between 1800 and 1860, life differed greatly between the Northern and Southern regions of America. These differences often encouraged tension between the two sections of our nation, and allowed for each area to form unique ideas regarding States Rights, Slavery, and the way the economy and society function. Ultimately, sectionalist sentiment inside the U.S., on a social, political, and economic level, would result in the Civil War.

One of the greatest differences between North and South between 1800 and 1860 were their ideas regarding states rights. Southern states typically felt that ^{the} states should hold supremacy over the federal government. They felt that they had not sacrificed their autonomy to be a part of the Union, and that they should therefore have the power to undo federal laws that they disagree with. This philosophy was adopted from Thomas Jefferson and James Madison in their Virginia and Kentucky Resolutions opposing the Alien and Sedition laws. During the pre-Civil War years this was a popular philosophy especially in South Carolina. In the North, however, the majority of the populace agreed with Daniel Webster and felt that a strong centralized government led to a more prosperous, stable Union. They disagreed with South Carolina's Senator Hayne's claim to the power of nullification, and found them contrary to the ideas set forth in the constitution. This debate surfaced in the 1820s and 1830s during the South Carolina Nullification crisis (Doc 6). In 1820, Congress passed a tariff that hurt Southern farmers' profits because it meant that manufactured goods would cost more. South Carolina, lead by vice president John C. Calhoun, anonymously proposed a theory of nullification in response to the tariff, sparking concern in the North.

Backed by Northern representatives in Congress, when another protective tariff was passed in 1832, President Andrew Jackson asked for a Force Act, which gave him the right to enforce the tariff with the Military. The tariff was reduced to prevent the secession of South Carolina, but a major political difference between North and South was certainly highlighted. In 1860, this States' rights difference again appeared, when Southern states claimed to have the right to secede, as the constitution made no mention of a state's inability to do so. In the North, however, it was believed that the right to defend the solvency of the Union was inherent, which inspired them to wage a civil war to prevent secession after South Carolina attacked Fort Sumter (Doc 7).

Economic differences during this time period also inspired much sectional tension. The North's economy included a great deal of manufacturing, while the South's did not. (Doc 1) A manufacturing economy supported by free labor led to a more active consumer economy. In the South, however, slavery was a key to the economy. According to Thomas R. Dew, without slavery, Virginia, which was economically ~~similar~~^{similar} to other states in the South, would find economic ruin. (Doc 2b) This difference led to the growth of different ideas regarding slavery. Among Northerners, slavery was often opposed for moralistic reasons. Abolitionists like William Lloyd Garrison fought whole heartedly for the abolition of slavery on the grounds that it was morally wrong. Societies like the American Anti Slavery Society were born, and fought hard against slavery. (Doc 2a) Others in the North fought against slavery in the territories because they felt it would mean

competition for white settlers. This lead some to join the Free Soil party and later the Republican party, because they opposed slavery in the territories. In the South, attacks on slavery were met with fear and resistance. In many ways, the South depended on the institution of slavery economically, and when Republican Abraham Lincoln was elected in 1860 even without the support of any Southern state, (Doc 8) Southerners felt that this institution was in jeopardy and seceded. Although Lincoln was not an abolitionist, his Emancipation Proclamation during the Civil War was finally the beginning of the end of slavery. Clearly, sectionalism between 1800 and 1860 lead directly to the Civil War. These differences were largely suppressed rather than addressed during these years, and this allowed for such a huge culmination in 1860.

The response:

- Thoroughly develops the task evenly and in depth by discussing differences between the North and the South that eventually led to the Civil War
- Is more analytical than descriptive (Southern states typically felt that states should hold supremacy over the federal government; Southern states felt that they had not sacrificed their autonomy to be a part of the Union and that they should have the power to undo federal laws they disagreed with; the tariff was reduced to prevent the secession of South Carolina, but a major political difference between the North and South was certainly highlighted; in the South, attacks on slavery were met with fear and resistance; the South depended on slavery economically and when Lincoln was elected Southerners felt that the institution was in jeopardy and seceded)
- Incorporates relevant information from documents 1, 2, 6, 7, and 8
- Incorporates substantial relevant outside information (Southern philosophy was adopted from Jefferson and Madison's Virginia and Kentucky Resolutions opposing the Alien and Sedition laws; in the North, the majority agreed with Webster that a strong centralized government led to a more prosperous stable union; the North found Senator Hayne's claims to nullification contrary to the ideas set forth in the Constitution; in 1828, Congress passed a tariff that hurt Southern farmers' profits because it meant that manufactured goods would cost more; Vice President Calhoun anonymously proposed a theory of nullification in response to the tariff, sparking concern in the North; President Jackson asked for a Force Act which gave him the right to enforce the tariff of 1832 with the military; Southern states claimed to have the right to secede as the Constitution made no mention of the states' inability to do so; Northerners believed the right to defend the solvency of the Union was inherent, which inspired a civil war to prevent secession after South Carolina attacked Fort Sumter; manufacturing supported by free labor led to a more active consumer economy; Garrison fought for the abolition of slavery on the grounds that it was morally wrong; Northerners fought slavery in the territories because they felt it would mean competition for white settlers and led some to join the Free Soil Party and later the Republican Party)
- Richly supports the theme with many relevant facts, examples, and details (the States rights debate surfaced in the 1820s and 1830s during South Carolina's nullification crisis; the North's economy included a great deal of manufacturing while the South's did not; Virginia was economically similar to other states in the South and would find economic ruin without slavery; Northerners often opposed slavery for moralistic reasons; the American Antislavery Society fought against slavery; Lincoln was elected in 1860 even without the support of any Southern state)
- Demonstrates a logical and clear plan of organization; includes an introduction that states differences encouraged tensions and allowed the North and South to develop unique ideas and a conclusion that states differences were largely suppressed rather than addressed

Conclusion: Overall, the response fits the criteria for Level 5. Development of the States rights debate indicates a good understanding of the historical circumstances and personalities surrounding the evolution of this issue during the antebellum period. The discussion of economic differences successfully establishes the context for further political considerations and demonstrates an understanding of the complexity of underlying sectional tensions.

Slavery had been part of the United States ever since it was first settled in the early 17th century. However, it was not widely debated until the period from 1800-1860, at which time it came to be a major point of argument between the North and South and created insecurity among Southern slaveholders. Between 1800 and 1860, while the North and South became divided economically due to tariffs, manufacturing, and railroad differences, politically these two areas were divided by the idea of expanding slavery into the western territories.

The North and South were essentially two completely opposite areas. The Northern economy was based on manufacturing, mostly of textiles during this time. The Southern economy, however, was still mostly agricultural and based on slave labor. This is evident by the fact that while there were states like Massachusetts and New York manufacturing \$255.6 and \$378.9 million in 1860, respectively, with the slave states, the most that any state was manufacturing was \$50.7 million, in Virginia (Document 1a). Furthermore, although by this time cotton was the staple cash crop of the South, cotton exports were only a little less than half of the overall amount of exports (Doc. 1b). The difference in manufacturing and exports really came to a head over the idea of tariffs. The North favored protective tariffs because they

protected their manufactured goods from foreign competition and forced the South to buy a lot of American-made products instead of products from Europe. The South resented this, however, because they believed they were hurt when it came to foreign trade because they had to buy Northern products, which were very expensive. Consequently, when the tariff of 1828 was passed, which raised tariff rates to over 40%, much of the South was infuriated. South Carolina nullified that tariff in 1832 after another tariff was passed. They refused to collect any duties from those tariffs and threatened secession (Doc 6). Secession was based on the idea of the compact theory, which stated that the states came into the union by consent, and as a result, could technically leave by consent as well. This idea is actually based on the Virginia and Kentucky Resolutions written by Jefferson and Madison, although their version did not have the same meaning behind it. Andrew Jackson was eventually able to quell the crisis, but it still left a lasting effect on Southern thinking.

Politically, the time from 1800-1860 was ruled by the idea known as manifest destiny. This idea meant that it was inevitable that the U.S. would span from "sea to shining sea" and Americans took full advantage of this and began migrating out west. However this led to debate over whether slavery should be expanded here too, especially when actual conflicts arose there, such as the Mexican War. According to historian

Eric Foner, the expansion of slavery was seen by some in the South as a part of life that was absolutely necessary for civilization to progress (Doc 3). There were of course other people who were against its expansion, for example according to a Massachusetts legislature, one of the purposes of James Polk's Mexican War was to expand slavery and strengthen the idea of "slave power" against free states (Doc 4). Although Polk really just wanted the land to the Pacific, it was inevitable that the idea of slavery would be debated once a territory was applying for statehood. This debate was evident when California, the first territory of the land gained from the Mexican War, applied for statehood. There was so much debate that eventually a compromise, known as the Compromise of 1850 was created by Henry Clay to sort out the problems. This compromise stated that the territories of the Mexican Cession would basically be open to popular sovereignty, the slave trade would end in Washington D.C., and that a stronger fugitive slave law would be put into fact (Document 5). This compromise was meant to make both sides happy, and try to avoid war for as long as possible. However, the final straw was the Election of 1860. Because the Democratic Party was split into two over the idea of slavery, and the Constitutional Union Party was very weak, Abraham Lincoln was able to win the presidential election.

of 1860. In fact, he only had the support of the free states (Doc. 8), as the Republican Party was against the expansion of slavery into the western territories. Many Southern states did not even include Lincoln's name on the ballot. As a result of the election, before Lincoln was even inaugurated, South Carolina, in December of 1860, seceded from the Union, followed by all but four slave states. And beginning in April 1861 was the Civil War.

There, the period of 1860-1861, is characterized as as the time period that led up to the Civil War. Split by sectionalism between the North and the South, it was inevitable that war would eventually be the only way to solve the debate over slavery and states rights.

Anchor Level 4-A

The response:

- Develops the task by discussing differences between the North and the South that eventually led to the Civil War
- Is both descriptive and analytical (North and South became divided economically due to tariffs, manufacturing, and railroad differences; differences in manufacturing and exports came to a head over tariffs; secession was based on the compact theory, which stated that the states came into the Union by consent and as a result could technically leave; Andrew Jackson was able to quell the tariff crisis, but it left a lasting effect on Southern thinking; westward migration led to debate over whether slavery should also be expanded, especially when conflicts arose such as the Mexican War; the expansion of slavery was seen by some in the South as a part of life that was necessary for civilization to progress)
- Incorporates relevant information from documents 1, 3, 4, 5, 6, 7, and 8
- Incorporates relevant outside information (the North favored protective tariffs because they protected their manufactured goods from foreign competition; the South resented protective tariffs because they had to buy Northern products, which were often expensive; when the Tariff of 1828 raised tariff rates to over 40 percent; the idea of the compact theory is based on the Virginia and Kentucky Resolutions written by Jefferson and Madison although their version did not have the same meaning; Manifest Destiny meant that the United States would span from “sea to shining sea” and Americans began migrating west; although Polk just wanted the land to the Pacific, it was inevitable that slavery would be debated once a territory was applying for statehood; the Democratic Party was split over the idea of slavery and the Constitutional Union Party was weak; the Republican Party was against the expansion of slavery into the western territories; many Southern states did not include Lincoln’s name on the ballot; before Lincoln was inaugurated, South Carolina seceded followed by all but four slave states)
- Supports the theme with relevant facts, examples, and details (the Southern economy was mostly agricultural and based on slave labor; although cotton was the staple cash crop of the South, cotton exports were less than half of the overall amount of exports; South Carolina nullified the Tariff of 1828 in 1832; South Carolina refused to collect any duties from the tariffs and threatened secession; Lincoln only had the support of the free states)
- Demonstrates a logical and clear plan of organization; includes an introduction that states social, economic, and political differences between the North and South and a conclusion that states war would eventually be the only way to solve the debate over slavery and States rights

Conclusion: Overall, the response fits the criteria for Level 4. The explanation of North-South attitudinal differences regarding the tariff demonstrates a good understanding of that issue and effectively integrates related political considerations. Although impact statements regarding sectional differences are historically accurate, further development and analysis would have enhanced the discussion.

The issue of slavery's place in the union of the United States of America would tear the country apart in the most deadly conflict in American history, resulting in over 600 thousand casualties and millions in damages. Several important factors contributed to the onstart of the Civil War, the most important of which being the southern belief that they needed slaves to work their lands and their fears that the federal government would end slavery. Furthermore, political unease caused by the slavery issue ensured the conflict to come.

Economically speaking, cotton was king in the South especially throughout the early 1800's. The availability of slaves to work the cotton plantations and their cheap labor, in contrast with the high income provided for this raw resource, for southern planter aristocrats made slavery the key to their economic success in the South. With the money they made they bought more slaves and more land to grow more cotton. In contrast, as shown in Document 1a, the industrial North generated their wealth through mass production and mechanical innovation. In the North, slavery was long considered to be impractical and to abolitionists such as William Lloyd Garrison it was a cruel act of mankind. Because of these sectional differences and beliefs, conflict between the North and South often erupted over whether slavery should exist anywhere in the United States. As shown in document 2A, the issue of slavery was a cause for social reformers resulting in a debate over its immorality.

Slavery was considered by some to be an inhumane practice which goes against the Bible. Many abolitionists wanted an immediate end to slavery. This attitude was in contrast to Document 2b which essentially justifies the need for slaves, especially with respect to Virginia because of their need for cheap workers to work the land. Virginia and other Southern states thought they would break under the economic pressure if slavery was abolished as slaves comprise almost half the value of many of these states.

Socially speaking, the presence of the practice of slavery in the South promoted racism towards African Americans, whom the Southerners and many others thought to be inferior. When the idea of freeing the slaves was suggested many southerners were appalled at the thought of living equally with whom they considered to be less civilized and not worthy of constitutional guarantees of liberty. This also spurred Southern protest against the work of abolitionists and Northern politicians who spoke up against the influence of slave power.

Politically speaking, the issue of slavery especially with respect to its practice in the newly acquired western territories caused great debate on the Federal level. As shown in document 3, the need for slaves to work the lands of the west was a serious consideration. It could be politically beneficial for ^{the} Southern slave-based economy. When Missouri and Maine applied for statehood a balance of free and slave states became an issue. Congressional compromise had kept it even until the Compromise of 1850 left it uneven with the admission of

California. Even at a much deeper level, the main political philosophies between north and south clashed amongst each other. As shown in document #7 shows the belief in the sovereignty of the Union by the North versus the sovereignty of the state as believed by those of the South. John Calhoun and other Southern politicians, through their strong anti federal beliefs that began with federal protective tariffs in 1828, suggested their sovereignty belonged to their own individual states. ~~and~~ When Abraham Lincoln was elected president as shown in document 8, completely unrepresentative of the South, Southern politicians simply became more entrenched in the belief that, without clear representation of their opinions at the federal level, the South had the right to secede from the union. With that said, the North and South would go on to wage the most deadly American conflict ever to occur.

Because of secession, the North was willing to fight a war to return the South to the Union.

Anchor Level 4-B

The response:

- Develops the task by discussing differences between the North and the South that eventually led to the Civil War
- Is both descriptive and analytical (one of the most important factors that contributed to the Civil War was the Southern belief that they needed slaves to work their lands and their fears that the federal government would end slavery; political unease caused by slavery ensured that conflict would come; the availability of slaves to work the cotton plantations and their cheap labor in contrast with the high income provided for this raw resource for Southern planter aristocrats made slavery the key to economic success; in the North, slavery was long considered to be impractical; conflict between the North and the South often erupted over whether slavery should exist anywhere in the United States; the issue of slavery was a cause for social reformers resulting in a great debate over its immorality; Virginia and other Southern states thought they would break under the economic pressure if slavery was abolished; the need for slaves to work the land in the West was a serious consideration; Southern politicians became entrenched in the belief that without clear representation of their opinions at the federal level, they had the right to secede)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (to abolitionists such as William Lloyd Garrison, slavery was a cruel act of mankind; the practice of slavery in the South promoted racism towards African Americans when Southerners and many others thought them to be inferior; when the idea of freeing the slaves was suggested, many Southerners were appalled at the thought of living equally with those they considered to be less civilized and not worthy of constitutional guarantees of liberty; Southerners protested against the work of abolitionists and northern politicians who spoke up against the influence of slave power; when Missouri and Maine applied for statehood a balance of free and slave states became an issue; congressional compromise kept the balance of slave and free states even until the Compromise of 1850; John Calhoun and other Southern politicians' strong anti-federal beliefs began with federal protective tariffs in 1828; the South believed Lincoln was completely unrepresentative of the South)
- Supports the theme with relevant facts, examples, and details (cotton was king in the South especially throughout the early 1800s; Virginia justified their need for slaves because of their need for cheap workers; the issue of slavery especially with regard to its practice in the newly acquired western territories caused great debate on the federal level; political philosophies clashed between the North's belief in sovereignty of the Union and the South's belief in sovereignty of the states)
- Demonstrates a logical and clear plan of organization; includes an introduction that identifies slavery as the issue that would tear the country apart and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Identification of slavery as the key factor causing the Civil War is supported by thoughtful document interpretation and historical linkage throughout the discussion. Further development of the stated economic, social, and political factors would have enhanced the discussion.

The statement, "All men are created equal" was challenged with the development of Southern agricultural economic development based upon slavery. While there were other economic and social causes of the Civil War, the question of slavery most certainly started the fire burning.

Compromise is often seen as the way to solve issues between two sides - Clay's Compromise of 1850 sought to do just that by attempting to solve the problem of slavery in the territory acquired in the Treaty of Guadalupe-Hidalgo. While this seemed to be a wise route, it only delayed the inevitable question from being answered concerning whether or not slavery would continue.

Because the economic engines of the North & South were different, this led to different social & economic systems. The North, with its manufacturing, rails and population centers, thrived without slavery, therefore not seeing a need for it. In contrast, the South, whose economy, as shown in the graph, was based on cotton. Plantations largely drove the South's economy, leaving them reliant on cash crops. To make this venture profitable, slavery was the clear answer for Southerners (~~that they~~ ~~and~~ ~~abolitionists~~). Thus, they saw an absolute need for slavery to exist. They could not conceive of producing without slaves in the equation.

These factors of economic and social differences continued to grow. Religious leaders in ^{their} ~~these~~ sermons called for an immoral practice to be brought to an end, as did abolitionists in their newspapers and their travels. Although John Calhoun ^{Calhoun} had earlier supported a protective tariff, tariffs were passed in 1828 and 1832 that he opposed. He decided that tariffs were only good for the Northern economy. He saw the growing power of the federal government and feared the

future of slavery from federal interference.

The differences expanded as the nation looked to expand its territory, with each state that was added to the Union, the slavery question was there, challenging sectional thinking and leading to more tension, hatred and differences between each side. The War of Mexico resulted in tensions over slavery and statehood that required a compromise. Nothing was able to put down the slavery question.

While reading books such as "Uncle Tom's Cabin", Northern society increasingly began to question slavery from a moral standpoint, and feelings became more deeply entrenched. Many in the North, not needing to rely on slaves, saw slavery as a morally corrupt, inhumane concept of Southern living. The South, reliant on slaves, could see no other way. Attempts at compromise, delay, and posturing could only do so much.

As all else failed, so did the work to avoid Civil War. While Fort Sumter started the war, many societal, economic and political events surrounding slavery in the 1800s built the bridge to war. In fact, the election of 1860 showed in stark contrast just how separate our nation had grown, based on the different views of slavery. Lincoln himself looked toward the eventual demise of slavery, having his first priority the preservation of the Union. He knew slavery must end, but knew that the North had to first keep the Union intact. With that question still in the balance, he proposed the Emancipation Proclamation, which helped lay the groundwork for slavery's demise.

Taken as a whole, the differences between the North & South were many, rooted in years of differing economic systems that led to cultures and societal expectations that were

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

sectional in themselves. Driven home by political and religious strife, it seems there was no other choice than war.

Anchor Level 4-C

The response:

- Develops the task by discussing differences between the North and the South that eventually led to the Civil War
- Is both descriptive and analytical (while there were other economic and social causes of the Civil War, the question of slavery certainly started the fire burning; the Compromise of 1850 only delayed the inevitable question concerning whether or not slavery would continue; the North with its manufacturing, rails, and population centers thrived without slavery; with each state that was added to the Union, the slavery question was there challenging sectional thinking and leading to more tension, hatred, and differences between the two sides; the North saw slavery as a morally corrupt, inhumane concept of Southern living; attempts at compromise, delay, and posturing could only do so much; the election of 1860 showed in stark contrast just how separate our nation had grown based on the views of slavery)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 8
- Incorporates relevant outside information (Clay's Compromise of 1850 attempted to solve the problem of slavery in the territory acquired in the Treaty of Guadalupe-Hidalgo; plantations largely drove the South's economy leaving them reliant on cash crops; religious leaders in their sermons called for an immoral practice to be brought to an end as did abolitionists in their newspapers and travels; although John Calhoun had earlier supported a protective tariff, tariffs were passed in 1828 and 1832 that he opposed because he decided that they were only good for the Northern economy; Calhoun saw the growing power of the federal government; while reading books such as *Uncle Tom's Cabin*, Northern society increasingly began to question slavery from a moral standpoint; Lincoln looked toward the eventual demise of slavery, having his first priority the preservation of the Union)
- Supports the theme with relevant facts, examples, and details (the South's economy was based on cotton; the war with Mexico resulted in tensions over slavery and statehood that required a compromise)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes the challenge the development of the Southern economy based on slavery made to the statement "all men are created equal" and a conclusion that refers to the differing economic systems leading to different cultural and societal expectations in the North and South

Conclusion: Overall, the response fits the criteria for Level 4. Establishing that compromise only delayed the inevitable provides the backdrop for an evaluation of North-South differences that utilizes outside information to interpret document information. A degree of repetitiveness is offset by analytical conclusions about slavery that demonstrate its importance as a factor in causing the Civil War.

The northern and southern states had different geographical features and resources that led to different economies. The north where streams were abundant and soil less fertile developed a manufacturing based economy while the south stayed largely agrarian. The northern factories employed paid workers while in the south, slavery was used. This and other differences in the economy, politics, and society eventually led to the Civil War.

The economy as stated before was different in the north and south. The north produced many finished products in its manufacturing based economy which began to expand after the War of 1812. Factories began in New England and spread through the North. A growing urban population meant plenty of workers and markets for finished products. The south was mainly agrarian, producing raw materials to send to factories in the north and abroad (Doc 1a). The north had far more rail lines linking it with the west. Dependency on the south for raw materials and markets was weakened as the East-West relationship strengthened (Doc 1c). The north, in order to preserve the domestic manufacturing business, favored tariffs on foreign products which argued the south (Doc 6).

The tariff made manufactured goods more expensive to buy. The south had employed slavery to work the fields of its largely agrarian economy. In the early 1790s slavery was not as profitable as it would become after the invention of

the cotton gin. Many would not part with slavery as it would be a heavy economic blow to the south. Planters bought more slaves and slaves were expensive investments. Many believed that without slavery, the agrarian system which used them for support would become unprofitable (Doc 2b). The north used a system of paid labor while the south did not. This incompatibility in economic systems would come to clash in the period before the Civil War.

There were individuals and groups in the north that saw slavery as an evil that should be eliminated as quickly as possible. (Doc 2a) Some were more aggressive than others in expressing their sentiment such as John Brown and his failed rebellions. Planters and aristocrats in the south on the other hand believed slavery to be necessary for civilization and used the justification that it freed whites from labor to study the classics and invent devices and new ideas. (Doc 3) The north increasingly saw slavery as immoral bondage while the south saw it as beneficial for the enslaved since they were better off than what they termed "wage slavery" that existed in the north's factories. This division contributed to the start of the Civil War as the South became more uncertain about the future of slavery.

The north and south were split on politics as the 1860 election will show. (Doc 8) Both the north and the south wanted to gain more power in Congress by extending their free and slave territories westward. Both the Compromise of 1850 and the Kansas-Nebraska Act ended up using popular sovereignty to solve the territorial statehood issues. With more states in the west becoming free states the south began to feel boxed in and outnumbered in Congress. Some southerners held the idea that the states could secede or that the Union was a voluntary union that states could break off when they wanted to. The northern idea was the opposite or that breaking off was not a choice offered by the constitution. When the south broke away the Civil War began.

The differences in northern and southern political, economic, and societal views were different from each other. These views took opposing stances some of which were reconcilable while others were incompatible. These differences led to the Civil War.

Anchor Level 3-A

The response:

- Develops the task with some depth
- Is both descriptive and analytical (northern factories employed paid workers while slavery was used in the South; dependency on the South for raw materials and markets was weakened as the East-West relationship strengthened; the North, in order to preserve domestic manufacturing, favored tariffs which angered the South; slaves were expensive investments and many believed that without slavery the agrarian system would become unprofitable; planter aristocrats believed slavery to be necessary for civilization and used the justification that it freed whites from labor to study the classics and invent devices and new ideas; the North increasingly saw slavery as immoral bondage while the South saw it as beneficial; both the North and the South wanted to gain more power in Congress by extending free and slave territories westward; some Southerners had the idea that states could secede because the Union was a voluntary union)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates relevant outside information (manufacturing economy began to expand after the War of 1812; factories began in New England and spread through the North; in the early 1790s, slavery was not as profitable as it would become after the invention of the cotton gin; some antislavery individuals were more aggressive than others such as John Brown in his failed rebellions; Southerners saw slaves as better off than what they termed “wage slavery” that existed in the North’s factories; in the Compromise of 1850 and the Kansas Nebraska Act, Congress ended up using popular sovereignty to solve territorial statehood issues; with more states in the West becoming free states, the South began to feel boxed in and outnumbered in Congress)
- Includes some relevant facts, examples, and details (the North developed manufacturing while the South stayed largely agrarian; the South produced raw materials to send to factories in the North and abroad; the North had far more rail lines linking it with the West; individuals and groups in the North saw slavery as an evil that should be eliminated; the North believed that breaking off was not a choice offered by the Constitution; when the South broke away, the Civil War began)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses how different geographical features and resources led to different economies, politics, and society and a conclusion that states some differences were reconcilable and others were not

Conclusion: Overall, the response fits the criteria for Level 3. Some analytical statements and historical references indicate a good understanding of North-South economic differences. While the discussion of the extension of slavery into the territories includes valid points, its focus is narrow and segues into a superficial coverage of the States rights debate.

The Civil War was the result of ongoing disputes and opposing opinions between northern and southern states in the 19th century. The North and South were already on diverging paths when the civil war erupted due to economic, social and political tensions. These tensions were caused by conflicting views and problems that had continually been pushed aside and avoided in hope that they may resolve themselves. Slavery, although not the only cause of the war, was a major reason why the South seceded and greatly influenced all aspects of the tensions between the North and South. Dissatisfaction and alternative views lead to the South seceding and the will of the North to keep the Union intact caused military action to be taken against the south, in effect the Civil War began.

Slavery was the focal point for American disagreement in the 1800's and it affected the country economically. The Southern states were slave states and

Northern states were not as shown by document 1a. Also shown is that the North made most of their income from manufacturing or at least a great deal more than the South. This economic disparity lead to conflict, as Northern States had little economic interest with slavery and they were able to gradually ~~dismiss~~^{dismiss} it by the early 1800s without it becoming a national issue. However, the cotton gin led to Southern states invest^{ing}~~ing~~ large portions of their economy in slavery as shown by document 3. For example half of Virginia's worth was devoted to slavery so to take this practice away would mean some serious changes to their economy and to much of the Southern economy.

Another economic issue was whether or not new western territories would have slave labor or free labor. The intense disagreement between Northern and Southern states on this issue lead to greater friction between the ^{two} regions.

As shown by document 5 this disagreement was attempted to be solved by proposals after the Mexican-American War but neither side was entirely satisfied with the outcome of the Compromise of 1850. Northerners did not want to obey the Fugitive Slave Law. Popular sovereignty under the Kansas-Nebraska Act of 1854 led most of the western territories to be free. Economically the North and South had little in common and this caused political conflict between the two.

Politically the North and South were becoming more divergent by 1860. Northern Republican ideals called for the containment of slavery in the South while the South thought that might mean slavery would be abolished. As shown by document 8 the North and South were in disagreement over political leaders and ~~were~~ where they stood on that issue as well. As soon as Abraham Lincoln was elected as President Southern leaders felt he would strive to abolish slavery, although he never actually said this was his plan previously. This

fear among others lead them to their eventual decision to secede and as shown by document 7 many in the South believed this was perfectly justified. However many Northerners believed in the preservation of the Union and therefore Lincoln believed the North must try to ensure this as a constitutional obligation if nothing else. These differing ^{political} opinions among many more eventually would lead to the civil war.

The North and South in regards to their economic and political opinions differed socially as well. As shown by document 2a many in the Abolitionist Movement were able to effectively condemn slavery as an abominable act that was unjust and immoral. This opinion was greatly opposed in the South and some even attempted to justify it through religion. The South also believed it was their right to decide for themselves whether they could have slavery or not. Social opinions about slavery strongly correlated with either sides political views and economic interests. The North and

South's opposing social opinions lead to the great disparity between the two regions. Finally the South decided they would be better off having a country of their own.

Social, economic, and political issues lead to diverging opinions ultimately resulting in the Civil War. The Southern secession was caused by disagreements with the Federal government, and the war began when the North made efforts to preserve the Union. Tensions caused by disagreements on a number of topics including slavery and the interpretation of the constitution resulted in the overall opposing sides of the war.

Anchor Level 3-B

The response:

- Develops the task with some depth
- Is both descriptive and analytical (slavery, although not the only cause of the war, was a major reason the South seceded and greatly influenced all aspects of the tensions between the North and the South; slavery was the focal point for American disagreement in the 1800s and it affected the country economically; the North made most of their income from manufacturing; to take away the practice of slavery from Virginians would mean serious changes to their economy and to much of the Southern economy; neither side was entirely satisfied with the Compromise of 1850; many in the abolitionist movement were able to effectively condemn slavery as an abominable act that was unjust and immoral; some Southerners attempted to justify slavery through religion; the South believed it was their right to decide for themselves whether or not they could have slavery)
- Incorporates some relevant information from documents 1, 2, 3, 5, 7, and 8
- Incorporates relevant outside information (the cotton gin led to Southern states investing large portions of their economy in slavery; Northerners did not want to obey the Fugitive Slave Law; popular sovereignty under the Kansas-Nebraska Act led most of the western territories to be free; Northern Republican ideals called for the containment of slavery in the South while the South thought that might mean slavery would be abolished; although Lincoln never previously said this was his plan; the fear that he would abolish slavery led the South to the decision to secede; Lincoln believed the North must try to ensure preservation of the Union as a constitutional obligation)
- Includes some relevant facts, examples, and details (the Southern states were slave states and Northern states were not; half of Virginia's worth was devoted to slavery; an economic issue was whether or not new western territories would have slave labor or free labor; the North and South were in disagreement over political leaders)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss the general reasons for Southern secession and the reason for the Northern reaction to secession

Conclusion: Overall, the response fits the criteria for Level 3. The discussion about North-South economic differences relies on document information and summative statements to conclude that economics caused political and social conflict between the two sections.

In the 1800's, America was defined by the rapidly growing differences between the North and the South. The North was prospering from its industrial growth and the South was leading a mostly agricultural lifestyle. Because of these differing economic roads, there were many differences of opinion between the North and South. Furthermore, the issue of slavery became a prominent burden on the nation.

The North's bustling industrial cities were often the centers of its economy. As factories developed, cities tended to grow exponentially as many swarmed to the cities looking to work in the factories. As industries expanded, more goods were being made and technology perfected. With technologic advances and investments, roads and railroads grew more extensive through the North and by 1860, the North had a wide web of transportation routes. The development of many railroads was a key component to the North's economic success and victory in a Civil War caused in part by sectional economic differences.

The South had developed a reliance on its major cash crop, cotton, to become prosperous. Cotton was grown and shipped to the North to be processed into clothing and other accessories. Both the North and the South profited from cotton plantations. In order to tend to their vast plains

of cotton, planters' demand for slaves was higher than ever. In Virginia, investments were made in slaves, not in manufacturing or transportation. Through the selling and owning of slaves, Southerners were able to make a nice profit from their economy based on slavery. That is why as the North and South grew further apart, the South became threatened by the North's anti-slavery views.

The issue of slavery became more intense as America began expanding westward and acquiring new territories. In the Compromise of 1820, Congress set up the 36°30' line in order to geographically establish the "free states" and the "slave states." All states below the 36°30' line were the "slave states" along with Missouri. This compromise temporarily settled an argument between the North and the South over slavery in the territories. But as new territories were gained through the Mexican-American War, as seen in Document 4, the issue of slavery expansion is raised again. Although the ~~issue~~^{dispute} was thought to be quenched in the Compromise of 1850, the proposal for popular sovereignty in the Kansas-Nebraska Act led to events such as "Bleeding Kansas," which did not help matters.

It is because of the economic and political differences that lead the North and South to drift their own ways.

With the election of Abraham Lincoln, seen on document 8, the Union was divided as Southern states began to seced.

Anchor Level 3-C

The response:

- Develops the task with some depth
- Is more descriptive than analytical (in the 1800s, the North was prospering from its industrial growth and the South was leading a mostly agricultural lifestyle; the development of many railroads was a key component to the North's economic success; both the North and the South profited from cotton plantations; in Virginia, investments were made in slaves not in manufacturing or transportation; the South became threatened by the North's antislavery views; the issue of slavery became more intense as America began expanding westward and acquiring new territories); includes faulty application (as factories developed, cities tended to grow exponentially as many swarmed to them looking for work in the factories)
- Incorporates some relevant information from documents 1, 2, 4, 5, and 8
- Incorporates relevant outside information (cotton was grown and shipped to the North to be processed into clothing and other accessories; in the Compromise of 1820, Congress set up the 36°30' line to geographically establish the free states and the slave states; the Compromise of 1820 temporarily settled an argument between the North and the South over slavery in the territories; proposal for popular sovereignty in the Kansas-Nebraska Act led to events such as "Bleeding Kansas")
- Includes some relevant facts, examples, and details (the South had developed a reliance on its major cash crop, cotton; new territories were gained through the Mexican-American War); includes an inaccuracy (all states below the 36°30' line were the slave states)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Document information supported by outside historical references effectively links North-South economic differences to Southern insecurities regarding slavery. Although a chronological understanding about the issue of slavery in the territories is demonstrated, additional supporting facts and details would have strengthened the discussion.

In the period between 1800 and 1860 there were many differences among the people of the United States. These differences came from ~~A~~ opinions based on the economy and politics. Often these opinions were widely shared based on geographic location, or sectionalism. The differences between the North and South, ranging from the economy to politics, aided in the start of the Civil War.

The major difference between the North and South was the institution of slavery. Slavery was the thread that ran through most of the differences, including the economy. As shown in document 1a, the North mainly relied on manufacturing. This was because it was more industrialized and had much more factories. The South, on the other hand, was more rural and depended on manual labor. Its main source of income was cotton, shown in document 1b, and made up almost half of the total exports in the United States. This difference in economy led to opposing views on the issue of slavery. If slavery was removed from the South it would suffer economically because it was not far in industrialization. As stated by Thomas R. Dew, "slavery" gave value to the ~~sat~~ and her economy" (of Virginia). Slavery was necessary for the South's economy and was forced to continue much longer with the invention of the cotton gin.

Slavery not only had its influence in the economy, but also in politics. The North and South had opposing views because the South wanted more states rights to protect slavery while the North wanted a stronger federal government. As stated in Document 7 the South favored states rights because states could choose rules on their own since they were part of the Union by choice.

Also the North favored a more collective unit, also stated in document 7, so that the federal government would have more power. Document 8 also shows the different views in politics. The North solidly favored Republican Abraham Lincoln in the 1860 election while the South supported the Southern democratic candidate John C. Breckinridge. Also, the North and South disagreed on slavery in states entering the Union, this led to the Compromise of 1850. Henry Clay created this compromise so both sides would be pleased.

As stated in Document 6 the slave trade would end in the District of Columbia for the North and while the fugitive slave law would be strengthened for the South. It was a way to temporarily resolve the issue without coming to a definite decision.

The time period from 1820 to 1860 was a period of great division. The North and the South

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

disagreed on many topics, two of the most obvious were in the economy and politics. The North favored manufacturing while the south favored farming. Also the North wanted a strong federal government while the South wanted more states rights. The governments inability to solve the issue of slavery which caused disagreements on other topics led to the Civil War.

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

- Minimally develops the task
- Is primarily descriptive (a major difference between the North and the South was the institution of slavery; cotton made up almost half of the total exports in the United States; if slavery was removed, the South would suffer economically because it was not far in industrialization; the South wanted more States rights to protect slavery while the North wanted a stronger federal government; the South favored States rights because states could choose rules on their own since they were part of the Union by choice; the North favored a more collective unit so that the federal government would have more power; the North and South disagreed on slavery in states entering the Union which led to the Compromise of 1850; the Compromise of 1850 was a way to temporarily resolve the slavery issue without coming to a definite decision)
- Incorporates limited relevant information from documents 1, 2, 5, 7, and 8
- Presents little relevant outside information (the North had more factories; the South was more rural and depended on manual labor; slavery was forced to continue much longer with the invention of the cotton gin)
- Includes few relevant facts, examples, and details (the South's main source of income was cotton; slavery gave value to the soil and economy of Virginia; the North solidly favored Republican Lincoln in the 1860 election while the South supported Democratic candidate Breckinridge; Henry Clay created the Compromise of 1850)
- Demonstrates a general plan of organization; includes an introduction that states differences were based on geographic location or sectionalism and a conclusion that repeats information contained in the body of the response

Conclusion: Overall, the response fits the criteria for Level 2. Recognition of the cotton gin's impact on the Southern economy and the connection of slavery to the Southern States rights position are good conceptual understandings. However, Northern points of view are not well developed, and the placement of the election of 1860 before the discussion of the Compromise of 1850 is chronologically inaccurate. This response relies heavily on the documents, which limits its development.

There were many issues between the North and South concerning their ~~differences in politics~~ ~~social~~ political, economic, and social differences. These differences in opinion ^{in many matters} eventually led to a violent solution, the Civil War.

A main difference between these two sections of the United States was in ~~the~~ their economies. The North was an ^(document 14) industry based manufacturing economy, while the Southern economy relied more on agriculture. Cotton was the main source of income for many Southern families. Large plantations would grow, harvest, and ^(document 15) eventually export this. ~~The~~ The South had the perfect climate and rich soil to do this. The North on the other hand did not. Its rocky soil and harsh winters did not make it an ^{acceptable} ~~area~~ area for agriculture. Instead it turned to ~~industry~~ industry. ~~With big factories it made its living.~~ It made a living with big factories.

Because of the North's focus on industry it did not need the labor of slaves, although the South did. When the abolition movement came about it made most Southerners quite upset. Without slaves the Southern economy would take a major blow. In Virginia slaves made up approximately one half of its total

worth (document 2b). This created a political divide.

Abolitionists in the ~~the~~ north declared that slavery was contrary to the first principles of religion, morality, and humanity. (doc. 2a.) This political divide was evident in the election of 1860. The North voted for the Republican Abraham Lincoln while the South voted for the Southern Democratic John C. Breckinridge. (doc. 8) Another issue that added to this split of the country was the balance of power. Northerners felt that ~~the~~ Federal authority should be top ranking, but contrary to this Southerners ~~the~~ thought that states should be ~~the~~ in control. ~~the~~ (doc. 7) ~~the~~ The main argument of the ~~the~~ North was that sovereignty was a unit that could not be divided. (doc. 7)

All of these examples given caused a ~~a~~ lot of tension between the two sections of the United States. The strain that these problems put on relations between the North and the South eventually became too great and the country snapped. When ~~the~~ neither side would give in at the least it escalated into one of the

bloodiest wars the country has even been through, The Civil War.

Anchor Level 2-B

The response:

- Minimally develops the task
- Is primarily descriptive (because of the North's focus on industry, it did not need the labor of slaves; when the abolition movement came about it made most Southerners quite upset; without slaves, the Southern economy would take a major blow; abolitionists in the North declared that slavery was contrary to the first principles of religion, morality, and humanity); includes faulty and weak application (the North's rocky soil and harsh winters did not make it an acceptable area for agriculture; the North made a living with big factories)
- Incorporates limited relevant information from documents 1, 2, 7, and 8
- Presents little relevant outside information (cotton was the main source of income for many Southern families; large plantations would grow, harvest, and eventually export cotton; the South had the perfect climate and rich soil to grow cotton; the issue of balance of power added to the split in the country)
- Includes few relevant facts, examples, and details (in Virginia, slaves made up approximately one half of its total worth; in the election of 1860, the North voted for Republican Lincoln while the South voted for Southern Democrat Breckinridge)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the strain on relations between the North and the South escalated into war

Conclusion: Overall, the response fits the criteria for Level 2. A few historical and geographical references support the brief discussion of North-South economic differences. However, in this document-reliant response, the linkage between the abolitionist movement and political differences is not clear, and political issues are stated without explanation.

The economic, political, and social differences between the North and the South in the nineteenth century ~~they~~ laid the groundwork for the Civil War. These differences created much dissidence in the United States, and it took a long and bloody battle to preserve the Union.

In the 1800s, the Northern economy developed with its industrial growth. The Northern soil was never quite as fertile as that of the South, and from early on the North grew dependent on trade while the South maintained its agricultural prestige. While factories and cities emerged in the North, the South continued to follow a very traditional life. In the map titled "Major Railroads, 1860" (Doc. 1c) we can see how railroads played a much bigger role in the industrial North than in the traditional South. In Document 3, historian Eric Foner explains the South's emphasis on tradition ~~and~~ ~~and~~ ~~and~~ : "Slavery freed the upper class... and therefore gave them the time and the

intellectual ability to ~~develop~~—devote themselves to the arts and literature... So... slavery itself... made the progress of civilization possible...".

The South was very dependent on slave labor, and the large plantations of the South ~~and~~ could not run without slaves. Meanwhile, the North had no necessity for slaves—Northern citizens were generally working class members living in urban areas, where jobs were plentiful. Document 1a shows us that the Northern states were free states that ~~made~~ ^{gained} generous profits from manufacturing, while the South was made up of ~~the~~ slave states that did not depend on manufacturing as much. Document 2b explains that ~~"It is, in truth, the slave labor in Virginia which gives value to the soil and to her economy."~~ Document 1b shows the value of cotton exports; ~~from~~ we can see how important cotton was to the South.

In conclusion, the many differences between the North and South eventually led to the Civil War. If not for the Civil War, it is very likely that the Union would not have been preserved due to these differences.

Anchor Level 2-C

The response:

- Minimally develops the task
- Is primarily descriptive (in the 1800s, the Northern economy developed with its industrial growth; the South was very dependent on slave labor and the large plantations of the South could not run without slaves; slave labor in Virginia gave value to the soil and her economy; cotton was important to the South; the North gained generous profits from manufacturing; the South did not depend on manufacturing as much as the North)
- Incorporates limited relevant information from documents 1, 2, and 3
- Presents little relevant outside information (from early on the North grew dependent on trade while the South maintained its agricultural prestige; factories and cities emerged in the North while the South continued to follow a very traditional life)
- Includes few relevant facts, examples, and details (railroads played a much bigger role in the North; Northern states were free states; the South was made up of slave states); includes an inaccuracy (Northern citizens were generally working class members living in urban areas where jobs were plentiful)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state differences created much dissidence in the United States and led to the Civil War

Conclusion: Overall, the response fits the criteria for Level 2. The predominance of a literal interpretation of the documents and the inclusion of direct quotations from the documents weaken the effort. However, a minimal understanding of the task is demonstrated.

Between 1800 and 1860, economic, social, and political factors led to the development of sectional differences between the North and the South. Many of these differences led to the Civil War.

One economic ^{difference} ~~difference~~ that led to the Civil War was that the north had a lot higher value in manufacturing than the south did. The north also had more major railroads than the south did. This was found in Document 1.

~~One~~ Some social differences led to the Civil War. The American Anti-Slavery Society ~~thought that slavery~~ ^{opposed slavery} because it was contrary to the first principles of religion, morality, and humanity. ~~as~~ This was found in Document 2.

Lastly some political factors led to the Civil War. The high protective tariff of 1828 was disliked by Southerners so they had it reduced in 1832. South Carolina ~~was~~ still argued that an individual state, as a party ~~to~~ to the original compact that created the Union had the right to declare null and void within its borders a federal law.

that the state declared unconstitutional. The North then voted additional powers to enforce collection of the revenues. This was found in Document 10. In Document 11, The North and the South then had another difference regarding the Union created under the Constitution. The North thought that sovereignty was a unit and could not be divided, while the South thought that the states gained their independence, their freedom, and their sovereignty from the mother country, as found in Document 7. Lastly, the election of 1860 led to the civil war because the North wanted Abraham Lincoln for president while the South wanted John C. Breckinridge. This was found in Document 8.

All of these differences led to the civil war as shown above.

Anchor Level 1-A

The response:

- Minimally develops the task by mentioning differences between the North and the South
- Is descriptive (the North had much higher value in manufacturing than the South; the American Antislavery Society opposed slavery because it was contrary to the principles of religion, morality, and humanity; the North thought sovereignty was a unit and could not be divided; the South thought states gained their independence, their freedom, and their sovereignty from the mother country)
- Includes minimal information from documents 1, 2, 6, 7, and 8
- Presents no relevant outside information
- Includes relevant facts, examples, and details (the North had more major railroads than the South; South Carolina argued that an individual state had the right to declare a federal law null and void within its borders; the North voted additional powers to enforce collection of revenues; in the election of 1860, the North wanted Lincoln for president while the South wanted Breckinridge)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Economic differences between the North and South are not explained and only an abolitionist viewpoint of slavery is stated as a social difference. However, some relevant information is selected from the documents to link major political differences between the North and South.

Between 1800 and 1860, economic, social and political factors contributed to the development of sectional differences between the North and the South. Some of these differences included how best to expand the United States economy, the extension of slavery into the territories and the relationship between the states and the federal government. These differences laid the groundwork for the Civil War. There are two main differences between the North and South that eventually led to the Civil War which are economic and social differences.

A big difference was the economy between the North and the South. The North had more factories and manufactured goods, while the South was still agricultural. As seen in Document 1a the free states, North made so much more money than the slave states, South. In document 1b we can see that the South only has one major export which is cotton. Also in the South slaves were their source of economy as well. They would trade and sell their slaves. In document 2b Virginia had many slaves for profit and also ones that valued and worked on the fields to increase their economy.

The North and South were also different socially. The North opposed slavery and ^{majority of the} ~~the~~ South was for slavery. Many people were abolitionist who were against slavery. Shaun is document 2a there was an anti-slavery society that saw slavery as horror immoral and against humanity. Southerners feel as if slaves are essential to living according to document 3, where southerners support the idea to have slaves in the new territories. Also in document 5 there are proposals that favor either the North and South about slavery.

There were many differences between the North and South such as ~~at~~ the economy and social living. These factors caused disagreements which caused the Civil War.

Anchor Level 1-B

The response:

- Minimally develops the task by mentioning differences between the North and the South
- Is descriptive (the South would trade and sell their slaves; Southerners felt slaves were essential to living); lacks understanding and application (the free states in the North made more money than the slave states in the South; Virginia had many slaves for profit and also ones that valued and worked on the fields to increase their economy); misinterprets document 1 (the South had only one major export which was cotton)
- Includes minimal information from documents 1, 2, and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (the North had more factories and manufactured goods, while the South was still agricultural; an antislavery society saw slavery as immoral and against humanity; Southerners supported the idea to have slaves in the new territories)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although some economic differences are identified, some vague statements are made using document information. A limited understanding of North-South attitudes about slavery is demonstrated by brief statements that are not directly linked to the Civil War.

Since the constitutional convention of 1787, opposing ideologies have plagued US politics, starting with the Federalists vs. Antifederalists over ratification of the constitution. At the same time compromises, such as the 3/5 and great compromise were implemented to mend differences. Yet compromise can sometimes only last so long. Between 1800 and 1860 sectional differences such as economic, political, and social differences created schisms in the union and required more compromises that didn't last and ultimately lead to the civil war. Northern industry prospered while the south's economy relied on cotton and therefore slavery. Manifest destiny and state's rights also divided the union in 2 to ignite the civil war.

The northern economy was opposite from the south's economy from 1800 to 1860. Northern industry was supposedly favored by congress due to protective tariffs, a national bank, and Henry Clay's American System which encouraged the building of roads and canals to connect the different sections of the country. However, most internal improvements including most railroads were concentrated in the northern states (Doc 6). This helped northern industry prosper (Doc 6). In the

South "King Cotton" prevailed and became the south's most important export. The Southern economy depended on slavery. In Virginia slavery in 1830 consisted for approximately \$94,000,000 of its wealth, so the depletion of slavery would ruin Virginia, as it would the rest of the Southern economy. (Doc 2b) Hinton Helper's "Impending crisis of the south" opposed the Southern viewpoint that slaves were better off than "Northern factory Slaves" and concluded slavery actually hurt the poor whites of the South, who didn't own slaves the most and slowed the growth of the whole region.

Political differences were also a cause of the civil war due to manifest destiny and the Mexican war, all motives to acquire new land. Northerners who were concerned about slavery believed the Mexican war had its origins in the desire to expand slavery into the southwest and California while some Southerners believed promoting slavery in the newly acquired territories freed the upperclass from manual monotonous labor and allowed them more time for elite economic activity (Doc 3 & Doc 4). However Frederick Jackson Turner's safety value theory in his "Frontier Thesis", states the west abolished class differences that were prevalent in the urban cities.

of the North. after the mexican war the arguments over slavery in the territories became more heated.

Henry Clay's compromise of 1850 made concessions to both the north and south by banning the slave trade in D.C., for the north, and enforcing a stricter fugitive slave law for the South (Doc 5). Appeasing both the North and the South could also be seen earlier with the tariff issue. "The Tariff of Abominations" highlighted the difference between Southern State's rights and the North's priority of ^{preserving} ~~presenting~~ the union. South Carolina declared the Tariffs of 1828 and 1832 unconstitutional and "null and void", therefore they wouldn't have to pay the Tariff (Doc. 6). President Jackson responded to nullification by asking congress to pass the Force Bill which allowed federal troops to enforce the tariff. He also asked for the tariff of 1833 which appeased both sides. This settled sectional differences, only temporarily since the threat of succession would linger until the Civil war. Lincoln could even be considered a sectional president since his republican platform opposed the extension of slavery into new territory and Lincoln didn't win any Southern States. (Doc 8)

Social differences between the north and the South boiled down to the morality of slavery (Doc 2a). Northern

abolitionists believed slavery violated ethical principles while the South believed it was a "necessary evil".

Radical events such as "Bleeding Kansas" in 1856 and the Sumner-Brooks Affair highlighted the violence associated with varying ideologies of the North and South. Charles Sumner was even beat over the head with a cane for verbally attacking the South and its slavery. The South however excused slavery on the basis that its practice was stated in the Bible.

By 1860 compromise was no longer possible between the North and South. Opposing view points on political, economic, and social differences could not be appeased since the South would not deny their state rights while the North wished to preserve the union. As Lincoln stated "A house divided cannot stand", and therefore, the civil war erupted.

Between 1800 and 1860, many political, social, and economic differences between the North and the South contributed to the Civil War. The most well-known cause of the Civil War is slavery; but slavery had many facets that the North and South disagreed on. These controversial facets were the reasons the United States became divided.

Slavery originally started when the United States, as a whole, was agriculturally based. As time progressed, however, the North became more urban and industrial. The differences were clear; the North had more major railroads and a higher value of manufacturing than the South (doc. 1a; doc. 1c). The South's economy still relied heavily upon agriculture and slavery. Half of Virginia's overall value as a state was rooted in slavery (doc. 2b). If slavery was abolished, the North would remain prosperous, but the South's economy might crumble, and they would lose their investments, have to pay their workers, and have to find a new way to make up for lost profit.

As slavery continued, both the North and the South expressed their passionate feelings regarding the issue. In the North, abolitionist papers like The North Star were printed and African American leaders like

Frederick Douglass spoke out against slavery. The American Anti-Slavery Society spread the idea that slavery was contrary to the first principles of religion, morality, and humanity (doc. 2A). The South, on the other hand, resented how they were being portrayed by "strangers" who had never lived in the South like Harriet Beecher Stowe who wrote Uncle Tom's Cabin. Slave owners claimed that without slavery, intellectual minds would not have the time to develop their arts, literature, mechanical advantages, and inventions (doc. 3). They also claimed that since their slaves were provided for into old age they were better off than Northern factory workers. These differences in opinions fueled the fire that only further separated the North and the South.

Slavery also came with a whole web of political issues. While many compromises were drawn up, none took care of the issue at hand. The Missouri Compromise which stated that all new states being added below $36^{\circ}30'$ line would be slave states and all added above would be free. This compromise did not hold. Henry Clay proposed many solutions in the Compromise of 1850 that benefitted both the North and the South (doc. 5) in an attempt to keep the Union together over slavery in the West. This also failed over time as each side found ideas in the Compromise that they didn't like.

Abraham Lincoln being elected president, however, was the biggest political factor. Because all of his supporters, or at least the majority, were living in the North, Lincoln was considered a sectional president representing the sectional Republican party (doc. 8). The political views of President Lincoln did not follow the views of the South which led to disputes concerning the role of the Federal Government and States rights issues. While the North believed the Federal Government was important for national unity, the South wanted it out of their business and wanted to leave the Union, which they did (doc. 7).

These developing economic, social, and political issues were what ultimately led to the division of the North and the South and the inevitable Civil War.

Many ~~sect~~ sectional differences caused the northern and southern states to start a Civil War.

Many of the differences between the northern and southern states were caused by the debate over slavery. Northern states whose economies were dominated by manufacturing felt that slavery was morally wrong and they also thought that it should be abolished. Southerners thought that while it might not be right, it was beneficial to their economies. They felt that there could not be civilization without slavery. They were also in support of the fugitive slave act which ~~also~~ forced the northern states to return any run-away slaves to the south or pay heavy fines.

Another issue they ~~to~~ had was the issue of States Rights.

Many ~~South~~ Southerners believed that any powers not specifically given to the federal government were reserved for the states. They also thought that being a member of the union was a choice and therefore if the federal government did something the state governments didn't agree with they had the right to secede.

These and many other issues contributed to the beginning of the civil war.

Between 1800 and 1860, economic, social, ~~and~~ ^{and} ~~political~~ factors contributed to the development of sectional differences between the North and the South. Some of these differences included how best to expand the United States economy, the extension of slavery into the territories, and the relationship between the states and the federal government. These differences laid the groundwork for the civil war.

Economically, the North was very different from the South. One major difference was source of income. The North manufactured goods, and relied on trade while the South produced crops and sold them across the world. This caused a large dispute over tariffs. The North wanted high tariffs, but high tariffs would hurt Southern exports, even ~~low~~ ^{high} ~~being~~ cotton (Doc 1B). If the tariffs were lowered, Northern factories would be hurt by foreign competitive prices. This debate raged on as the North was by far the leaders in manufacturing (Doc 1A). Another economic difference was industry. The North which was much more industrial, had almost all the railroads (1C). The North and the South had several economic

differences that would inevitably lead the the civil war.

While the North and South differed economically, they also differed socially. Socially the North was anti-slave, while the South was pro-slave^(Doc 2B). This caused several problems because every issue favored one or the other and every inch was fought for. This also caused problems over territories, the North wanted the territories admitted free to stop slavery, while the South wanted the territories admitted as slave states to spread slavery (Doc 3+4). Socially there were several differences that led to the civil war.

In conclusion, due to social and economic differences over slavery, tariffs, and territories the civil war was fought between the north and south.

the sectional differences between the Northern and Southern states that further developed from 1800 to 1860, would lead to vast differences between the North and the South as well as inevitable conflict. Their glaring differences in their economies, their varying views on social issues, and their different political ideologies would eventually lead to the Civil War.

The Northern and Southern states based their economies on totally different things. While the North depended on manufacturing and a well-developed railroad system, the South chose the institution of slavery to help agricultural production. Especially important to the South was the production of cotton (Document 1). The bustling nature of the North allowed for trade and transportation, while the South remained more rural. The Southern states were also dependent on slavery for success. The system of slavery fueled the Southern economy and made up much of the South's wealth. In Virginia, the total value of slaves in the early 1830s was about \$100,000,000 (Doc 2b). Because of these differences, the industry-based North favored higher tariffs. Southern states, however, found tariffs such as the Tariff of 1828 to be unfair, excessive, and unconstitutional. South Carolina even threatened to secede in 1832 if something was not done to lower the tariff (Doc 6). A lower tariff was passed, but it didn't end disagreements between the Southern states and the federal government.

The North and the South also had conflicting viewpoints over certain social issues. The morality of slavery in particular became more of an issue of much debate when Missouri wanted to become a state. Slavery was a fundamental aspect of Southern society and it had been almost permanently ingrained into the Southern way of life. However, abolitionist groups, which were especially prevalent in New England, opposed slavery. One such group was the American Anti-Slavery Society. This group believed that slavery was not a moral system and that it should be abolished (Doc. 2a). Although these feelings were felt in the North, the North's desire to contain the growth of Southern influence was greater. This can be seen by Northern opposition to the Mexican War. Some Southern states favored this ~~war~~ ^{war}, because land, which would be gained as a result of victory in the war, would possibly become slave states. This would give the Southern slave states more power in Congress. Northern states did not wish slavery to expand (Doc 4). With westward expansion, however, slavery did expand. Southerners believed that this expansion was necessary to sustain their civilization (Doc 3). Though the Civil War was not fought over slavery specifically, different beliefs on slavery was a key factor that led to the Civil War.

The North and the South also supported different political ideologies. This is most evident with the election of 1860. The North chiefly supported Abraham Lincoln while the South chiefly

supported John C. Breckinridge. (Doc 8). The Northern and Southern states also interpreted the powers given to the states by the Constitution differently. While the North felt that the states formed a Union that could not be broken, Southern states believed that the formation of the United States was based on consent and the states therefore had the power to secede. (Doc 7). They acted on these beliefs by following South Carolina out of the Union in the months after the election in 1860.

It is often the case that when two parties are different, they will collide. Such was the case with the North and the South from 1800 to 1860. Their economic, social, and political differences would lay the foundation for the Civil War.

The response:

- Develops the task by discussing differences between the North and the South that eventually led to the Civil War
- Is both descriptive and analytical (most internal improvements, including railroads, were concentrated in Northern states which helped industry prosper; in the South, “King Cotton” prevailed and became its most important export; Northerners who were concerned about slavery believed the Mexican War had its origins in the desire to expand slavery; some Southerners believed promoting slavery in newly acquired territories was important to economic progress; after the Mexican War, arguments over slavery in the territories became more heated; Henry Clay’s Compromise of 1850 made concessions to both the North and the South by banning the slave trade in DC and enforcing a stricter fugitive slave law; the Tariff of Abominations highlighted differences between Southern states rights and the North’s priority of preserving the Union; Northern abolitionists believed slavery violated ethical principles while the South believed it was a “necessary evil”)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 8
- Incorporates relevant outside information (Northern industry was supposedly favored due to protective tariffs, a national bank, and Henry Clay’s American System; Hinton Helper’s *Impending Crisis of the South* opposed the Southern viewpoint that slaves were better off than “Northern factory slaves” and concluded slavery actually hurt the poor whites of the South, who did not own slaves, the most and slowed the growth of the whole region; Frederick Jackson Turner’s safety valve theory in his *Frontier Thesis* states the West abolished class differences that were prevalent in urban cities; President Jackson responded to nullification by asking Congress to pass the Force Bill which allowed federal troops to enforce the tariff; Jackson asked for the Tariff of 1833, which appeased both sides and temporarily settled sectional differences; Lincoln’s Republican platform opposed the extension of slavery into new territories; events such as “Bleeding Kansas” and the Sumner-Brooks affair highlighted the violence associated with vying ideologies of the North and South; Charles Sumner was beaten with a cane for verbally attacking the South and its slavery; the South excused slavery on the basis that its practice was stated in the Bible)
- Supports the theme with relevant facts, examples, and details (in Virginia, slavery in 1830 consisted of approximately \$94,000,000 of its wealth; the depletion of slavery would ruin Virginia as it would the rest of the Southern economy; South Carolina declared the Tariffs of 1828 and 1832 unconstitutional and null and void, therefore they would not have to pay the tariff; Lincoln did not win any Southern states in the election of 1860)
- Demonstrates a logical and clear plan of organization; includes an introduction that states opposing ideologies have plagued United States politics since the Constitutional Convention and required compromises and a conclusion that states compromise on the differences between the North and the South were no longer possible by 1860

Conclusion: Overall, the response fits the criteria for Level 4. Relevant historical references complement document interpretation and demonstrate a good understanding of factors leading to the Civil War. The inclusion of Hinton Helper, Frederick Jackson Turner, and Charles Sumner add depth to the discussion of slavery. However, some details are not well-integrated or explained.

The response:

- Develops the task with some depth
- Is more descriptive than analytical (the South's economy relied heavily upon agriculture and slavery; if slavery was abolished, the North would remain prosperous, but the South's economy might crumble and they would lose their investments, have to pay their workers, and have to find a new way to make up for lost profit; slave owners claimed that without slavery, intellectual minds would not have the time to develop their arts, literature, mechanical advantages, and inventions; the political views of President Lincoln did not follow the views of the South which led to disputes concerning the role of the federal government and States rights issues; while the North believed the federal government was important for national unity, the South wanted it out of their business and wanted to leave the Union)
- Incorporates some relevant information from documents 1, 2, 3, 5, 7, and 8
- Incorporates relevant outside information (slavery originally started when the United States as a whole was agriculturally based; in the North, abolitionist papers such as the *North Star* were printed and African American leaders such as Frederick Douglass spoke out against slavery; the South resented how they were being portrayed by "strangers" who had never lived in the South such as Harriet Beecher Stowe who wrote *Uncle Tom's Cabin*; Southerners claimed that since their slaves were provided for into old age, they were better off than Northern factory workers; the Missouri Compromise stated that all new states being added below the 36°30' line would be slave states and all added above would be free)
- Includes some relevant facts, examples, and details (the North had more major railroads and a higher value of manufacturing than the South; half of Virginia's overall value as a state was rooted in slavery; the American Antislavery Society spread the idea that slavery was contrary to the first principles of religion, morality, and humanity; because all of Lincoln's supporters or at least the majority were living in the North, he was considered a sectional president representing the sectional Republican Party)
- 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. Methodical document coverage is enhanced by historical references to abolitionists and helps substantiate the emphasis attributed to slavery as the major issue dividing the country before the Civil War. Although some good summative statements are included, the discussion of the political implications of slavery would have benefited from further historical explanation.

Practice Paper C—Score Level 1

The response:

- Minimally develops the task by implying differences between the North and the South that eventually led to the Civil War
- Is descriptive (many of the differences between the Northern and Southern states were caused by the debate over slavery; Southerners thought slavery was beneficial to their economies; many Southerners believed that being a member of the Union was a choice and therefore if the federal government did something the state governments did not agree with they had the right to secede)
- Includes minimal information from documents 1, 2, 3, 5, and 7
- Presents little relevant outside information (Southerners supported the Fugitive Slave Act which forced the Northern states to return any runaway slaves to the South or pay heavy fines)
- Includes few relevant facts, examples, and details (Northern states, whose economies were dominated by manufacturing, felt that slavery was morally wrong and thought it should be abolished; many Southerners believed that any powers not specifically given to the federal government were reserved for the states)
- Demonstrates a general plan of organization; includes a brief introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A narrow understanding of Southern attitudes regarding slavery is gleaned from the documents, but only one North-South difference is mentioned. Although the States rights position of the South is identified, the Northern position is not.

Practice Paper D—Score Level 2

The response:

- Minimally develops the task
- Is primarily descriptive (the North was much more industrial than the South; the North was anti-slave while the South was pro-slave; the North wanted the territories admitted free to stop slavery while the South wanted the territories admitted as slave states to spread slavery)
- Incorporates limited relevant information from documents 1, 2, 3, and 4
- Presents little relevant outside information (the North relied on trade while the South sold crops across the world; if tariffs were lowered, Northern factories would be hurt by foreign competitive prices)
- Includes few relevant facts, examples, and details (the North had almost all of the railroads)
- 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 integration of the tariff issue and the discussion of economic differences are good. However, statements about social differences are not factually supported. In addition, the response lacks development of the few details.

The response:

- Develops the task with some depth
- Is more descriptive than analytical (the bustling nature of the North allowed for trade and transportation, while the South remained more rural; the Southern states were dependent on slavery for success; the North favored higher tariffs while Southern states found tariffs such as the Tariff of 1828 to be unfair, excessive, and unconstitutional; a lower tariff was passed but it did not end disagreements between the Southern states and the federal government; slavery was a fundamental aspect of Southern society and it had been almost permanently ingrained into the Southern way of life; the North did not want slavery to expand, but with westward expansion slavery did expand; Southerners believed expansion was necessary to sustain their civilization; though the Civil War was not fought over slavery specifically, different beliefs on slavery were a key factor that led to the war)
- Incorporates some relevant information from documents 1, 2, 3, 4, 6, 7, and 8
- Incorporates relevant outside information (the morality of slavery became more of an issue when Missouri wanted to become a state; abolitionist groups, which were especially prevalent in New England, opposed slavery; American Antislavery Society believed slavery was not a moral system and should be abolished; some Southern states favored the Mexican War because land that would be gained as a result of victory would possibly become slave states and give them more power in Congress; other Southern states followed South Carolina out of the Union in the months following the election of 1860)
- Includes some relevant facts, examples, and details (while the North depended on manufacturing and a well-developed railroad system, the South chose the institution of slavery to help agricultural production; the production of cotton was especially important to the South; in Virginia, the total value of slaves in the early 1830s was about \$100,000,000; South Carolina threatened to secede in 1832 if something was not done to lower the tariff; the North chiefly supported Abraham Lincoln, while the South chiefly supported Breckinridge in the election of 1860)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although dependent on document information, the explanation of that information includes historical references that demonstrate an understanding of social and economic differences. While the discussion of North-South political ideologies is limited; the summative statement about secession is good.

United States History and Government Specifications

January 2012

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Supreme Court Decisions; Constitutional Principles; Economic Systems; Migration; Citizenship	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government
Document-based Essay	Economic Systems; Places and Regions; Culture and Intellectual Life; Civic Values; Government; Individuals, Groups, and Institutions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

Notes:

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

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

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

Submitting Teacher Evaluations of the Test to the Department

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

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

The State Education Department / The University of the State of New York
Regents Examination in United States History and Government – January 2012
 Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 43 would receive a final examination score of 80.

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	0	0	3	6	9	12	16	20	24	28	32	37
	1	1	4	7	10	14	17	21	25	29	34	38
	2	2	5	8	11	15	19	23	27	31	35	40
	3	3	6	9	12	16	20	24	28	32	37	41
	4	4	7	10	14	17	21	25	29	34	38	43
	5	5	8	11	15	19	23	27	31	35	40	44
	6	6	9	12	16	20	24	28	32	37	41	46
	7	7	10	14	17	21	25	29	34	38	43	47
	8	8	11	15	19	23	27	31	35	40	44	49
	9	9	12	16	20	24	28	32	37	41	46	50
	10	10	14	17	21	25	29	34	38	43	47	52
	11	11	15	19	23	27	31	35	40	44	49	53
	12	12	16	20	24	28	32	37	41	46	50	54
	13	14	17	21	25	29	34	38	43	47	52	56
	14	15	19	23	27	31	35	40	44	49	53	57
	15	16	20	24	28	32	37	41	46	50	54	59
	16	17	21	25	29	34	38	43	47	52	56	60
	17	19	23	27	31	35	40	44	49	53	57	62
	18	20	24	28	32	37	41	46	50	54	59	63
	19	21	25	29	34	38	43	47	52	56	60	65
	20	23	27	31	35	40	44	49	53	57	62	66
	21	24	28	32	37	41	46	50	54	59	63	67
	22	25	29	34	38	43	47	52	56	60	65	68
	23	27	31	35	40	44	49	53	57	62	66	70
	24	28	32	37	41	46	50	54	59	63	67	71
	25	29	34	38	43	47	52	56	60	65	68	72
	26	31	35	40	44	49	53	57	62	66	70	74
	27	32	37	41	46	50	54	59	63	67	71	75
	28	34	38	43	47	52	56	60	65	68	72	76
	29	35	40	44	49	53	57	62	66	70	74	77
	30	37	41	46	50	54	59	63	67	71	75	78
	31	38	43	47	52	56	60	65	68	72	76	80

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	32	40	44	49	53	57	62	66	70	74	77	81
	33	41	46	50	54	59	63	67	71	75	78	82
	34	43	47	52	56	60	65	68	72	76	80	83
	35	44	49	53	57	62	66	70	74	77	81	84
	36	46	50	54	59	63	67	71	75	78	82	85
	37	47	52	56	60	65	68	72	76	80	83	86
	38	49	53	57	62	66	70	74	77	81	84	87
	39	50	54	59	63	67	71	75	78	82	85	88
	40	52	56	60	65	68	72	76	80	83	86	89
	41	53	57	62	66	70	74	77	81	84	87	90
	42	54	59	63	67	71	75	78	82	85	88	91
	43	56	60	65	68	72	76	80	83	86	89	92
	44	57	62	66	70	74	77	81	84	87	90	93
	45	59	63	67	71	75	78	82	85	88	91	94
	46	60	65	68	72	76	80	83	86	89	92	95
	47	62	66	70	74	77	81	84	87	90	93	96
	48	63	67	71	75	78	82	85	88	91	94	97
	49	65	68	72	76	80	83	86	89	92	95	97
	50	66	70	74	77	81	84	87	90	93	96	98
	51	67	71	75	78	82	85	88	91	94	97	98
	52	68	72	76	80	83	86	89	92	95	97	98
	53	70	74	77	81	84	87	90	93	96	98	98
	54	71	75	78	82	85	88	91	94	97	98	99
	55	72	76	80	83	86	89	92	95	97	98	99
	56	74	77	81	84	87	90	93	96	98	98	99
	57	75	78	82	85	88	91	94	97	98	99	99
	58	76	80	83	86	89	92	95	97	98	99	99
	59	77	81	84	87	90	93	96	98	98	99	99
	60	78	82	85	88	91	94	97	98	99	99	99
	61	80	83	86	89	92	95	97	98	99	99	99
	62	81	84	87	90	93	96	98	98	99	99	99
	63	82	85	88	91	94	97	98	99	99	99	100