

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 23, 2019 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

Part I

Answer all questions in this part.

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

1 Which geographic feature was most important for the development of commerce in the New England and middle colonies?

- (1) limited rainfall
- (2) natural harbors
- (3) long growing season
- (4) mountainous terrain

2 Britain ended the practice of salutary neglect following the French and Indian War (1754–1763) which directly contributed to the

- (1) end of the African slave trade
- (2) refusal of France to give up Canada
- (3) increased conflict with Spain along the Mississippi River
- (4) colonial protests of Americans against new taxes

3 The Northwest Ordinance (1787) and the Homestead Act (1862) both reflected the national government's policy of

- (1) encouraging the settlement of frontier lands
- (2) protecting the tribal lands of Native American Indians
- (3) expanding slavery onto the Great Plains
- (4) purchasing land from foreign countries

4 The primary aim of the writers of the United States Constitution was to

- (1) eliminate the bicameral legislature
- (2) strengthen the power of the central government
- (3) preserve the supremacy of the states
- (4) weaken the independence of the judiciary

Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

. . . The Executive and the Legislative are so dangerously blended as to give just cause of alarm, and every thing relative thereto, is couched in such ambiguous terms—in such vague and indefinite expression, as is a sufficient ground without any other objection, for the reprobation [disapproval] of a system, that the authors dare not hazard to a clear investigation. . . .

There is no provision for a rotation, nor any thing to prevent the perpetuity [permanence] of office in the same hands for life; which by a little well timed bribery, will probably be done, to the exclusion of men of the best abilities from their share in the offices of government. . . .

— Mercy Otis Warren, 1788

5 What reason does Mercy Otis Warren give for the position she stated concerning the executive and legislative branches?

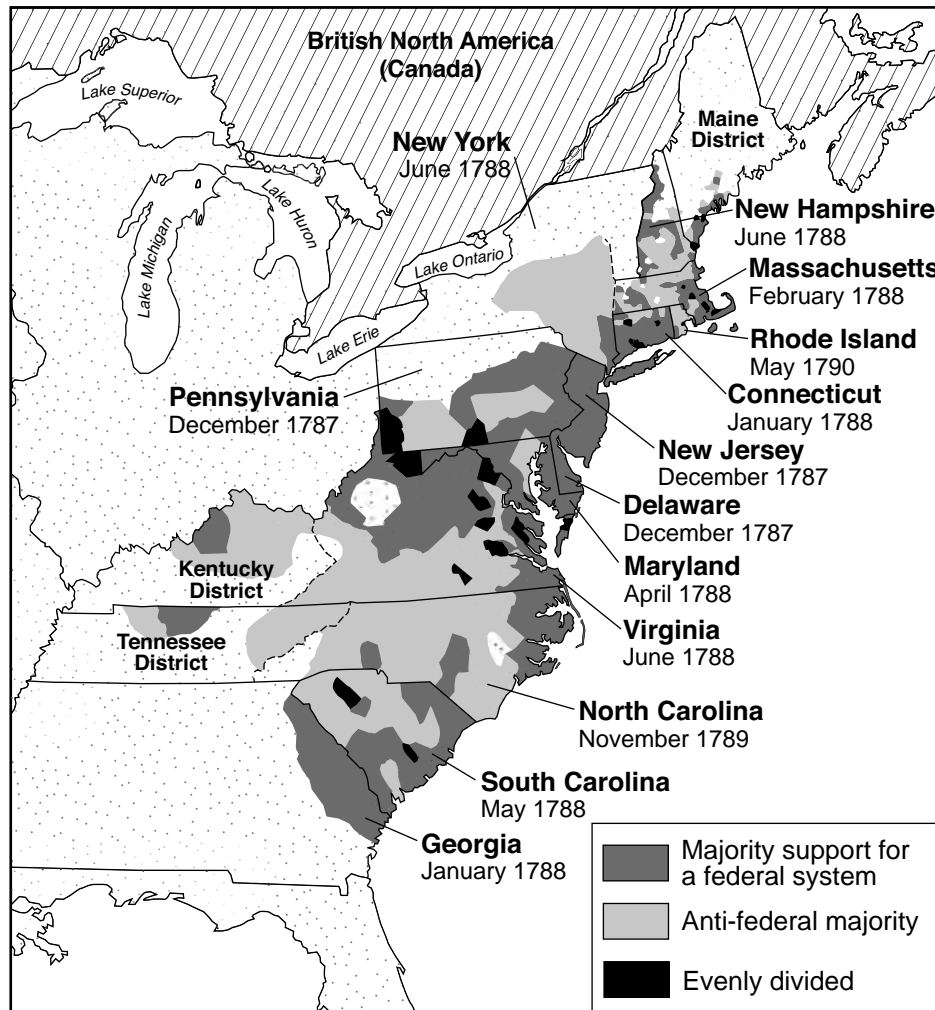
- (1) The duties of the president and of Congress were not clearly separated.
- (2) Federal courts were a threat to individual liberty.
- (3) The thirteen states could never agree on important issues.
- (4) The United States Constitution would benefit only a wealthy few.

6 Which remedy has been proposed to correct a problem identified by the author concerning elected offices?

- (1) campaign spending restrictions
 - (2) expansion of the civil service system
 - (3) term limits on members of Congress
 - (4) direct election of the president
-

Base your answer to question 7 on the map below and on your knowledge of social studies.

The Ratification of the Federal Constitution, 1787–1790



Source: Martin Gilbert, *Atlas of American History*, Dorset Press, 1985 (adapted)

7 Which area of the United States showed the strongest support for ratification of the Constitution?

- (1) coastal areas near the Atlantic Ocean
- (2) frontier areas west of the Appalachian Mountains
- (3) farming areas in western New York and Pennsylvania
- (4) mountain areas in the South

8 The power of the president to veto laws and the power of the House of Representatives to impeach are examples of

- (1) federalism
- (2) the unwritten constitution
- (3) executive privilege
- (4) checks and balances

9 As stated in the United States Constitution, which group is directly elected by the people?

- (1) Supreme Court justices
- (2) presidential cabinet members
- (3) members of the House of Representatives
- (4) political party leaders

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

Number of Electors for Selected States		
State	Election of 1904 (476 total)	Election of 2012 (538 total)
New York	39	29
Massachusetts	16	11
Pennsylvania	34	20
Illinois	27	20
Florida	5	29
Texas	18	38
California	10	55

Source: U.S. Electoral College

- 10 Which trend about the population of the United States is most clearly implied by the information in the table?
- (1) States with warmer climates had larger population increases than those in other regions of the United States.
 - (2) The rural percentage of the population increased throughout the 20th century.
 - (3) Voter turnout increased in the North and in the East.
 - (4) Life expectancy increased in the South and in the West, but decreased in other regions.

- 11 Which statement most accurately describes the principle of federalism?

- (1) States have the power to review national laws.
- (2) The ultimate power is given to the voters.
- (3) Power is divided between the national and state governments.
- (4) Power is shared by the two political parties.

- 12 The purchase of the Louisiana Territory in 1803 was supported by farmers in Ohio, Kentucky, and Tennessee primarily because they wanted to

- (1) end conflicts with Mexico on the western frontier
- (2) gain unrestricted access to the Mississippi River and the port of New Orleans
- (3) end the practice of slavery
- (4) secure an easier route for transporting their products to the Pacific Coast

- 13 The Supreme Court decisions in *McCulloch v. Maryland* (1819) and in *Gibbons v. Ogden* (1824) resulted in

- (1) large land grants for Native American Indians
- (2) an expansion of the rights of African Americans
- (3) greater state regulation of business activities
- (4) an increase in the power of the federal government over state governments

- 14 In the first half of the 19th century, canal building was important to economic growth because canals

- (1) could be used in all seasons of the year
- (2) provided access to free homesteads in the West
- (3) charged lower rates than the transcontinental railroad
- (4) allowed faster transport of farm and industrial products

- 15 The victory of Andrew Jackson in the presidential election of 1828 was aided by
- (1) the support of eastern bankers
 - (2) implementing woman's suffrage
 - (3) reducing property qualifications for voting
 - (4) the endorsement of northern abolitionists
- 16 Which 19th-century phrase best describes the overall efforts of the United States to expand westward to the Pacific Ocean?
- (1) "Remember the Alamo"
 - (2) "Manifest Destiny"
 - (3) "Bleeding Kansas"
 - (4) "Remember the Maine"
- 17 Which action was an attempt by southern state governments after the Civil War to limit the rights of African Americans?
- (1) ratification of the 13th amendment
 - (2) implementation of the Black Codes
 - (3) establishment of the Freedmen's Bureau
 - (4) impeachment of President Andrew Johnson
- 18 Political rights for women grew most rapidly on the western frontier primarily because
- (1) the settlers were influenced by Native American Indian societies
 - (2) women greatly outnumbered men in the West
 - (3) pioneer life often required men and women to share responsibilities equally
 - (4) immigrants settling in the West brought ideals of gender equality from Europe
- 19 The formation of business monopolies in the late 1800s was made possible by the
- (1) effects of laissez-faire policies
 - (2) passage of federal antitrust laws
 - (3) elimination of the free-enterprise system
 - (4) adoption of socialist economic practices
- 20 Which pairing matches a 19th-century business leader with the industry he developed?
- (1) Cornelius Vanderbilt—textile
 - (2) Andrew Carnegie—meatpacking
 - (3) J. P. Morgan—sugar
 - (4) John D. Rockefeller—oil

- 21 In the late 1890s, yellow journalism most directly influenced the United States government's decision to
- (1) build the Panama Canal
 - (2) open Japan to trade with the West
 - (3) enter the Spanish-American War
 - (4) purchase Alaska and Hawaii
- 22 ". . . It is not the mission of the United States to set right everything that is amiss all over the world, even if we have interests involved, or to take part in remodelling the government of some four hundred millions of people who deeply resent foreign interference with their affairs. . . ."
- Josiah Quincy, 1900
- The author of this statement is expressing his support for
- (1) war as an instrument of foreign policy
 - (2) the policy of imperialism
 - (3) business investment in foreign countries
 - (4) the principle of noninvolvement
- 23 W. E. B. Du Bois and Booker T. Washington strongly disagreed over the
- (1) need for passage of the 14th amendment to acquire civil rights
 - (2) benefits of the Harlem Renaissance
 - (3) method and speed for attaining equal rights for African Americans
 - (4) use of the federal policy of affirmative action to aid African Americans
- 24 Which idea best expresses the philosophy of Progressive reformers?
- (1) Economic growth should take priority over social concerns.
 - (2) Government actions should promote solutions to problems in society.
 - (3) Reform should come from private business leaders.
 - (4) Labor unions could undermine the free enterprise system.

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

**“THE IMMIGRANT.
Is he an acquisition or a detriment?”**



Source: Victor Gillam, *Judge*, September 19, 1903 (adapted)

25 Which statement most accurately represents the point of view depicted in this 1903 cartoon?

- (1) Literacy tests are needed to limit immigration to the United States.
- (2) Americans significantly disagree over immigration policy.
- (3) The nation's economy depends on continuing large-scale immigration.
- (4) Nativist opposition to immigration is declining.

26 As related to Latin America, the Roosevelt Corollary strengthened the original Monroe Doctrine by

- (1) threatening military intervention to stop European interference
- (2) extending the doctrine to Asia
- (3) sending humanitarian aid to Mexico and the Caribbean
- (4) promoting the independence of former United States colonies

27 Which legislation resulted from the publication of Upton Sinclair's novel, *The Jungle*?

- (1) Hepburn Act
- (2) Dawes Act
- (3) Meat Inspection Act
- (4) Interstate Commerce Act

28 The main reason the United States Senate did not approve the Treaty of Versailles in 1919 was because the treaty

- (1) did not force Germany to return conquered territory
- (2) threatened to draw the nation into future international conflicts
- (3) failed to include war reparations
- (4) was opposed by President Woodrow Wilson

29 The Palmer Raids after World War I were controversial because the federal government

- (1) led a campaign against discrimination and racial segregation
- (2) imprisoned suffragists who led protest marches
- (3) violated the civil liberties of suspected radicals
- (4) granted asylum to European refugees

30 During the 1920s, the influence of the Ku Klux Klan and the passage of laws setting immigration quotas illustrated the

- (1) rejection of traditional religious values
- (2) support for integrated public schools
- (3) negative reaction to the Scopes trial
- (4) growth of nativism

31 Which factor in the late 1920s was a major cause of the Great Depression?

- (1) overproduction of manufactured goods
- (2) high income tax rates
- (3) limited use of consumer credit
- (4) low tariffs on European products

32 What was one reason many banks failed during the early 1930s?

- (1) Banks had made risky loans and stock market investments.
- (2) Banks were overregulated by the federal government.
- (3) Large banks had formed a monopoly.
- (4) Banks charged high interest rates for loans.

33 One major policy difference between President Herbert Hoover and President Franklin D. Roosevelt was that President Roosevelt

- (1) focused primarily on reducing tariffs
- (2) stressed tax cuts and subsidies for big business
- (3) adopted a laissez-faire philosophy
- (4) proposed direct aid to farmers and the unemployed

34 President Franklin D. Roosevelt's first 100 days are regarded by many historians as successful because

- (1) the Senate agreed to join the League of Nations
- (2) he increased the number of Supreme Court Justices
- (3) many of his New Deal proposals were enacted into law
- (4) the Great Depression came to an end

35 Which heading would be most accurate for the partial outline below?

- I. _____
- A. United States restricts arms sales in 1935.
 - B. President Roosevelt gives "quarantine" speech in 1937.
 - C. Cash-and-carry policy goes into effect in 1939.
 - D. Britain receives lend-lease aid in 1941.

- (1) Congress Expands War Powers
- (2) Media Influences Foreign Policy
- (3) United States Moves Away From Neutrality
- (4) International Community Unites for Peace

36 After the attack on Pearl Harbor, President Franklin D. Roosevelt decided to

- (1) ban Japanese Americans from serving in Congress
- (2) deport most Japanese Americans to Japan
- (3) immediately draft all young Japanese Americans into the military
- (4) move Japanese Americans to internment camps away from the Pacific Coast

37 Agreements made at the Yalta and Potsdam conferences near the end of World War II resulted in the

- (1) division of Germany into zones of occupation
- (2) invasion of the Soviet Union by the Allies
- (3) creation of the arms control agreements
- (4) control of the Korean peninsula by United Nations forces

Base your answers to questions 38 and 39 on the cartoon below and on your knowledge of social studies.

“Where To?”



Source: Fred O. Seibel, *Richmond Times-Dispatch*, March 14, 1947 (adapted)

38 The point of view expressed by this cartoonist is that this “new” United States foreign policy is

- (1) risky and may not succeed
- (2) certain to lead to another war
- (3) a violation of the United Nations Charter
- (4) too expensive to support

39 Which United States foreign policy is being referred to in this cartoon?

- (1) Neutrality Act
- (2) Atlantic Charter
- (3) Truman Doctrine
- (4) Manhattan Project

Base your answer to question 40 on the passage below and on your knowledge of social studies.

. . . You have to take chances for peace, just as you must take chances in war. Some say that we were brought to the verge of war. Of course we were brought to the verge of war. The ability to get to the verge without getting into the war is the necessary art. If you cannot master it, you inevitably get into war. If you try to run away from it, if you are scared to go to the brink, you are lost. . . .

— Secretary of State John Foster Dulles, *Time*, January 23, 1956

40 The policy described by Secretary Dulles was most evident in the later actions of the United States during the

- (1) Cuban missile crisis
- (2) Nuclear Test Ban Treaty
- (3) energy crisis of 1973
- (4) Camp David talks between Egypt and Israel

41 Which social change was accelerated by the passage of the Interstate Highway Act in 1956?

- (1) revitalization of urban areas
- (2) demand for new forms of public transportation
- (3) growth of the Northeast’s population relative to that of the South and West
- (4) movement from cities to new suburban communities

42 United States involvement in Vietnam in the early 1960s was justified by a widely held belief that

- (1) United States economic prosperity depended on taking control of South Vietnam
- (2) failure to defend freedom in South Vietnam would result in communist domination of Southeast Asia
- (3) supporting South Vietnam would honor United States obligations to the North Atlantic Treaty Organization (NATO)
- (4) involvement in Southeast Asia was necessary to prevent communists from seizing control of China

- 43 • October 4, 1957—Soviet Union launches *Sputnik*
- April 12, 1961—a Soviet cosmonaut is the first person to orbit Earth
 - February 20, 1962—John Glenn is the first American to orbit Earth
 - July 20, 1969—Neil Armstrong walks on the Moon

Which conclusion do these events directly support?

- (1) The United States was the first to orbit Earth.
 - (2) The United States space program eventually surpassed the Soviet Union's program.
 - (3) The Soviet Union and the United States both militarized space.
 - (4) *Sputnik* had little domestic influence on the United States.
- 44 Since the 1960s, a major goal of the women's movement has been to gain
- (1) full property rights
 - (2) better access to public education
 - (3) equal economic opportunity
 - (4) the right to vote
- 45 The main argument used by President Richard Nixon to block publication of the *Pentagon Papers* was that their disclosure would
- (1) damage his environmental policies
 - (2) jeopardize trade relationships
 - (3) harm the prosperity of the nation
 - (4) threaten national security

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

. . . Question: Mr. President, many people in Congress believe in the tax cuts—I mean, the budget cuts, but are very concerned about the tax cuts. They fear it will be inflationary. How do you plan to combat that fear among Congress?

President Reagan: Well, I mentioned that last night, this fear that the tax cuts would be inflationary. First of all, a number of fine economists like Murray Weidenbaum and many of his associates don't think that that's so. But also we've got history on our side. Every major tax cut that has been made in this century in our country has resulted in even the government getting more revenue than it did before, because the base of the economy is so broadened by doing it. . . .

— Question-and-Answer Session with President Ronald Reagan, 1981

- 46 Based on this excerpt, President Ronald Reagan's economic policy called for
- (1) reducing taxes to increase investment by private businesses
 - (2) increasing government spending on social welfare programs
 - (3) limiting military spending to balance the federal budget
 - (4) raising taxes to decrease inflation
-
- 47 The USA Patriot Act (2001) was passed to
- (1) recruit volunteers for military service
 - (2) protect the United States from terrorists
 - (3) prohibit citizens from criticizing government policies
 - (4) safeguard civil liberties from abuse by the government

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



Source: Mike Keefe, *Denver Post*, March 16, 2011

- 48 Which statement most accurately expresses the main idea of this cartoon?
- (1) Nuclear power plants are subject to risks.
 - (2) Nuclear waste should not be dumped into the oceans.
 - (3) The government should encourage the construction of nuclear facilities.
 - (4) Nuclear power plants are the targets of terrorists.

- 49 • Pure Food and Drug Act passed.
• Graduated income tax established.
• Federal Reserve System created.

These events occurred during which historic period?

- | | |
|---------------------|----------------------|
| (1) Reconstruction | (3) Roaring Twenties |
| (2) Progressive Era | (4) Cold War |

- 50 One way in which the Square Deal, the New Frontier, and the Great Society are similar is that each was a

- (1) plan to promote big business
- (2) campaign to extend woman's suffrage
- (3) book written by a muckraking journalist
- (4) presidential program of reform

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

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

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Government Actions

Throughout United States history, the federal government has taken actions that have either expanded or limited the rights of individuals in the United States. These government actions have had significant political, social, and economic impacts on the nation.

Task:

Choose **two** federal government actions that have expanded or limited the rights of individuals and for **each**

- Describe the historical circumstances that led to the government action
- Discuss the impact of the action on the United States and/or American society

You may use any government action that expanded or limited the rights of individuals from your study of United States history. Some suggestions you might wish to consider include the Indian Removal Act (1830), *Dred Scott v. Sanford* (1857), the 15th amendment (suffrage for African American males, 1870), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), the 18th amendment (Prohibition, 1919), the 19th amendment (woman’s suffrage, 1920), *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act (1964), the Voting Rights Act (1965), and the 26th amendment (suffrage for 18-year-old citizens, 1971).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Until the mid-1800s, the United States remained a primarily rural, agricultural nation. However, by the early 20th century, the United States had become an urban, industrialized nation. This transition led to problems related to *housing* and *working* conditions. Governments, groups, and individuals have attempted to improve *housing* and *working* conditions with varying degrees of success.

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

- Describe *housing* conditions and *working* conditions in urban areas during the late 1800s and early 1900s
- Discuss the extent to which efforts to address *housing* and/or *working* conditions were successful

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

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

Part A

Short-Answer Questions

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

Document 1

. . . So many people in so little space: eight hundred per acre in some city blocks. Flies were fat and brazen and everywhere, because in summer the windows and doors had to be open all the time in hopes that a breeze might find its way down the river and through the crowded streets and among the close-packed tenements and across the back of one's neck. Along with the flies came the noise of steel wagon wheels on paving stones, the wails of babies, peddlers bellowing, the roar of elevated trains, hollering children, and the scritch-scratch and tinkle of windup phonographs.

Late summer was a season of dust and grime. Half the metropolis, it seemed, was under construction, a new tower of ten or more stories topping out every five days, competing skyscrapers racing toward the clouds, a third and then a fourth bridge stretching across the East River (where a generation earlier there had been none). The hot, damp air was full of dirt, cement powder, sawdust, and exhaust from the steam shovels. . . .

Source: David Von Drehle, *Triangle: The Fire that Changed America*, Grove Press, 2003

- 1 According to David Von Drehle, what were **two** conditions faced by people living in urban areas in the early 1900s? [2]

(1) _____

Score

(2) _____

Score

Document 2a

Family in Room in Tenement House, 1890



Source: Jacob Riis, *How the Other Half Lives: Studies Among the Tenements of New York*, Dover Publications, 1971

Document 2b

Women and Children Working at Home in New York City, early 1900s



Source: Lewis Wickes Hine, December 1911, Library of Congress

2 Based on these photographs, what was **one** condition faced by families living in tenements? [1]

Score

Document 3

. . . The razing [tearing down] of the worst tenements through such urban renewal programs and the enactment of stricter regulatory laws are generally credited with bringing an end to the privations [hardships] of the tenement system. From 1867 to 1901, New York enacted a series of increasingly stringent [strict] tenement laws that mandated better ventilation and sanitation, improved maintenance, and indoor plumbing. But to what extent did regulation really contribute to the demise of the tenement menace? Despite the stipulations that each room have a window and that stairwells have better lighting, stench continued to overpower tenement residents, and the promised improvements in ventilation never materialized. Lewis Hine's photographs from the years after the enactment of the 1901 legislation reveal crowding just as awful as Jacob Riis had found in the late 1880s and nearly as bad as that which antebellum [pre–Civil War] investigators had uncovered in Cow Bay and the Old Brewery [neighborhoods]. . . .

Source: Tyler Anbinder, *Five Points*, The Free Press, 2001 (adapted)

3 According to Tyler Anbinder, what was **one** attempt to address issues faced by people living in tenements? [1]

Score

Document 4

. . . As an example to the city, Addams installed a small incinerator at Hull-House and had the settlement house's Woman's Club investigate garbage conditions in the ward and report their findings to city hall. But to no avail. Finally, in desperation, Addams applied to become the Nineteenth Ward's garbage collector. Her bid was never considered, but the publicity it provoked led the city to appoint her the ward's inspector of garbage.

Every morning at 6:00 A.M., neighbors trudging to work would see a bent woman as pale as candle wax following the city's garbage wagons to the dump to see that they did their work thoroughly; and in the evenings Jane Addams would supervise the burning of mountains of alley refuse, the hundred-foot-high flames drawing crowds of curious onlookers. The foreign-born women of the neighborhood were "shocked," Addams recalled, "by this abrupt departure into the ways of men." But some of them came to understand "that their housewifely duties logically extended to the adjacent alleys and streets" where diseases spread by filth put their children at deadly risk.

The unflagging pressure of Addams and other settlement workers—most prominently Mary McDowell in Packingtown—forced the city to take measures to improve sanitary conditions in some immigrant wards. But not until after 1900, and not very satisfactorily. . . .

Source: Donald L. Miller, *City of the Century: The Epic of Chicago and the Making of America*, Simon & Schuster, 1996

- 4 According to Donald L. Miller, what was **one** way settlement workers attempted to improve sanitary conditions in Chicago? [1]

Score

Document 5

. . . In every industry the story was monotonously the same: paupers' wages; the constant fear of dismissal; wretched and unsanitary working conditions; ten-, twelve-, and even fourteen-hour days (sixteen for bakers); six- and sometimes seven-day weeks; erratic pay; little or no compensation for injuries or fatalities; a constant increase in the number of women and children employed under such conditions; and, worst of all, the widespread conviction that workingmen and women (not to mention children) had been losing ground ever since the end of the Civil War.

Under such circumstances it is hardly surprising that the number of strikes increased year by year following the Great Strikes of 1877. In 1881 there were 471 strikes affecting 2,928 companies and 129,521 employees. Five years later the number of strikes had risen to 1,411, involving 9,861 companies and almost half a million employees. Roughly half (46 percent) of the struck companies acquiesced in [agreed to] the principal demands of the strikers. Over 3,000 more strikes were partially successful, and 40 percent of the strikes, involving 50 percent of the strikers, were judged "failures." . . .

Source: Page Smith, "How the Other Side Lived," *A People's History of the Past, Reconstruction Era, Vol. VI, The Rise of Industrial America*, 1984

5a According to Page Smith, what was **one** condition faced by industrial *workers* in the late 1800s? [1]

Score

b According to Page Smith, what was **one** attempt made by *workers* to improve working conditions? [1]

Score

Document 6

On Friday evening, March 24, two young sisters walked down the stairways from the ninth floor where they were employed and joined the horde of workers that nightly surges homeward into New York's East Side. Since eight o'clock they had been bending over shirt-waists of silk and lace, tensely guiding the valuable fabrics through their swift machines, with hundreds of power driven machines whirring madly about them; and now the two were very weary, and were filled with that despondency [hopelessness] which comes after a day of exhausting routine, when the next day, and the next week, and the next year, hold promise of nothing better than just this same monotonous strain. . . .

"It's worse than it was before the strike, a year ago," bitterly said Gussie, the older [sister]. "The boss squeezes [puts pressure on] us at every point, and drives us to the limit. He carries us up in elevators of mornings [every morning], so we won't lose a second in getting started; but at night, when we're tired and the boss has got all out of us he wants for the day, he makes us walk down. At eight o'clock he shuts the doors, so that if you come even a minute late you can't get in till noon, and so lose half a day; he does that to make sure that every person gets there on time or ahead of time. He fines us for every little thing; he always holds back a week's wages to be sure that he can be able to collect for damages he says we do, and to keep us from leaving; and every evening he searches our pocketbooks and bags to see that we don't carry any goods or trimmings away. Oh, you would think you are in Russia again!". . .

Source: Miriam Finn Scott, "The Factory Girl's Danger," *The Outlook*, April 15, 1911

6 According to Miriam Finn Scott, what were **two** conditions that made factory work difficult in 1911? [2]

(1) _____

Score

(2) _____

Score

Document 7

... Information collected by the Commission and staff was compiled into several reports, including the two main reports, "The Fire Hazard in Factory Buildings" and "Sanitation of Factories", published in the Preliminary Report of the Factory Investigating Commission (1912). To improve sanitary conditions, the Commission's report to the Legislature recommended registration of all factories with the Department of Labor, licensing of all food manufacturers, medical examinations of food workers, medical supervision in dangerous trades, and better eating, washing, and toilet facilities. To lessen the fire hazard, the Commission recommended an increase in stairwells and exits, installation of fire walls, fireproof construction, prohibition of smoking in factories, fire extinguishers, alarm systems, and automatic sprinklers. The Commission's other reports summarized investigations of and made recommendations concerning women factory workers, child labor in tenements, and occupational diseases such as lead and arsenic poisoning. . . .

Source: *Working Lives: A Guide to the Records of the New York State Factory Investigating Commission*, New York State Archives and Records Administration, 1989

- 7 Based on this New York State document, state **one** recommendation made by the Factory Investigating Commission in 1912 to address problems faced by workers. [1]

Score

Document 8

... The supreme duty of the Nation is the conservation of human resources through an enlightened measure of social and industrial justice. We pledge ourselves to work unceasingly in State and Nation for:

Effective legislation looking to the prevention of industrial accidents, occupational diseases, overwork, involuntary unemployment, and other injurious effects incident to modern industry;

The fixing of minimum safety and health standards for the various occupations, and the exercise of the public authority of State and Nation, including the Federal control over inter-State commerce and the taxing power, to maintain such standards;

The prohibition of child labor;

Minimum wage standards for working women, to provide a living scale in all industrial occupations;

The prohibition of night work for women and the establishment of an eight hour day for women and young persons;

One day's rest in seven for all wage-workers; . . .

We favor the organization of the workers, men and women as a means of protecting their interests and of promoting their progress. . . .

Source: Platform of the Progressive Party, August 7, 1912

8 Based on this document, what were **two** proposals made in the 1912 Progressive Party Platform that addressed issues faced by workers? [2]

(1) _____

Score

(2) _____

Score

Document 9

. . . Abandoning efforts to secure business cooperation, in 1935 the New Deal moved in the direction of strengthening workers' ability to bargain collectively and effectively, presuming this would lead to fair wages, hours, and working conditions. Competition, together with fair treatment of workers, would keep business functioning properly in an open market. The National Labor Relations Act, proposed by New York senator Robert Wagner and endorsed by FDR [Franklin Delano Roosevelt] once it passed the Senate, had a dramatic effect on many workers. The Wagner Act, as it was frequently called, compelled employers to deal with labor unions that employees—in elections supervised by the National Labor Relations Board (NLRB)—chose to represent them. The act also prohibited unfair labor practices such as discharging workers for union membership, favoring an employer-dominated company union, or refusing to negotiate in good faith with a union. All these practices had long been common before the National Industrial Recovery Act and continued after its adoption. But now, with an independent federal agency overseeing labor-management relations, the weight of the federal government stood behind organized workers in their efforts to negotiate better terms of employment. . . .

Source: David E. Kyvig, *Daily Life in the United States, 1920–1940*, Ivan R. Dee, 2002

9 According to David E. Kyvig, state **one** way New Deal programs addressed problems faced by workers. [1]

Score

Part B

Essay

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

Historical Context:

Until the mid-1800s, the United States remained a primarily rural, agricultural nation. However, by the early 20th century, the United States had become an urban, industrialized nation. This transition led to problems related to ***housing*** and ***working*** conditions. Governments, groups, and individuals have attempted to improve ***housing*** and ***working*** conditions with varying degrees of success.

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

- Describe ***housing*** conditions and ***working*** conditions in urban areas during the late 1800s and early 1900s
- Discuss the extent to which efforts to address ***housing*** and/or ***working*** conditions were successful

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

FOR TEACHERS ONLY

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

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 23, 2019 — 9:15 a.m. to 12:15 p.m., only

VOLUME
1 OF 2
MC & THEMATIC

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

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

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. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

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

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

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 United States History and Government*.

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay
January 2019

Theme: Government Actions

Throughout United States history, the federal government has taken actions that have either expanded or limited the rights of individuals in the United States. These government actions have had significant political, social, and economic impacts on the nation.

Task: Choose *two* federal government actions that have expanded or limited the rights of individuals and for *each*

- Describe the historical circumstances that led to the government action
- Discuss the impact of the action on the United States and/or American society

You may use any government action that expanded or limited the rights of individuals from your study of United States history. Some suggestions you might wish to consider include the Indian Removal Act (1830), *Dred Scott v. Sanford* (1857), the 15th amendment (suffrage for African American males, 1870), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), the 18th amendment (Prohibition, 1919), the 19th amendment (woman's suffrage, 1920), *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act (1964), the Voting Rights Act (1965), and the 26th amendment (suffrage for 18-year-old citizens, 1971).

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (for *each* of *two* federal government actions that have expanded or have limited the rights of individuals, discussing the historical circumstances that led to the government action **and** the impact of the action on the United States and/or on American society).
2. Examples of government actions that have expanded or have limited the rights of individuals must be federal government actions and not state or local government actions.
3. The historical circumstances that led to the government action may be discussed from a broad or narrow perspective, e.g., the Voting Rights Act of 1965 was the result of years of Southern practices that bypassed the 15th amendment or it was the result of Martin Luther King Jr.'s Selma-to-Montgomery march.
4. A description of the federal government action may or may not be included as part of the historical circumstances or the impact.
5. A federal government action that is selected may be used as historical circumstances for a later action as long as additional information is also included for the second action, e.g., *Plessy v. Ferguson* established the "separate but equal" doctrine challenged by Linda Brown, who had been refused entrance to Topeka's "whites-only" school.
6. Actions with similar impacts may be discussed as long as the response includes distinct and separate information for each action, e.g., *Brown v. Board of Education of Topeka* and the Civil Rights Act of 1964 both banned segregation but the *Brown* decision was limited to public education while the Civil Rights Act dealt with the integration of all public facilities.
7. The response may discuss the impact of the government action from any perspective as long as the position taken is supported by accurate facts and examples.
8. The impact of the action may be immediate or long term.
9. The discussion of the impact of the action does not need to identify whether the action expanded or limited the rights of individuals as long as it is implied in the discussion.
10. If more than two federal government actions that have expanded or have limited the rights of individuals are discussed, only the first two actions may be scored. However, an additional action may be mentioned as historical circumstances or as an impact of the selected action.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** federal government actions that have expanded or have limited the rights of individuals, discussing the historical circumstances that led to the government action **and** the impact of the action on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Plessy v. Ferguson*: connects the 14th amendment's "equal protection" clause and the Jim Crow laws that maintained white supremacy to the Supreme Court decision that established the "separate but equal" doctrine for railway cars resulting in the erosion of rights promised to African Americans by the Civil War amendments, decades of inferior public facilities, and a century of second-class citizenship; *19th amendment*: connects the failure of the 15th amendment to give women suffrage, Susan B. Anthony's lifelong battle for the vote, and efforts of Progressive suffragists during World War I to the ratification of the 19th amendment that enfranchised women giving them a voice in legislative agendas, access to elective offices, and Hillary Clinton nearly winning the presidency in 2016
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Plessy v. Ferguson*: Reconstruction; racism; Louisiana trains; Justice Harlan's dissent; "colored only"; separate bathrooms, schools, drinking fountains; Booker T. Washington; *Brown v. Board of Education of Topeka*; Civil Rights Act of 1964; *19th amendment*: Seneca Falls Convention; Anthony's arrest and conviction for voting; women's wartime efforts; President Woodrow Wilson; picketing the White House; rallies; Carrie Chapman Catt; Alice Paul; League of Women Voters; *Roe v. Wade*; glass ceiling; women holding over 20 percent of congressional seats; Nancy Pelosi; Kirsten Gillibrand; record number of female candidates in 2018
- 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 government action more thoroughly than the other *or* by discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Plessy v. Ferguson*: discusses how Southern states passed Jim Crow laws to segregate the races and how Homer Plessy was arrested for sitting in a "whites only" railroad car, leading the Supreme Court to establish the "separate but equal" doctrine that relegated African Americans to inferior public facilities and second-class citizenship for over half a century; *19th amendment*: discusses how the Progressive goal of expanding citizen participation in government and suffragists' efforts during World War I led to the ratification of the 19th amendment that enfranchised over half the population and enabled a woman to win a major party's nomination for president in 2016
- 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 three** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

The Alien and Sedition Acts and the Supreme Court case of Brown v. Board of Education of Topeka were two actions by the federal government which affected the rights of individuals. The Alien and Sedition Acts limited individual rights and were political in purpose, intended to decrease the influence of the Democratic-Republican party. These acts caused greater concern over the power of the Federal government. The Supreme Court decision in Brown v. Board of Education expanded the rights of individuals and resulted in greater racial equality in American society.

In order to diminish the growing power of Jefferson's Democratic-Republican party that favored the French, the Federalists chose to pass the Alien and Sedition Acts while they still controlled Congress and the Presidency, taking advantage of the anti-French furor over the XYZ affair, claiming that the acts protected national security. Democratic-Republicans received much of their support from immigrants, and the Alien Act made the immigration process more difficult by extending the number of years an alien had to live in the United States before becoming a citizen in order to decrease support for the party. Also, one provision gave President Adams the power to expel any foreigner he deemed dangerous, meaning those who spoke against him. The Sedition Act punished people who criticized the Federalist-dominated government, and it limited individual liberties by encroaching on the First Amendment right of freedom of speech and the press. This increased concern over the greater power granted to the federal government by the new, untested Constitution and motivated the Republicans to strongly advocate for individual rights. Thomas Jefferson and James Madison pushed through the Kentucky

and Virginia Resolutions which nullified the Alien and Sedition Acts, raising the question of whether or not states had the right to judge the constitutionality of acts passed by Congress. The Alien and Sedition Acts were repealed or expired after the peaceful transfer of power to the Republicans in 1800. However, even today the idea of silencing free speech and press under the pretext of protecting national security continues to suppress dissent.

In 1954, the year of the Supreme Court decision on Brown v. Board of Education of Topeka, the activist Warren Court was becoming increasingly liberal when it came to individual rights. While there was a general conservative consensus concerning foreign and economic affairs during the 1950s, the civil rights movement was only beginning. Linda Brown was a young student forced to go to a segregated black school, even though a whites-only school was located much closer. This unequal pattern existed throughout the South and various black parents challenged it through Thurgood Marshall and the NAACP. Brown v. Board of Education expanded individual rights by abolishing the “separate but equal” doctrine established in 1896 by Plessy v. Ferguson. Warren cited psychological studies using dolls representing different races to argue that separate schools for children who were not Caucasian were inherently unequal and therefore in violation of the 14th amendment’s equal protection clause. A white backlash ensued in the South and private school enrollment dramatically increased, as did KKK membership.

While this action promised greater equality in American society, its impact was gradual. The decision called for integration with “all deliberate speed,” and this ambiguous wording allowed local

governments to delay and fight integration. In Little Rock, Arkansas governor Faubus used Arkansas troops to maintain segregation. African American students were threatened by angry white mobs when they tried to enter the whites only high school. It took federal troops ordered by President Eisenhower to enforce the Brown decision in Little Rock. All institutions did eventually comply and the decision was a great step forward for racial equality in American society because it was an important catalyst for tearing down racial barriers in all public facilities. The decision helped energize the Civil Rights Movement, with Rosa Parks and Martin Luther King Jr. leading the fight for equal public accommodations.

The Alien and Sedition Acts limited individual freedom of expression and increased concern about the power of the federal government. The Supreme Court decision in the Brown v. Board of Education of Topeka case was an expansion of individual rights and resulted in greater social equality in the United States.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Alien and Sedition Acts and for *Brown v. Board of Education of Topeka*
- Is more analytical than descriptive (*Alien and Sedition*: in order to diminish the growing power of Jefferson's Democratic-Republican party that favored the French, the Federalists chose to pass the Alien and Sedition Acts while they still controlled Congress and the presidency; one provision gave President Adams the power to expel any foreigner he deemed dangerous, meaning those who spoke against him; Sedition Act punished people who criticized the Federalist-dominated government, and it limited individual liberties by encroaching on the first amendment right of freedom of speech and the press; increased concern over the greater power granted to the federal government by the new, untested Constitution and motivated the Republicans to strongly advocate for individual rights; raising the question of whether or not states had the right to judge the constitutionality of acts passed by Congress; even today, the idea of silencing free speech and press under the pretext of protecting national security continues to suppress dissent; *Brown*: activist Warren Court was becoming increasingly liberal when it came to individual rights; unequal pattern existed throughout the South and various black parents challenged it; expanded individual rights by abolishing the "separate but equal" doctrine established in 1896 by *Plessy v. Ferguson*; Warren cited psychological studies using dolls representing different races to argue that separate schools for children who were not Caucasian were inherently unequal; decision called for integration "with all deliberate speed," and this ambiguous wording allowed local governments to delay and fight integration; it took federal troops ordered by President Eisenhower to enforce the *Brown* decision in Little Rock; important catalyst for tearing down racial barriers in all public facilities; decision helped energize the civil rights movement)
- Richly supports the theme with many relevant facts, examples, and details (*Alien and Sedition*: support from immigrants; James Madison; Kentucky and Virginia Resolutions; nullified; repealed or expired; peaceful transfer of power; *Brown*: conservative consensus; civil rights movement; 14th amendment; equal protection clause; Linda Brown; Thurgood Marshall; NAACP; white backlash; private school enrollment; Ku Klux Klan membership; Governor Faubus; angry white mobs; Rosa Parks; Martin Luther King Jr.)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that recognize the Alien and Sedition Acts limited individual rights while *Brown* expanded individual rights and resulted in greater social equality

Conclusion: Overall, the response fits the criteria for Level 5. The response includes strong details and analysis in its discussion of two controversial federal government actions and the opposition prompted by each.

Since its inception, the United States government has always taken actions that it has felt to be necessary. Some of these actions have involved the expansion or limitation of the rights of individuals, and have created political, economic, and social impacts on the nation. One action the U.S. government took that limited the rights of individuals was President FDR's executive order to place Japanese-Americans along the west coast into internment camps. This action was not without reason however. In the 1930s, Japan seized Manchuria and outraged Americans when it attacked a United States gunboat. A few years later, Japan, controlled by a military clique, joined the Axis powers and conquered much of the Pacific, including Indochina. There was little panic about Japanese aggression until the Japanese attacked the Pearl Harbor, Hawaii naval base on December 7, 1941. This attack created an immediate war hysteria especially about the idea of Japan being able to launch a surprise attack on the U.S. again. The next day President Roosevelt called for a declaration of war and Americans mobilized to stop Japan. So, in an act to protect national security, prevent sabotage or espionage, and possibly keep Japanese-Americans safe from angry mobs, thousands of Japanese-Americans were placed in internment camps. Roosevelt's order included all people of Japanese ancestry on the West coast, even U.S. citizens. Although the action was justified at the time to protect national security, this action greatly impacted tens of thousands of innocent Japanese-Americans who lost everything without due process. When leaving, they left behind homes, businesses, and friends, which in most cases would never be recovered. Being in those camps was not pleasant either. While for the most part being allowed to govern themselves and

educate the children, Japanese-Americans were still kept under armed guard, were not allowed to leave, and were sometimes not given the right amount of resources. They were being kept prisoners and were punished for crimes they were not formally charged with, which critics said was a violation of the 5th amendment. Even the Supreme Court upheld their confinement in *Korematsu vs. United States*. The actions of the U.S. government during the recent war on terror show that national security issues are still more important than the rights of individual members of suspect groups.

One action the U.S. government took that expanded the rights of individuals was the Supreme Court decision of *Brown vs. Board of Education Topeka*, which determined that segregation in schools was illegal and that desegregation should take place. After the Civil War, southern states faced military occupation and were forced to allow former slaves greater rights. But as soon as Reconstruction ended and the federal troops left, they rushed to restore white supremacy by passing Jim Crow laws and there was strict segregation between white and black citizens throughout the South. This would include sitting in designated places in diners or vehicles, and all other public facilities. When segregation was challenged in *Plessy vs. Ferguson*, the Supreme Court affirmed that segregation was legal under the 14th amendment as long as it was "separate but equal." However, views changed after WWII and when *Brown vs. Board* arose, the Supreme Court ruled differently, unanimously declaring that school segregation was illegal. The NAACP's victory in this case marked the beginning of a significant Civil Rights movement. Nevertheless, there was still great opposition to desegregation of schools in the

Southern states. Such a case was the Little Rock Nine, who were barred from attending a previously all-white school until President Eisenhower sent federal troops to escort them. When the Arkansas state government defied the desegregation order in the Brown decision, Eisenhower used his power as commander in chief to enforce the law. Soldiers stayed with the nine students for the whole school year and prevented further violence against them. Integrating public schools like Little Rock Central HS was a long and difficult struggle because of entrenched racism. This is a government action that expanded the rights of individuals, because it helped black Americans get equal educational opportunities.

As time goes on, the U.S. government will always take action it feels are necessary. Some of these actions have been judged by history as wrong, such as the internment of Japanese Americans, while some, such as Brown, are judged to be right.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Japanese American internment and for *Brown v. Board of Education of Topeka*
- Is more analytical than descriptive (*internment*: Japan, controlled by a military clique, joined the Axis powers and conquered much of the Pacific, including Indochina; attack created an immediate war hysteria, especially about the idea of Japan being able to launch a surprise attack on the United States again; in an act to protect national security, prevent sabotage or espionage, and possibly keep Japanese Americans safe from angry mobs, tens of thousands of Japanese Americans were placed in internment camps; they left behind homes, businesses, and friends, which in most cases would never be recovered; they were being kept prisoners and were punished for crimes they were not formally charged with, which critics said was a violation of the fifth amendment; actions of the United States government during the recent war on terror show that national security issues are still more important than the rights of individual members of suspect groups; *Brown*: as soon as Reconstruction ended and the federal troops left, they rushed to restore white supremacy by passing Jim Crow laws and there was strict segregation; would include sitting in designated places in diners or vehicles and all other public facilities; in *Plessy v. Ferguson*, the Supreme Court affirmed that segregation was legal under the 14th amendment as long as it was “separate but equal”; views changed after World War II and when *Brown v. Board of Education* arose, the Supreme Court ruled differently, unanimously declaring that school segregation was illegal; NAACP’s victory in this case marked the beginning of a significant civil rights movement; integrating public schools like Little Rock Central High School was a long and difficult struggle because of entrenched racism)
- Richly supports the theme with many relevant facts, examples, and details (*internment*: President Franklin Delano Roosevelt’s executive order; seized Manchuria; attacked a United States gunboat; Pearl Harbor, Hawaii, naval base; December 7, 1941; declaration of war; West Coast; citizens; protect national security; without due process; under armed guard; *Korematsu v. United States* decision; *Brown*: Civil War; military occupation; Little Rock Nine; President Eisenhower; sent federal troops; Arkansas state government; commander in chief; enforce the law; whole school year)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states some government actions are judged by history as wrong and some are judged to be right.

Conclusion: Overall, the response fits the criteria for Level 5. The response makes a good connection between Japanese American internment during World War II and the current war on terror. The impact of *Brown v. Board of Education of Topeka* on efforts to integrate public education is also thoughtfully developed.

Over the years, the United States government has taken various actions that often benefitted the lives or limited the rights of individuals who reside in the United States. These actions are often affecting people of different nationalities and color. They, the actions taken by the government, have also strongly impacted the nation's political, social, and economic ways.

Brown v. Board of Education of Topeka was one of the many government actions taken. This ruling impacted the African American community and changed their lives for the better by reversing the racist Supreme Court decision in *Plessy v. Ferguson* so that it didn't apply to schools. For years upon years, even after slavery was long gone, African American citizens had to endure all the limitations that Jim Crow segregation so "kindly" provided for them under the "separate but equal" excuse. There were whites only bathrooms, water fountains, and public buildings that African Americans could not enter. They were only allowed to enter the public facilities that were designated for them, and they were rarely "equal". The segregated bathrooms weren't even the worse part. It was the schools. The schools were also subject to segregation and African American students were badly affected by the terrible reality of separate and very unequal school systems. The schools for whites were modern, clean, and had many classrooms. Whereas, the colored-only schools had limited resources and crowded classrooms. *Brown v Board of Education of Topeka* was a ruling that put an end to all of these legal limitations. It made segregation in schools illegal and ordered segregated schools to integrate. This ruling was something that many whites-only schools avoided but the federal government made sure

that it was followed. For example, with the Little Rock Nine. Nine black students were sent to attend a highschool in Little Rock, Arkansas. They were the first black students to attend that high school. The Arkansas governor went against the Brown v. Board of Education ruling and refused to let these students in. Then, President Eisenhower sent troops to Little Rock to ensure that these students were able to safely attend the highschool accompanying them every day of the entire school year. Brown v. Board of Education of Topeka was a ruling that changed the lives of African-American students in all parts of America and expanded their rights for education but the struggle for full equality had just begun.

Another action taken by the federal government was, Executive Order 9066. The attack on Pearl Harbor by the Japanese is the reason behind 9066. It was also the reason the United States entered World War II. Pearl Harbor made Americans wary and fearful. They feared that the Japanese-Americans were working with Japan as spies in order to sabotage the United States. Executive Order 9066 was largely a result of this fear but was also part of a long history of nativism aimed at Asians on the west coast. The United States utilized 9066 to take action against Japanese-Americans on the coast, even those who were born here. Through the use of 9066, Japanese-Americans were forced out of their homes and into internment camps without due process. They were told that they had to give up their homes, their jobs, and basically their whole life for the safety of the United States. Internment camps were much like prisons. They had to make a new life for themselves there and were not allowed to leave. Many people thought these were actions of racism since Japanese-Americans weren't

the only “enemy” nationalities that resided in the U.S. German-Americans and Italian-Americans also resided in the United States. No actions were taken against them though their “home countries” were allied with Japan. Executive Order 9066 limited the rights of Japanese-Americans and had many impacts on the nation. In the 1980s, the U.S. finally apologized for its action. In statements and with payments to survivors, the U.S. admitted that the internment was completely wrong.

In conclusion, Brown v. Board of Education of Topeka and Executive Order 9066 were both actions of the federal government that greatly affected the American Society. Japanese-Americans and African-Americans, in particular, had endured both the limitations and benefits of these actions. They were both actions taken on the account of race but either way, they greatly affected the nation politically, socially, and economically.

Anchor Level 4-A

The response:

- Develops all aspects of the task for *Brown v. Board of Education of Topeka* and for Executive Order 9066
- Is both descriptive and analytical (*Brown*: changed their lives for the better by reversing the racist Supreme Court decision in *Plessy v. Ferguson* so that it didn't apply to schools; even after slavery was long gone, African Americans had to endure all the limitations that Jim Crow segregation so "kindly" provided for them under the "separate but equal" excuse; schools were also subject to segregation and African American students were badly affected by the terrible reality of separate and very unequal school systems; ruling was something that many whites-only schools avoided, but the federal government made sure that it was followed; Arkansas governor went against the *Brown v. Board of Education* ruling and refused to let these students in; expanded their rights for education but the struggle for equality had just begun; *Order 9066*: Pearl Harbor made Americans wary and fearful; feared that the Japanese Americans were working with Japan as spies in order to sabotage the United States; part of a long history of nativism aimed at Asians on the West Coast; forced out of their homes and into internment camps without due process; had to give up their homes, their jobs, basically their whole life for the safety of the United States; had to make a new life for themselves there and were not allowed to leave; many people thought these were actions of racism since Japanese Americans were not the only "enemy" nationalities that resided in the United States; in the 1980s the U.S. finally apologized; in statements and with payments to survivors, the U.S. admitted that the internment was completely wrong)
- Supports the theme with relevant facts, examples, and details (*Brown*: bathrooms; water fountains; public facilities were rarely equal; limited resources; crowded classrooms; Little Rock Nine; President Eisenhower sent troops; entire school year; *Order 9066*: those who were born here; much like prisons; German Americans; Italian Americans)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that observe both actions were racially motivated

Conclusion: Overall, the response fits the criteria for Level 4. The response uses some analysis to demonstrate understanding of the actions, but lacks the depth of detail and analysis found in higher level responses.

When America first became an independent nation, the belief in a government with limited power and limited responsibility, was strong. The government was meant to only act on behalf of the people when it was necessary. Over time, government has become more and more present in day to day life. Elected officials have had to take action to address problems and these actions have expanded or limited the rights of individual citizens of the United States. The actions taken in times of need have significantly effected American Culture Politically, Socially and economically. The 18th Amendment which allowed for the era of Prohibition and the Supreme Court Case Schenck vs. United States, both go against the individual rights of people but were seen by many as benefitting the majority of Citizens.

Leading up to the Age of Prohibition, a Temperance Movement, consisting mostly of women and religious members of society, had been active for decades. The Temperance Movement was supported by many churches as a way of reducing sin. They believed that the sale and possession of alcohol should be illegal in the U.S. It was believed that men would go to work in factories and earn a paycheck, and rather than using their money to provide for their families they would spend it on alcohol. By banning alcohol entirely the people of the Temperance movement thought American families would prosper and men would be less stressed about the finances which was often the cause of reckless and violent behavior. This effort gained more support during the Progressive Era. The bill for Prohibition passed through congress. By 1919 America had entered the Age of Prohibition.

The Age of Prohibition led to many changes in the country, politically, socially and economically. Due to the fact that alcohol was

banned it allowed for bootleggers to develop organized crime to satisfy America's thirst for alcohol. Since these underground companies were the only way to get alcohol, people were willing to pay a lot more and flaunt the law. Criminals like Al Capone profited greatly in this business. During the roaring twenties more money was being made and the economy was doing better than ever before. Socially, speakeasies became an important part of city life.

In the Volstead Act the government created a team of officers whose job was to try and discover these secret operations. This became part of the establishment of the FBI, but even they could not enforce the unpopular amendment.

Schenck vs the United States ultimately changed the course of history. In the bill of rights, American citizens are guaranteed freedom of speech under the First Amendment. In the past, government officials had often taken steps to limit dissent in the interest of national security. In 1917, when Woodrow Wilson asked Congress to declare war on Germany some critics said the war was only to protect American investments. This Supreme Court Case questioned the rights of the individual to criticize the war effort in this manner. The Espionage and Sedition Acts made it illegal to obstruct or even criticize the war. As America was preparing to enter World War I, a socialist named Charles Schenck was arrested because he was mailing letters and protesting against the draft of American Men going into battle. He was charged with violating the Espionage Act, no one could challenge the war methods of the government. When he was eventually tried, he claimed that silencing him was a violation of his citizenship rights under the first Amendment. However, the Supreme

Anchor Paper – Thematic Essay—Level 4 – B

Court unanimously ruled that his speech posed a “clear and present danger” to American security which became the standard for limiting dissent during a national crisis.

In almost every war, some form of protest arises. Socially, this continues to create a rift between those who champion individual freedom and those who insist that national security is more important.

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

- Develops all aspects of the task but does so somewhat unevenly by discussing the 18th amendment less thoroughly than *Schenck v. United States*
- Is both descriptive and analytical (*18th amendment*: Temperance movement was supported by many churches as a way of reducing sin; men would go to work in factories and earn a paycheck, and rather than using their money to provide for their families they would spend it on alcohol; effort gained more support during the Progressive Era; bill for Prohibition passed through Congress; allowed for bootleggers to develop organized crime to satisfy America’s thirst for alcohol; *Schenck*: historically, government officials had often taken steps to limit dissent in the interest of national security; when Woodrow Wilson asked Congress to declare war on Germany, some critics said the war was only to protect American investments; Espionage and Sedition Acts made it illegal to obstruct or even criticize the war; Supreme Court unanimously ruled that his speech posed a “clear and present danger” to American security, which became the standard for limiting dissent during a national crisis; in almost every war, some form of protest arises; continues to create a rift between those who champion individual freedom and those who insist that national security is more important)
- Supports the theme with relevant facts, examples, and details (*18th amendment*: speakeasies; Al Capone; Roaring Twenties; Volstead Act; FBI; unpopular amendment; *Schenck*: Bill of Rights; first amendment; 1917; World War I; socialist; protesting against the draft)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes over time the government has become more present in the day-to-day lives of citizens and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The case of *Schenck v. United States* is analyzed in some detail. The discussion of Prohibition is less detailed and would have benefitted from additional analysis and depth.

Ever since the creation of the United States, our federal government has taken action for and against the rights of the people. Often the actions target specific minorities. Two very significant government actions, the Indian Removal Act of 1830 and the 19th amendment, had significant impacts politically, economically and socially.

When most people are asked what action by president Andrew Jackson was immoral, they say it was the Indian Removal Act of 1830. The act specifically targeted Native Americans. Historically the Native Americans never quite got along with European settlers. Early on, they were never easily controlled because they knew how to fight and knew the land best. Earlier, many died during the Colombian exchange from harsh treatments and especially disease. By the time of the 7 years war, Britain was at war with France over territory in North America. Tribes generally with a few exceptions sided with the French. When the war was over, the Native Americans were really the biggest losers. While the British gained land beyond the Appalachians from France, people illegally crossed into it and settled. This led to more conflicts with Native Americans. After the U.S. was founded, people began to expand American territory with things like the Louisiana purchase. When Andrew Jackson was president, the Cherokee and other "advanced" tribes lived in and around Georgia. Around that time, it was discovered that there was fertile farmland, vast resources and precious materials. Since people were illegally going on the land Andrew Jackson wanted the Indians to move to avoid conflict. The Cherokees had challenged Georgia's attempts to control them, and won one case at the Supreme Court. Despite John Marshall ruling in favor of the Indians, President Jackson refused to

enforce it. The aftermath was that many Indians, as much as a quarter, died from the Indian Removal act by marching on the trail of tears. The political impact of the act was minor and Jackson received little criticism for not enforcing the supreme court decision.

Economically, while America acquired valuable land for growing cotton and became wealthier, the Native Americans became poorer and couldn't keep their ancestral lands and traditions. Most importantly, the Indians became outsiders living in what later became Oklahoma and even that was eventually opened to white settlement. These were the horrific consequences of the Indian Removal Act.

One other federal act which hugely impacted people was the 19th amendment. When America was founded, you could only vote if you were 21 years old, a landholder, and white. Slowly over time, all white men got the right to vote. After the Civil War, all slaves were freed and black men were finally able to vote according to the 15th amendment, although southern states fought this. The real losers were the women. Not even white women could vote. Many feminists like Susan B Anthony protested in order to be granted voting rights. Some states in the west, like Wyoming, permitted women to vote. During the Progressive movement, to increase citizen participation, the woman's suffrage movement gained strength. Some radicals like Alice Paul would even try to starve themselves in prison to bring attention to their cause but they were force fed. It wasn't until after the first world war that the 19th amendment was added. Politically, women took more power and steadily increased the role of government. Economically women are more independent, but they still don't have jobs that pay equal to men. Socially they have demanded the same respect given to

men. None of these recent changes would be possible if it weren't for women having a voice in the government.

When the 19th Amendment and Indian Removal Act were passed they affected specific groups hugely. The effects were shown politically, economically, and socially. While they both were actions by the Federal government, that doesn't mean they were beneficial actions.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the Indian Removal Act and for the 19th amendment
- Is both descriptive and analytical (*Indian Removal*: never easily controlled because they knew how to fight and knew the land best; when Andrew Jackson was president, the Cherokee and other advanced tribes lived in and around Georgia; Cherokees had challenged Georgia's attempts to control them and won one case at the Supreme Court; despite John Marshall ruling in favor of the Indians, President Jackson refused to enforce it; many Indians, as much as a quarter, died from the Indian Removal Act by marching on the Trail of Tears; Indians became outsiders living in what later became Oklahoma and even that was eventually opened to white settlement; *19th amendment*: after the Civil War all slaves were freed and black men were finally able to vote according to the 15th amendment; some states in the West, like Wyoming, permitted women to vote; during the Progressive movement, to increase citizen participation, the women's suffrage movement gained strength; economically women are more independent but they still do not have jobs that pay equal to men; none of these recent changes would be possible if it were not for women having a voice in the government)
- Supports the theme with relevant facts, examples, and details (*Indian Removal*: Columbian exchange; disease; Seven Years War; over territory in North America; sided with the French; land beyond the Appalachians; Louisiana Purchase; cotton; ancestral lands and traditions; *19th amendment*: landholder; Susan B. Anthony; radicals like Alice Paul; starved themselves; prison; force fed; after the first world war)
- Demonstrates a logical plan of organization; includes an introduction and conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response includes a brief review of unequal treatment of both Native Americans and women in United States history. It discusses the impact of the Indian Removal Act on the Cherokee but presents only generalizations about the impact of the 19th amendment on women.

Every move a government makes effects the society it governs. Governments can unite or separate people and every action by said government brings change to its people. Some actions have restricted or increased the rights of different individuals. The ratification of the 18th and 19th amendments by the United States government greatly impacted the rights of different individuals.

Women have struggled throughout time gaining rights to attain the freedom women deserve. In the mid 1800's Susan B. Anthony emerged as a civil rights activist that advocated for women's equality and voting rights. She made a profound impact on women of the U.S. at the Seneca Falls convention. Elizabeth Cady Stanton was another activist as well that spread hope for women accross the nation.

Anthony and Stanton were motivated and determined. Later, Cary Chapman Catt lobbied for women's voting rights state by state in a practical and business like manner that seemed more appealing to stereotypical prententious white males of the era. She explained how voting rights would be beneficial so women could increase their participation on educational, health and public service committees.

These different roles were very stereotypically female dominated. Through extensive efforts of these powerful women's rights advocates, finally the 19th ammendment was added in 1920 which gave women the right to vote. This greatly impacted the nation because women could participate more in politics and in government which gave women a voice. Men and women's political statuses became more alligned. This struggle continued with the women's March on Washington after current president Donald Trump's innauguration. Women felt their rights were again in jeopardy and so they were motivated to run for political office. Like Anthony, Stanton, and

Catt, women were heard. The 19th amendment expanded rights for women and was greatly beneficial.

The United States government's actions have not always been beneficial to the individual. The 18th amendment restricted individuals' rights to alcohol. By the late 1800s, many religious leaders and women began to blame alcohol for domestic violence, crime, and poverty. Frances Willard pushed for prohibition in the Women's Christian Temperance Union, more commonly known as the WCTU. Carrie Nation also advocated for prohibition after losing her husband to alcoholism. She would storm into bars across the country and chop the bars up with an axe. Many bars throughout the nation would put up signs that basically read "any nation welcome but Carrie". Local and state level efforts gained success, with many states in the South and Midwest adopting prohibition. Through extensive labor of pro-prohibition advocates, the 18th amendment was passed in 1919. The amendment impacted the nation because people were angry with the restriction of their rights to drink as they wish and chose to break the law in huge numbers. People would go to speakeasies to drink in secret and the act ruffled feathers of many individuals in the United States. Bootleggers became popular as well.

Different individuals have greatly been impacted by the ratification of the 18th and 19th amendments by the United States government. The 19th amendment expanded voting rights of women and was very beneficial to society. The 18th amendment restricted different individuals' rights and caused citizens to secretly rebel by breaking the law. The two powerful amendments shaped society in the United States into what it is today.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth for the 19th amendment and for the 18th amendment
- Is more descriptive than analytical (*19th amendment*: in the mid-1800s Susan B. Anthony emerged as a civil rights activist that advocated for women's equality and voting rights; later, Carrie Chapman Catt lobbied for women's rights state by state in a practical and businesslike manner that seemed more appealing to stereotypical pretentious white males of the era; through extensive efforts of these powerful women's rights advocates, finally the 19th amendment was added in 1920; men and women's political statuses became more aligned; struggle continued with the Women's March on Washington after current President Donald Trump's inauguration; women felt that their rights were again in jeopardy and so they were motivated to run for political office; *18th amendment*: by the late 1800s, many religious leaders and women began to blame alcohol for domestic violence, crime, and poverty; Frances Willard pushed for Prohibition in the Women's Christian Temperance Union; many bars throughout the nation would put up signs that basically said "any nation welcome but Carrie"; people were angry with the restriction of their rights to drink as they wish and chose to break the law in huge numbers; people would go to speakeasies to drink in secret; bootleggers became popular); includes faulty analysis (*19th amendment*: she made a profound impact on women of the United States at the Seneca Falls Convention)
- Includes some relevant facts, examples, and details (*19th amendment*: Elizabeth Cady Stanton; educational, health, and public service committees; female dominated; *18th amendment*: alcoholism; chop the bars up; states in South and Midwest adopting Prohibition)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that state the 18th amendment restricted rights while the 19th amendment expanded rights

Conclusion: Overall, the response fits the criteria for Level 3. The response indicates ample knowledge of important women reformers but lacks the depth of a higher level paper.

During the entirety of United States history, the federal government has expressed great amounts of influence on the rights of the people. The 15th amendment, which allowed African American's to vote, and the Prohibition act of 1919 both had great effects on American Society.

The American Civil War was fought between the North and South between 1861 and 1865. Slavery was one of the long term factors that caused it. The 15th Amendment was passed in 1870, after the end of the Civil War, in order to give male African Americans the ability to vote. While they had also gotten their right to freedom and equal citizenship with the 13th and 14th amendment, these laws were difficult to enforce in practice. American Society - especially in the South, saw African Americans as unfit to have these rights. Black Codes, Jim Crow laws, the Grandfather Clause - all of these were preventing freedmen from claiming their new rights. Literacy tests that were almost impossible to pass were given to them to prevent them from voting. While the 15th amendment was passed in order to give freedsmen the right to vote, the American Society would not allow this to become reality until many years later.

Throughout all of American history, there have been warnings regarding heavy usage of alcohol. The 18th amendment was passed in 1919, and continued to be valid until the early 1930's. Over the span of centuries, Men especially were spending their money at bars, which left them with no money to support their family. Not only this, but while drunk, domestic abuse was very common in the home. Organizations such as the Women's Christian Temperance Union and the Anti-Saloon League had pushed for full abstinence from

alcohol since after the Civil War. A notable activist in the Temperance movement was Carrie Nation—who often went to bars in protest of alcohol consumption and prayed. When the 18th amendment was passed at last, the American people were divided about it. The question was whether or not the federal government had the power to enforce it. During the time of Prohibition, the Volstead Act was passed in attempt to enforce the alcohol ban. However, bootleggers, speakeasies, and organized crime was growing. Eliot Ness and the untouchables were able to put an end to one of the head crime bosses, Al Capone, but demand for alcohol still continued. Eventually, in the 1930s, the 21st amendment was passed in order to repeal the 18th, and consumption of alcohol was once again legal.

The United States federal government has the power to have great impact on American Society. The 15th and 18th amendment are just a few of the examples used to truly show how the people react to government influence.

Anchor Level 3-B

The response:

- Develops all aspects of the task in some depth for the 15th amendment and for the 18th amendment
- Is both descriptive and analytical (*15th amendment*: passed in 1870 after the end of the Civil War in order to give male African Americans the ability to vote; while they had also gotten their right to freedom and citizenship with the 13th and 14th amendments, these laws were only enforced on paper; American society, especially in the South, saw African Americans as unfit to have these rights; literacy tests that were almost impossible to pass were given to them to prevent them from voting; American society would not allow this to become reality until many years later; *18th amendment*: men especially were spending their money at bars, which left them with no money to support their families; while drunk, domestic abuse was very common in the home; a notable activist in the temperance movement was Carrie Nation—who often went to bars in protest of alcohol consumption and prayed; the question was whether or not the federal government had the power to enforce it; eventually in the 1930s, the 21st amendment was passed in order to repeal the 18th)
- Includes some relevant facts, examples, and details (*15th amendment*: between 1861 and 1865; slavery; Black Codes; Jim Crow laws; grandfather clauses, freedmen; *18th amendment*: Women’s Christian Temperance Union; Anti-Saloon League; full abstinence; Volstead Act; bootleggers; speakeasies; organized crime; Eliot Ness, Untouchables; Al Capone)
- Demonstrates a satisfactory plan of organization; includes a brief introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. Many details are included to support the response. The discussion of Prohibition contains more analysis and detail than the discussion of African American suffrage.

The federal government has taken actions that expand and limit the rights of individuals. Many amendments are added to the constitution that expand the individual rights of American citizens. Two examples are the 15th and 19th amendments. The 15th amendment allowed black males to vote and the 19th allowed women the right to vote. Voting is a right that is taken for granted today and is not seen as important, but the fight for suffrage was huge. The passage of the amendments had a great impact on the United States.

After the civil war had ended in 1865, free African-Americans and former slaves gained many freedoms. The 13th amendment abolished slavery, the 14th amendment granted citizenship and the 15th amendment gave males the right to vote. This was huge in society. The defeated South was still recovering from the war and could not stop the passage of the 15th amendment. Republicans in Congress thought that if they gave African Americans the vote they would vote Republican. The right to vote was a huge rights expansion because there was now a whole new culture or type of people that would be heard. Although blacks were allowed to vote, many whites, especially in the South, tried to keep them from voting. Many Southern places put a poll tax on the voting system so blacks couldn't vote if they could not afford the poll tax. There were also threats from the KKK that reduced black voting. The final thing whites did to attempt to keep blacks from voting was make a literacy test mandatory before voting. Because slaves had not been allowed to read, they were unable to pass the test and vote. The ability to vote for black males under the 15th amendment was huge, but as long as there was still racism there were ways to prevent them from using this right.

The fight for women's suffrage began in 1848 in Seneca Falls, New York, at the women's convention. Later, Susan B. Anthony, sparked a fire in the mind of many women throughout the whole nation by voting illegally in a presidential election. Women believed that they should and could vote. During world war I, some women took jobs in factories and manufactured equipment for war. Females realized they could do anything after this. They realized they can work out of the home, fight for equality and much more. So after the war, women began to fight for the right to vote. In 1920, the 19th amendment was passed, and females had gained the right to vote. In the 1920 election, many women did not vote but as time went on, voting became more popular for women. After almost 70 years of fighting, women had finally gained the right to vote.

The extension of rights for these two groups impacted America greatly. Not only were new perspectives seen in politics, but more people were active in the community. Also, economic policies changed as more people could vote for or against certain regulations. America was affected by the expansion of individual rights and it impacted the nation economically, socially, and politically.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth for the 15th amendment and for the 19th amendment
- Is more descriptive than analytical (*15th amendment*: after the Civil War had ended in 1865, free African Americans and former slaves gained many freedoms; defeated South was still recovering from the war and could not stop the passage of the 15th amendment; Republicans in Congress thought that if they gave African Americans the vote, they would vote Republican; many Southern places put a poll tax on the voting system so blacks could not vote if they could not afford the poll tax; because slaves had not been allowed to read, they were unable to pass the test and vote; ability to vote for black males under the 15th amendment was huge, but as long as there was still racism there were ways to prevent them from using this right; *19th amendment*: fight for women's suffrage began in 1848 in Seneca Falls, New York, at the women's convention; later, Susan B. Anthony sparked a fire in the minds of many women throughout the whole nation by voting illegally in a presidential election; during World War I, some women took jobs in factories and manufactured equipment for war; as time went on voting became more popular for women); includes faulty analysis (*19th amendment*: so after the war, women began to fight for the right to vote)
- Includes some relevant facts, examples, and details (*15th amendment*: 13th amendment abolished slavery; 14th amendment granted citizenship; poll tax; Ku Klux Klan; literacy tests; *19th amendment*: fight for equality; 1920 election)
- Demonstrates a satisfactory plan of organization; includes an introduction that states voting is a right that is taken for granted today but the fight for suffrage was huge and a conclusion that notes the amendments had a great impact on the two groups

Conclusion: Overall, the response fits the criteria for Level 3. The response includes some analysis about the 15th amendment but addresses the 19th amendment in a general way and provides virtually no impact for this amendment.

The United States government has been given the power to make any decision that best protects the people and national interest. Some of the actions taken give people of the United States more individual liberties and rights, where as others take them away. The passing of the 15th Amendment and the Suprem Court case Brown vs. Board of Education of Topeka are two actions that have expanded the rights of many Americans.

Since the Middle Passage African Americans have been faced with slavery, racially discriminated, and faced with inequalities. The issue of slavery tore up the United States as new states were made and the decision of whether they'd be a free or slave state was asked. This was such a problem because an equal number of representatives from free and slave states had to be maintained in government. After the South felt like its intrests were not being acknowledged during Lincoln's administration South Carolina succeded from the Union and many other states followed. From 1861 to 1865 the U.S was in a Civil War. Lincoln felt the pressure to preserve the Union, but many Southern States resisted because they knew they would lose their slaves. The plantation system was the economic basis for the South. Farmers relied on Slaves to maintain cotton fields. But after the South fell to the North they had to comply during Reconstruction. Once the war was over the 13th, 14th, and 15th Amendments were passed. These amendments abolished slavery, gave blacks equal protection under the law, and gave black males voting rights. This was a huge step for African Americans as they could no longer be treated like property, and now had the same rights as white males.

The Civil Rights Movement continued to progress and face set

backs over time. Once troops were removed from the South in 1877, the end of the Reconstruction era, white people found ways to prevent blacks from using their new rights. In addition, Jim Crow Laws, and the U.S. Supreme Court Case Plessy vs. Ferguson legally made separate but equal okay. This did not help any racial discrimination blacks faced. Although the law stated that blacks would have their own equal facilities, the conditions were never the same. In 1954 however a change was made when Separate but equal in public schools was deemed not okay in Brown vs. Board of Education of Topeka. Public schools became integrated and others questioned why separate but equal was not okay in public schools but okay everywhere else. As a result blacks started to gain more of the equal opportunities whites get.

Throughout history government actions such as the 18th Amendment and Brown vs. Board gave American people more individual rights and liberties.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth for the 15th amendment and for *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*15th amendment*: after the South fell to the North they had to comply during Reconstruction; these amendments abolished slavery, gave blacks equal protection under the law, and gave black males voting rights; once troops were removed from the South in 1877, the end of the Reconstruction Era, white people found ways to prevent blacks from using their new rights; *Brown*: United States Supreme Court case *Plessy v. Ferguson* legally made “separate but equal” OK; although the law stated that blacks would have their own equal facilities, the conditions were never the same; in 1954, however, a change was made when “separate but equal” in public schools was deemed not OK); includes faulty analysis (*15th amendment*: after the South felt like its interests were not being acknowledged during Lincoln’s administration, South Carolina seceded from the Union)
- Includes few relevant facts, examples, and details (*15th amendment*: free or slave state; Lincoln’s administration; Civil War; *Brown*: civil rights movement; equal opportunities)
- Demonstrates a general plan of organization; includes an introduction and conclusion that state both actions expanded the rights of many Americans

Conclusion: Overall, the response fits the criteria for Level 2. Although lengthy historical circumstances are provided, especially for the 15th amendment, the impacts of each action are only briefly addressed.

The United States has had a long history of taking away people's rights. Founded on land taken from Native Americans, America has been pushing people and taking advantage of people since the beginning. However, the United States has also granted many people rights. The United States was very progressive when they granted women the right to vote in the 19th Amendment. On the other hand, America took away Japanese Americans rights during WWII.

Leading up to the 19th Amendment was World War I. During the war, many women went to work in traditionally "male" jobs because the men were at war. By entering the workforce, women solidified their place in society and demanded the right to vote. The government heard women's calls for suffrage and granted them the right to vote. This granting of women the right to vote radically changed American society. Now, women could cast their opinions about the government and they could be heard. Men now had to take women seriously and had to respect women's opinions because now men and women were on the path to equality. Society would never be the same after the 19th Amendment. Women today are still fighting for equality but the 19th Amendment put women onto the path of equality.

A dark moment in America's history was after the attack on Pearl Harbor. American citizens were afraid of another attack from Japan so they became afraid of Japanese-American citizens. This fear from the average American pressured the government into putting Japanese Americans into internment camps. The government took Japanese-Americans out of their homes and carted them off to some camp. With no trial and no representation, the Japanese-Americans lost all of their basic human rights. The placement of Japanese-Americans in

Anchor Paper – Thematic Essay—Level 2 – B

internment camps violated the principles of America. This violation changed American Society because it showed that the government could be influenced by fear.

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

- Minimally develops all aspects of the task for the 19th amendment and for the internment of Japanese Americans
- Is primarily descriptive (*19th amendment*: during the war, many women went to work in traditionally male jobs because the men were at war; now, women could cast their opinions about government and they could be heard; women today are still fighting for equality but the 19th amendment put women on the path of equality; *internment*: American citizens were afraid of another attack from Japan; government took Japanese Americans out of their homes; with no trial and no representation, the Japanese Americans lost all of their basic human rights)
- Includes few relevant facts, examples, and details (*19th amendment*: World War I; *internment*: Pearl Harbor)
- Demonstrates a satisfactory plan of organization; includes an introduction that notes the United States has had a long history of taking away peoples' rights but has also granted people rights and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. While the response provides very brief historical circumstances for the 19th amendment and for the internment of Japanese Americans, it demonstrates better understanding of the impacts of both actions. Additional facts and details would have strengthened the response.

Actions taken by the government throughout United States history has changed how individuals are able to live. Rights were further limited of African Americans due to the decision produced from the Plessy vs. Ferguson case in 1896, while rights were then expanded due to the decision of the Brown vs. Board of Education case.

The Plessy vs. Ferguson court case came about because African Americans were not seen as equal to whites. The issue was over segregation of public places. African Americans were treated significantly poorer than whites in many aspects of their lives. With this court case, the federal government decided that blacks would be “separate, but equal.” This decision meant that blacks and whites would have different bathrooms, restaurants, etc. African Americans were still being treated differently than whites with this decision, so their rights were limited once again. Many people questioned if the segregation truly made the African Americans equal.

Well after Plessy vs. Ferguson, in 1954, the Brown vs. Board of Education court case occurred. Leading up to the case, a father was forced to put his child on a school bus that took his child to a school that was farther away because it was for African Americans only; even though there was another school that was closer, he could not send his child to that one because it was for whites only. He brought his situation to court to fight that “separate, but equal” was not really equal. From the Brown vs. Board of Education case, the federal government decided to finally end segregation by taking away the idea of “separate but equal.” Therefore, blacks and whites no longer had different bathrooms, restaurants, schools, stores, and buses; they would interact in the same places. This decision allowed African

Americans to have rights that were expanded and segregation no longer existed.

Decisions from *Plessy vs. Ferguson* and *Brown vs. Board of Education* changed how groups of people lived by limiting Americans' rights and then expanding them. African Americans went from being segregated, to not being segregated because of the actions made by the United States federal government.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task in some depth for *Plessy v. Ferguson* and for *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Plessy*: issue was over segregation of public places; African Americans were treated significantly poorer than whites; federal government decided that blacks would be “separate but equal”; many people questioned if the segregation truly made African Americans equal; *Brown*: even though there was another school that was closer, he could not send his child to that one because it was for whites only; taking away the idea of “separate but equal”); includes faulty analysis (*Brown*: a father was forced to put his child on a school bus; therefore blacks and whites no longer had different bathrooms, restaurants; they would interact in the same places; segregation no longer existed)
- Includes few relevant facts, examples, and details (*Plessy*: different bathrooms, restaurants; rights were limited; *Brown*: rights that were expanded)
- Demonstrates a general plan of organization; includes an introduction and conclusion that note *Plessy v. Ferguson* limited African American rights while *Brown v. Board of Education of Topeka* expanded them

Conclusion: Overall, the response fits the criteria for Level 2. Some knowledge about the concept of “separate but equal” is evident. However, the response provides only limited information about the historical circumstances that led to *Plessy v. Ferguson* and about the impact of *Brown v. Board of Education of Topeka*.

The United States has taken actions to expand and limit the rights of individuals throughout its history. The 15th amendment and on the contrary, the Grandfather Clause are examples of this expansion and limitation. These actions impacted American and African American society collectively, in many ways.

With the 15th Amendment added to the Constitution Black males were granted the right to vote. This is a direct expansion to the civil liberties of African-American men. With the ability to vote these men are now able to help decide what goes on in the government, for the most part. The 15th amendment was put in place after racial tensions grew to great heights between the African Americans and the Whites of society. This unequalness felt by the African Americans aided the the production of this Amendment. This expansion of African American rights als granted the courage for women to fight for their rights in equality in this Nation.

With this right to vote granted to African American man it was not seen fondly in all locations of this Nation. Many civilians and politicians in the Southern United states opposed this ruling and so placed political barricades in the way of African American voters. These barricades were Grandfather clause's and literacy tests, put in place by the opposition knowing the African Americans would have a difficult time passing them. These actions did not help in any way, they only increased racial and political tensions between African Americans and Whites. This limitation was used to counter act the great leap of expansion the African Americans Achieved.

With the United States producing these actions, there were great changes in the political and social fields of this nation. The African

Anchor Paper – Thematic Essay—Level 1 – A

American males right to vote was very controversial and lead to many changes in society. Expanding yet also limiting their civil liberties through political and social grudges.

Anchor Level 1-A**The response:**

- Minimally develops some aspects of the task for the 15th amendment
- Is descriptive (*15th amendment*: expansion of African American rights also granted the courage for women to fight for their rights; was not seen fondly in all locations of this nation; barricades were grandfather clauses and literacy tests put in place by the opposition knowing the African Americans would have a difficult time passing them); includes weak analysis (*15th amendment*: put in place after racial tensions grew to great heights between the African Americans and the whites of society)
- Includes few relevant facts, examples, or details (*15th amendment*: southern United States)
- Demonstrates a general plan of organization; includes an introduction that incorrectly identifies the grandfather clause as a federal action and a conclusion that correctly states giving African American males the right to vote was controversial

Conclusion: Overall, the response fits the criteria for Level 1. The response fails to address any specific historical circumstances that led to the 15th amendment and includes broad generalizations about the amendment without support; it also fails to discuss a second federal action.

Throughout United States history, the federal government has taken actions that have either expanded or limited the rights of individuals in the United States. These government actions have had significant political, social, and economic impacts on the nation.

In the case of *Brown v. Board of Education of Topeka* (1954), a “colored” child had to go a distance to get to school since the “Seperated but equal” law with other African American kids instead of going to the school right down the street from which the child lived because that is where the white children went. The case was brought to the supreme court and the result was that “seperate but equal” was still considered segregation. The impacts on U.S. society was that from here on children of different races could start going to school together.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for *Brown v. Board of Education of Topeka*
- Is descriptive (*Brown*: a “colored” child had to go a distance to get to school since the “separate but equal” law; from here on children of different races could start going to school together)
- Includes few relevant facts, examples, or details (*Brown*: where the white children went; Supreme Court; segregation)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response identifies the major issue and the ruling in *Brown v. Board of Education of Topeka* with minimal development.

Throughout history, the United States government have taken a number of actions that either expanded or limited both individual and societal rights across the country. Two particular cases where this is evident is the Indian Removal Act of 1830 and the 19th Amendment, which helped to change the course of history and leave a number of significant impacts on the nation as we know it today.

The Indian Removal Act of 1830 limited individual rights through a misuse of executive power and the forceful removal of Native Americans of their land. It was one event in a long history of whites claiming ancestral lands of Native Americans. This action was taken when Andrew Jackson was President of the United States. Jackson saw Native Americans as inferior and an obstacle to progress. President Jackson wanted to give the eastern land that the Native Americans were living on to cotton farmers to expand the area for their interests. Despite the Supreme Court ruling for the Cherokees and against Georgia, Jackson ignored the ruling and a few years later they were forced to take the Trail of Tears. This means that the President overstepped his boundaries and power by forcing the Cherokees to leave their land. Cherokee families could only take what they could carry and had to walk the long, cold trail out of their homeland. Many people died along the way due to a lack of resources, such as blankets, food and water. This action impacted American society by showing the government's power and how individual liberties can be at stake. By forcefully removing the Native Americans, Jackson took individual rights away and abused the power of the executive branch by not listening to the Supreme Court.

The 19th Amendment passed in 1920 expanded individual rights by giving women the right to vote through Women's Suffrage. Women,

such as Susan B. Anthony and Elizabeth Cady Stanton fought tirelessly in order to help grant women the right to vote, as well as express their opinions and have their voices be heard in both society and government. At the time, women were seen as merely mothers taking care of children and housewives who were supposed to stay home cooking, cleaning, and taking care of their husbands. Yet, many women wanted to be able to contribute to society in other ways so they protested and made their voices heard in hopes of getting equal treatment. For example, the first major step toward women's rights was the Seneca Falls Convention where women stated that in the United States Constitution, it states that "All men are created equal", therefore, they too should have the same rights as men. Eventually, the 19th Amendment was passed, granting women the right to vote. This change impacted American society by finally allowing women to play an active role by allowing their voices to be heard. It showed society that through perseverance, progress is likely to come. Through passing the 19th Amendment, individual rights were expanded because women were now allowed to play a bigger role in society than they previously had. They have gone from being stay at home moms to holding almost any job or political office that men do, shaping and influencing policy.

Overall, the Indian Removal Act of 1830, and the passage of the 19th Amendment of 1920 greatly impacted the United States both socially and politically in various ways. By limiting or expanding the rights of individuals, the federal government has altered the course of history through the years.

Over the years, the United States government have done things that, at the time, were in the best interest of the country. Sometimes those things involve prohibiting or limiting something while other times allowing or introducing something totally new. These things usually have a significant, lasting affect on the country that are sometimes beneficial, but other times, backfire. Two examples of these actions that the U.S. government has taken are the 18th amendment (Prohibition of 1919) and the Schenck v. United States case of 1919.

The Schenck v. United States case was a major Supreme Court case. Schenck was a man who felt that it violated a citizens' rights to have to be drafted into war. He felt that even in serious times/tense national conflicts, a person should not be forced to be in a war because it violates their liberties/free will. He started passing out fliers to people hoping to start a peacefull protest/civil disagreement. Once the government got word of this, he had to go to court.

The Supreme Court ruled that Schenck had to go to prison because he was in the wrong. They ruled that individual liberties may be sacrificed to protect national security. During World War I, the country could not afford for the country to be uncooperative and divided. This could be very detrimental for the country during war. This showed that as Americans, we are guaranteed our liberties, but they may need to be compromised a bit in extremely severe/serious circumstances such as war.

Another government action that was taken was the 18th amendment (Prohibition in 1919). The Prohibition was a law that banned alcohol in the United States. It could not be made, sold, traded, consumed, or advertised. The reason why this law was enforced

Thematic Essay—Practice Paper – B

in the first place is because child abuse, drunk driving, and drunk employees were on the rise due to alcohol. This was negatively affecting businesses and families. So, the government decided that the solution to the issue would be to ban alcohol.

The 18th Amendment negatively affected American society. Homicide increased due to bootleggers selling illegal alcohol. Corruption increased in the government because they were secretly buying alcohol from gangster. Also, alcohol was still being smuggled in the country and the government was not benefitting. The ban was eventually lifted.

In summation, the government has taken many actions that have either limited or expanded the rights of citizens. Some of those actions include the 18th Amendment and the Schneck v. U.S. Case.

The United States of America has always prided itself on its values of civil rights and freedoms for the citizens of the nation. In the nation's history there have been many cases where the United States Federal Government has both limited and expanded individual rights of its people. Examples of these cases are seen in the treatment of African Americans. In *Plessy v. Ferguson*, civil rights are taken away and in *Brown v. the Board of Education*, rights are granted and expanded. In both circumstances, there were major social impacts on American society.

In the Supreme Court case of *Plessy v. Ferguson*, segregation of public facilities was legalized. After the American Civil War, tensions were high in the United States. Lincoln's Emancipation Proclamation and even more so the 13th amendment had set the slaves free but not all of the nation's problems caused by slavery had been solved. Southerners still wanted to separate the races and guarantee white supremacy. During Reconstruction, "Radical Republicans" passed amendments aimed at equalizing the racial divide—the 13th ending slavery, the 14th defining African American citizenship, and the 15th giving former slaves the vote. When "Redeemers" retook power in southern states they tried to overcome the amendments by passing Jim Crow laws to separate the races in every aspect of life. In an attempt to challenge these laws, a black man, Homer Plessy, sits in a train car designated for white people only. He is asked to leave. He refuses, is arrested, and he takes his case all the way to the Supreme Court of the United States. The judge's final decision is that segregation does not violate the 14th amendment's guarantee that all citizens be treated equally as long as everything is "separate but equal." This decision legalized segregation in the United States for

many years. However, in truth, segregation of public facilities has never been equal. Segregation divided black people from white people creating a true caste system throughout the South where African American citizens were always in an inferior status. Segregation deprived African Americans from the same rights and opportunities of white Americans. It was legal for a white man to refuse to serve a black man because of his skin color. It limited where black people were allowed to go in the United States, designated by white people. Every bathroom, water fountain, and train station had "whites only" and "colored only" signs that made African Americans second class citizens.

The worst application of Jim Crow was in public schools because each southern state ran two separate and very unequal school systems. Most tax dollars were given to white schools, providing them with new books, well trained teachers, and good buildings.

By the 1950s, more and more people believed that segregation was an outdated idea, especially the NAACP who began challenging Jim Crow in the courts. The Supreme Court case of *Brown v. Board of Education of Topeka* was decided in 1954 largely through the efforts of NAACP attorney Thurgood Marshall. A black girl tried to enroll into the school she lived by, which was for white students. She was denied entry and the case was taken to court to challenge the law of segregation. *Brown v. Board of Education of Topeka* forced the Supreme Court to reevaluate the law regarding segregation. The Supreme Court under Chief Justice Earl Warren ruled unanimously in favor of Brown, restoring equality promised in the 14th amendment by saying separate but equal is inherently unequal. This government action reversed the decision made in *Plessy v. Ferguson*

as it applied to public schools and went even further by ordering all public schools to desegregate with “all deliberate speed.” The case of *Brown v. Board of Education of Topeka* is sometimes wrongly seen as the end of segregation. However, even after the Supreme Court’s decision, many people resisted. Segregation had been around for a long time and racism is difficult to change. Many school districts went as far as shutting down so that no one could go to school. It took another 10 years and federal troops for some southern states to allow schools to integrate. A lot of private schools were opened so that white people could send their children to a school that did not have to allow black students’ entry. Enrollment in military academies and parochial schools soared. And beyond schools, it took the Civil Rights Act of 1964 to outlaw segregation in all other public facilities. Today segregation is outlawed in public schools but de facto segregation still separates the races as a result of where people live.

In the past, the United States Federal Government has not always upheld their values of “all men are created equal.” In the Supreme Court Case of *Plessy v. Ferguson*, the civil rights of African Americans were hindered. Segregation limited where African Americans were allowed to go. This decision was later overturned in the case of *Brown v. Board of Education of Topeka*. The decision of the Supreme Court challenged segregation in the United States. In both of these events, American society was effected. Life changed for the people and some of the effects can still be seen in modern society.

Since the formation of the United States government, the goal was to protect the people of the United States against the government. That was the reason behind the checks and balance system of the Constitution. As the United States progressed, the judicial branch got its purpose of judicial review from *Marbury v. Madison* in the early 1800s. Two times that the Supreme Court used its power to declare things unconstitutional or constitutional are the cases of *Plessey v. Furgunson* and *Brown v. Board of Education of Topeka*. Both of these court cases limited, or expanded the rights of African Americans in the United States.

In 1896, the court case of *Plessey v. Furgunson* made its way to the Supreme Court. This case talks about a man who was seated in a white train car, then declares himself to be 1/8 black, and then moved to the black train car. Segregation in the south from the Jim Crow laws were very present at this time. So, the man argued his 14th amendment right of equal treatment. The decision that the Supreme Court made limited the rights of African Americans. The Supreme court defended the Jim Crow laws, and said that the segregation of facilities is constitutional, as long as the facilities were equal. This decision by the Supreme court led to the impact that African Americans are not equal to their white counterparts, and that segregation is ok in the United States.

The next court case changed the decision of *Plessey v. Fergunson*. In Topeka, an African American girl was going to a segregated school. She wanted to go to a better, and closer school, since her parents were paying the taxes for both. She was denied going to the school that she wanted to go to because of the color of her skin. This court case was

brought to the Supreme Court, and *Brown v. Board of Education of Topeka* changed the lives of many school children. This court case also claimed violation of her 14th amendment rights, and even challenged *Plessy v. Ferguson*'s claim of facilities being separate but equal. Under the Earl Warren court, the court brought in a psychologist and sociologist to help get more information on this case. In the test, they found that children of all colors unanimously agreed that the white doll would be their friend, and the good guy; while the darker doll was a bad guy, and they would not want to be friends with them. With this data, the Earl Warren Court decided that segregation created an inferiority complex, and was very much unconstitutional.

This decision backed the integration of many schools, but it was a difficult process to carry out. A famous group is called the "Little Rock 9", from Arkansas. Getting this group of students in the school, and around safely required the national guard to escort them. The case of *Brown v. Board of Education* also was a forerunner for the Civil Rights Act of 1964, which outlawed discrimination.

Both *Brown v. BOE* and *Plessy v. Ferguson* expanded and limited the rights of the African Americans. Many of the expansion of rights did not come until the Earl Warren Court, for that was a time of expansion of many civil liberties. The United States government has taken away and expanded, but many of these choices have been changed as time goes on.

There have been multiple times in United States history when the government has taken actions that either expanded or restricted individual rights. However, these actions can be reversed, as seen with *Plessy v. Ferguson*, which legalized segregation in the South, and *Brown v. Board of Education of Topeka*, which prohibited segregation in public education. Government actions that result in a change in individual liberties can have numerous impacts on American life.

In a case that encouraged racial segregation, the case of *Plessy v. Ferguson* began as a test of Jim Crow laws when a light skinned black man of mixed race was arrested for being in a “white-only” train car. When the train’s conductor ordered Plessy to move he refused and was arrested. The case went from local and state courts that upheld his arrest up to the Supreme Court. The Supreme court ruled that even though all races were equal under the law according to the 14th amendment, the concept of “separate but equal” public facilities was not unconstitutional as long as every race had access to equal accommodations. So, it didn’t matter that Homer Plessy could not ride in the “white-only” car as long as a seat on the train was available to him. The outcome of the decision was the strengthening of a system of segregation that already existed in the South. African Americans were now systematically discriminated against, which led to the growth of anti African American terror groups like the Ku Klux Klan that kept them “in their place.” The negative effects of this decision helped encourage blacks to start moving North, which grew into the Great Migration. This case also marked the end of Reconstruction in the South, which, as far as racial equality was concerned, had failed. The deeply rooted Southern white patriarchy was heavily enforced,

and would remain that way until the Civil Rights Movement in the mid-twentieth century when another landmark case challenged “separate but equal.”

By the 1950s, the southern states still had a deeply rooted system of racial segregation that favored whites. One of the first attacks on the system, in what would become the Civil Rights Movement, was the court case *Brown v. Board of Education of Topeka*. The case began when the father of nine-year-old Linda Brown attempted to send his daughter a nearby all-white public school. Mr Brown claimed that the all-black school was inferior and his daughter had a right to a good education. The Board of Education disagreed. So with the help of Thurgood Marshall and the NAACP the Browns took their case to the Supreme Court. The Supreme court ruled that according to the equality clause in the 14th Amendment, segregation in public education was unconstitutional because the black schools were clearly unequal and made children feel inferior. The case marked an early victory for the Civil Rights Movement, and made way for banning segregation in other public areas. The public education system would also become more diverse with the end of legally segregated schools. These changes would all lead to important new laws mandating equality of all citizens in the United States, regardless of race, gender, religion, or age.

Several government actions have had a profound social role on the United State. Even though individual freedoms were limited with the encouragement of segregation in *Plessy v. Ferguson*, these limitations would be reversed in public education in the later case *Brown v. Board of Education of Topeka*. Regardless of whether they

are limitations or expansions, the point still stands that government actions have a great magnitude of change on individual liberties.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for the Indian Removal Act and for the 19th amendment
- Is more descriptive than analytical (*Indian Removal*: one event in a long history of whites claiming ancestral lands of Native Americans; Jackson saw Native Americans as inferior and an obstacle to progress; President Jackson wanted to give the eastern land that the Native Americans were living on to cotton farmers to expand the area for their interests; despite the Supreme Court ruling for the Cherokees and against Georgia, Jackson ignored the ruling and a few years later they were forced to take the Trail of Tears; many people died along the way due to a lack of resources such as blankets, food, and water; *19th amendment*: Susan B. Anthony and Elizabeth Cady Stanton fought tirelessly in order to help grant women the right to vote; women were seen as merely mothers taking care of children and housewives who were supposed to stay home cooking, cleaning, and taking care of their husbands; first major step toward women's rights was the Seneca Falls Convention; finally allowing women to play an active role by allowing their voices to be heard; they have gone from being stay-at-home moms to holding almost any job or political office that men do, shaping and influencing policy); includes faulty analysis (*Indian Removal*: abused the power of the executive branch by not listening to the Supreme Court)
- Includes few relevant facts, examples, and details (*Indian Removal*: misuse of executive power; *19th amendment*: protested); includes an inaccuracy (*19th amendment*: in the United States Constitution, it states that "all men are created equal")
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion would be strengthened by further development of the impact of the Indian Removal Act and additional facts and details.

Practice Paper B—Score Level 2

The response:

- Develops some aspects of the task in some depth for *Schenck v. United States* and for the 18th amendment
- Is primarily descriptive (*Schenck*: a man who felt that it violated a citizen's rights to have to be drafted into a war; started passing out flyers to people hoping to start a peaceful protest/civil disagreement; ruled that individual liberties may be sacrificed to protect national security; as Americans we are guaranteed our liberties, but they may need to be compromised a bit in extremely severe/serious circumstances such as war; *18th amendment*: could not be made, sold, traded; was negatively affecting businesses and families; corruption increased in the government because they were secretly buying alcohol from gangsters; ban was eventually lifted); includes faulty analysis (*18th amendment*: drunk driving and drunk employees were on the rise)
- Includes few relevant facts, examples, and details (*Schenck*: prison; World War I; *18th amendment*: bootleggers; smuggled); includes an inaccuracy (*18th amendment*: consumed or advertised)
- Demonstrates a general plan of organization; includes a rambling and confusing introduction and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates an understanding of the conflict between individual liberties and national security. However, it lacks a thorough discussion of the impact of *Schenck v. United States* and the historical circumstances that led to the 18th amendment.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for *Plessy v. Ferguson* and for *Brown v. Board of Education of Topeka*
- Is more analytical than descriptive (*Plessy*: Lincoln’s Emancipation Proclamation and even more so the 13th amendment had set the slaves free but not all of the nation’s problems caused by slavery had been solved; during Reconstruction, Radical Republicans passed amendments aimed at equalizing the racial divide; when Redeemers retook power in Southern states they tried to overcome the amendments by passing Jim Crow laws; segregation divided black people from white people creating a true caste system throughout the South where African American citizens were always in an inferior status; legal for a white man to refuse to serve a black man because of his skin color; every bathroom, water fountain, and train station had “whites only” and “colored only” signs that relegated African Americans to second-class citizenship; *Brown*: worst application of Jim Crow was in public schools because each southern state ran two separate and very unequal school systems; most tax dollars were given to white schools providing them with new books, well-trained teachers, and good buildings; by the 1950s, more and more people believed that segregation was an outdated idea, especially the NAACP who began challenging Jim Crow in the courts; Supreme Court under Chief Justice Earl Warren ruled unanimously in favor of *Brown*, restoring equality promised in the 14th amendment by saying “separate but equal” is inherently unequal; took another ten years and federal troops for some southern states to allow schools to integrate; a lot of private schools were opened so that white people could send their children to a school that did not have to allow black students entry; today de jure segregation is outlawed in public schools but de facto segregation still separates the races as a result of where people live)
- Richly supports the theme with many relevant facts, examples, and details (*Plessy*: Civil War; ending slavery; defining African American citizenship; sat in a train car designated for white people only; giving former slaves the vote; 15th amendment; legalized segregation; public facilities; *Brown*: attorney Thurgood Marshall; “with all deliberate speed”; people resisted; racism; military academies; parochial schools; Civil Rights Act of 1964)
- Demonstrates a logical and clear plan of organization with a strong transition between the two Supreme Court cases; includes an introduction that states in *Plessy* rights were taken away and in *Brown* rights were expanded, and a conclusion that observes the federal government has not always upheld the value of equality and that also reiterates the impact of each case.

Conclusion: Overall, the response fits the criteria for Level 5. The response clearly connects the cases while providing distinct and separate development of each with both analysis and good detail.

Practice Paper D—Score Level 3

The response:

- Develops most aspects of the task in little depth for *Plessy v. Ferguson* and for *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Plessy*: segregation in the South from the Jim Crow laws was very present at this time; the man argued his 14th amendment right of equal treatment; Supreme Court defended the Jim Crow laws and said that the segregation of facilities is constitutional as long as the facilities were equal; *Brown*: wanted to go to a better and closer school since her parents were paying taxes for both; denied going to the school that she wanted to go to because of the color of her skin; case also claimed violation of her 14th amendment rights and even challenged *Plessy v. Ferguson*'s claim of facilities being "separate but equal"; Earl Warren court decided that segregation created an inferiority complex and was very much unconstitutional; decision backed the integration of many schools, but it was a difficult process to carry out; was a forerunner for the Civil Rights Act of 1964, which outlawed discrimination)
- Includes some relevant facts, examples, and details (*Plessy*: white train car; one-eighth black; *Brown*: African American girl; psychologist and sociologist; white doll; darker doll; Little Rock Nine; Arkansas); includes inaccuracies (*Plessy*: declares himself to be one-eighth black and then moved to the black train car; *Brown*: required the National Guard to escort them)
- Demonstrates a satisfactory plan of organization; includes an introduction that refers to judicial review established in *Marbury v. Madison* and a conclusion that credits the Warren Court with expanding civil liberties

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the impact of *Plessy v. Ferguson* is not fully explored with information that is separate and distinct from *Brown v. Board of Education of Topeka*, which is discussed in greater depth.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances that led to *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka* more thoroughly than the impact of each decision
- Is both descriptive and analytical (*Plessy*: began as a test of Jim Crow laws when a light-skinned black man of mixed race was arrested for being in a “white-only” train car; when the train’s conductor ordered Plessy to move, he refused and was arrested; Supreme court ruled that even though all races were equal under the law according to the 14th amendment, the concept of “separate but equal” public facilities was not unconstitutional as long as every race had access to equal accommodations; outcome of the decision was the strengthening of a system of segregation that already existed in the South; negative effects of this decision helped encourage blacks to start moving North; deeply rooted Southern white patriarchy was heavily enforced and would remain that way until the civil rights movement in the mid-twentieth century; *Brown*: by the 1950s, the southern states still had a deeply rooted system of racial segregation that favored whites; attempted to send his daughter to a nearby all-white public school; Supreme Court ruled that according to the equality clause in the 14th amendment, segregation in public education was unconstitutional because the black schools were clearly unequal and made children feel inferior; marked an early victory for the civil rights movement and made way for banning segregation in other public areas; changes would all lead to important new laws mandating equality of all citizens in the United States, regardless of race, gender, religion or age); includes faulty analysis (*Plessy*: this case also marked the end of Reconstruction in the South)
- Supports the theme with relevant facts, examples, and details (*Plessy*: local and state courts; upheld his arrest; anti–African American terror groups; Ku Klux Klan; landmark case; Great Migration; *Brown*: another landmark case; Thurgood Marshall; NAACP; end of legally segregated schools)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion recognizing that *Plessy v. Ferguson* was reversed regarding public education in the subsequent case of *Brown v. Board of Education of Topeka*

Conclusion: Overall, the response fits the criteria for Level 4. The response includes good details about the events that brought each case to the Supreme Court. The discussion of the impact of each case lacks similar development, especially concerning *Brown*.

United States History and Government Specifications

January 2019

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Civic Values; Constitutional Principles; Citizenship; Reform Movements; Individuals, Groups, Institutions	Standards 1, 3, and 5: United States and New York History; Geography; Civics, Citizenship, and Government
Document-based Essay	Environment; Reform Movements; Economic Systems; Factors of Production; Civic Values; Culture and Intellectual Life	Standards 1, 3, 4, and 5: United States and New York 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 2019 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 23, 2019 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

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

United States History and Government
Part A Specific Rubric
Document-Based Question
January 2019

Document 1

. . . So many people in so little space: eight hundred per acre in some city blocks. Flies were fat and brazen and everywhere, because in summer the windows and doors had to be open all the time in hopes that a breeze might find its way down the river and through the crowded streets and among the close-packed tenements and across the back of one's neck. Along with the flies came the noise of steel wagon wheels on paving stones, the wails of babies, peddlers bellowing, the roar of elevated trains, hollering children, and the scritch-scratch and tinkle of windup phonographs.

Late summer was a season of dust and grime. Half the metropolis, it seemed, was under construction, a new tower of ten or more stories topping out every five days, competing skyscrapers racing toward the clouds, a third and then a fourth bridge stretching across the East River (where a generation earlier there had been none). The hot, damp air was full of dirt, cement powder, sawdust, and exhaust from the steam shovels. . . .

Source: David Von Drehle, *Triangle: The Fire that Changed America*, Grove Press, 2003

1 According to David Von Drehle, what were *two* conditions faced by people living in urban areas in the early 1900s?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* condition faced by people living in urban areas in the early 1900s according to David Von Drehle

Examples: it was crowded/many people in a little space/eight hundred people per acre in some city blocks; big flies everywhere; in summer, windows and doors had to be open all the time in hopes of a breeze; crowded streets; close-packed tenements; noise from steel wagon wheels on paving stones; wailing babies; bellowing peddlers; roar of elevated trains; hollering children; half the metropolis under construction/new towers of ten or more stories topping out every five days/competing skyscrapers being built/bridges being built across the East River; air was full of dirt/cement powder/sawdust/exhaust from steam shovels; hot, damp air

Note: To receive maximum credit, two *different* conditions faced by people living in urban areas in the early 1900s must be stated. For example, *there were many people in a little space* and *there were eight hundred people per acre in some city blocks* are the same condition expressed in different words. In this and similar cases, award only **one** credit for this question.

Score of 0:

- Incorrect response
Examples: apartments were too big; they had elevated trains to take to work; there used to be no bridges; not enough skyscrapers
- Vague response
Examples: there were so many; late summer was a season; earlier generations
- No response

Document 2a

Family in Room in Tenement House, 1890



Source: Jacob Riis, *How the Other Half Lives: Studies Among the Tenements of New York*, Dover Publications, 1971

Document 2b

Women and Children Working at Home in New York City, early 1900s



Source: Lewis Wickes Hine, December 1911, Library of Congress

2 Based on these photographs, what was *one* condition faced by families living in tenements?

Score of 1:

- States a condition faced by families living in tenements based on these photographs
Examples: it was crowded; many people slept in the same room; people cooked and slept in the same room; the room was small; not enough beds for everyone; windows did not face outdoors/windows sometimes faced an air shaft/blank wall; access to fresh air was limited; women and children worked at home; small children had to work; tables were used for eating and working; all activities from working to sleeping and eating took place in one small room

Score of 0:

- Incorrect response
Examples: Jacob Riis wrote *How the Other Half Lives*; Lewis Hine photographed women and children working; families had many clothes
- Vague response
Examples: cooked and slept; people worked; pictures were on the walls
- No response

Document 3

. . . The razing [tearing down] of the worst tenements through such urban renewal programs and the enactment of stricter regulatory laws are generally credited with bringing an end to the privations [hardships] of the tenement system. From 1867 to 1901, New York enacted a series of increasingly stringent [strict] tenement laws that mandated better ventilation and sanitation, improved maintenance, and indoor plumbing. But to what extent did regulation really contribute to the demise of the tenement menace? Despite the stipulations that each room have a window and that stairwells have better lighting, stench continued to overpower tenement residents, and the promised improvements in ventilation never materialized. Lewis Hine's photographs from the years after the enactment of the 1901 legislation reveal crowding just as awful as Jacob Riis had found in the late 1880s and nearly as bad as that which antebellum [pre–Civil War] investigators had uncovered in Cow Bay and the Old Brewery [neighborhoods]. . . .

Source: Tyler Anbinder, *Five Points*, The Free Press, 2001 (adapted)

3 According to Tyler Anbinder, what was *one* attempt to address issues faced by people living in tenements?

Score of 1:

- States an attempt to address issues faced by people living in tenements according to Tyler Anbinder
Examples: the worst tenements were torn down; urban renewal programs; stricter regulatory laws were enacted/New York enacted a series of stringent/strict tenement laws; tenement laws mandated better ventilation/better sanitation/improved maintenance/indoor plumbing; there were stipulations that each room have a window; there were stipulations that stairwells have better lighting; Hine and Riis published photographs of bad housing conditions

Score of 0:

- Incorrect response
Examples: stench continued to overpower tenement residents; there were no improvements in ventilation; crowding continued to be a problem; hardships were brought to an end
- Vague response
Examples: contributions; Cow Bay; tenement menace; neighborhoods; things got better
- No response

Document 4

. . . As an example to the city, Addams installed a small incinerator at Hull-House and had the settlement house's Woman's Club investigate garbage conditions in the ward and report their findings to city hall. But to no avail. Finally, in desperation, Addams applied to become the Nineteenth Ward's garbage collector. Her bid was never considered, but the publicity it provoked led the city to appoint her the ward's inspector of garbage.

Every morning at 6:00 A.M., neighbors trudging to work would see a bent woman as pale as candle wax following the city's garbage wagons to the dump to see that they did their work thoroughly; and in the evenings Jane Addams would supervise the burning of mountains of alley refuse, the hundred-foot-high flames drawing crowds of curious onlookers. The foreign-born women of the neighborhood were "shocked," Addams recalled, "by this abrupt departure into the ways of men." But some of them came to understand "that their housewifely duties logically extended to the adjacent alleys and streets" where diseases spread by filth put their children at deadly risk.

The unflagging pressure of Addams and other settlement workers—most prominently Mary McDowell in Packingtown—forced the city to take measures to improve sanitary conditions in some immigrant wards. But not until after 1900, and not very satisfactorily. . . .

Source: Donald L. Miller, *City of the Century: The Epic of Chicago and the Making of America*, Simon & Schuster, 1996

4 According to Donald L. Miller, what was *one* way settlement workers attempted to improve sanitary conditions in Chicago?

Score of 1:

- States a way settlement workers attempted to improve sanitary conditions in Chicago according to Donald L. Miller

Examples: Addams installed a small incinerator at Hull House; the Woman's Club of the settlement house investigated garbage conditions in the ward and reported their findings to city hall; Addams applied to become the Nineteenth Ward's garbage collector; Chicago appointed Addams the ward's inspector of garbage; Addams followed the city's garbage wagons to the dump to see that they did their work thoroughly; Addams supervised the burning of mountains of alley refuse; Addams/Mary McDowell/settlement workers put pressure on/forced the city to take measures to improve sanitary conditions in immigrant wards; helped immigrant women understand that diseases spread by filth put children at deadly risk

Score of 0:

- Incorrect response
Examples: alley refuse drew crowds of curious onlookers; city did not improve sanitary conditions until after 1900; neighbors trudded to work
- Vague response
Examples: shocked the foreign-born women; pale as candle wax; some came to understand; to no avail
- No response

Document 5

... In every industry the story was monotonously the same: paupers' wages; the constant fear of dismissal; wretched and unsanitary working conditions; ten-, twelve-, and even fourteen-hour days (sixteen for bakers); six- and sometimes seven-day weeks; erratic pay; little or no compensation for injuries or fatalities; a constant increase in the number of women and children employed under such conditions; and, worst of all, the widespread conviction that workingmen and women (not to mention children) had been losing ground ever since the end of the Civil War.

Under such circumstances it is hardly surprising that the number of strikes increased year by year following the Great Strikes of 1877. In 1881 there were 471 strikes affecting 2,928 companies and 129,521 employees. Five years later the number of strikes had risen to 1,411, involving 9,861 companies and almost half a million employees. Roughly half (46 percent) of the struck companies acquiesced in [agreed to] the principal demands of the strikers. Over 3,000 more strikes were partially successful, and 40 percent of the strikes, involving 50 percent of the strikers, were judged "failures." . . .

Source: Page Smith, "How the Other Side Lived," *A People's History of the Past, Reconstruction Era, Vol. VI, The Rise of Industrial America*, 1984

5a According to Page Smith, what was *one* condition faced by industrial workers in the late 1800s?

Score of 1:

- States a condition faced by industrial workers in the late 1800s according to Page Smith
Examples: they were paid paupers' wages; constant fear of dismissal; wretched/unsanitary working conditions; ten/twelve/fourteen hours of work each day; bakers worked sixteen hours; six- and/or sometimes seven-day work weeks; erratic pay; little/no compensation for injuries/fatalities; constant increase of women workers/child workers; widespread conviction that workers had been losing ground since the end of the Civil War

Score of 0:

- Incorrect response
Examples: wages increasing; hours of workdays were decreasing; work for children decreased
- Vague response
Examples: it was in every industry; story monotonously the same; conviction was widespread
- No response

5b According to Page Smith, what was *one* attempt made by workers to improve working conditions?

Score of 1:

- States an attempt made by workers to improve working conditions according to Page Smith
Examples: increased the number of strikes year by year; increased strikes after the Great Strikes of 1877; struck 471 times in 1881; increased strikes to 1,411 in 1886; struck 9,861 companies in 1886; many workers went on strike

Score of 0:

- Incorrect response
Examples: decreased strikes; roughly half/46 percent of struck companies acquiesced to demands; over 3,000 strikes partially successful; 40 percent of strikes judged failures
- Vague response
Examples: there were circumstances; ground was lost; the story was the same
- No response

Document 6

On Friday evening, March 24, two young sisters walked down the stairways from the ninth floor where they were employed and joined the horde of workers that nightly surges homeward into New York's East Side. Since eight o'clock they had been bending over shirt-waists of silk and lace, tensely guiding the valuable fabrics through their swift machines, with hundreds of power driven machines whirring madly about them; and now the two were very weary, and were filled with that despondency [hopelessness] which comes after a day of exhausting routine, when the next day, and the next week, and the next year, hold promise of nothing better than just this same monotonous strain. . . .

"It's worse than it was before the strike, a year ago," bitterly said Gussie, the older [sister]. "The boss squeezes [puts pressure on] us at every point, and drives us to the limit. He carries us up in elevators of mornings [every morning], so we won't lose a second in getting started; but at night, when we're tired and the boss has got all out of us he wants for the day, he makes us walk down. At eight o'clock he shuts the doors, so that if you come even a minute late you can't get in till noon, and so lose half a day; he does that to make sure that every person gets there on time or ahead of time. He fines us for every little thing; he always holds back a week's wages to be sure that he can be able to collect for damages he says we do, and to keep us from leaving; and every evening he searches our pocketbooks and bags to see that we don't carry any goods or trimmings away. Oh, you would think you are in Russia again!" . . .

Source: Miriam Finn Scott, "The Factory Girl's Danger," *The Outlook*, April 15, 1911

6 According to Miriam Finn Scott, what were *two* conditions that made factory work difficult in 1911?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* condition that made factory work difficult in 1911 according to Miriam Finn Scott

Examples: hours of work were from eight o'clock in the morning until night; workers had to bend over machines all day; workers surrounded by hundreds of power-driven machines whirring; workday routine exhausting; workday routine monotonous; bosses controlled every moment of the workday/bosses met workers at the elevators in the morning so not a second was lost in getting started/bosses shut factory doors at eight o'clock so if you were late you could not get in until noon and were penalized a half day; bosses made workers walk down at night/workers could not use the elevators at night; bosses held back a week's wages to collect for damages; bosses held back a week's wages to keep workers from leaving; bosses searched pocketbooks/bags every night to make certain no goods/trimmings were carried away

Note: It should be noted that if *bosses controlled every moment of the workday* is stated as one condition, any specific example of *bosses controlled every moment of the workday* is a subset and therefore only **one** credit should be awarded, e.g., *bosses met them at the elevators in the morning so not a second was lost in getting started* and *bosses shut factory doors at eight o'clock so if you were late you could not get in until noon and were penalized a half day* are subsets of *bosses controlled every moment of the workday*. However, *bosses met them at the elevators in the morning so not a second was lost in getting started* and *bosses shut factory doors at eight o'clock so if you were late you could not get in until noon and were penalized a half day* are separate conditions and should be awarded **one** credit each.

Score of 0:

- Incorrect response
Examples: elevators were installed; workers did not have to walk; workers could collect for damages
- Vague response
Examples: hundreds were whirring; nightly surges homeward; sisters worked together
- No response

Document 7

... Information collected by the Commission and staff was compiled into several reports, including the two main reports, “The Fire Hazard in Factory Buildings” and “Sanitation of Factories”, published in the Preliminary Report of the Factory Investigating Commission (1912). To improve sanitary conditions, the Commission’s report to the Legislature recommended registration of all factories with the Department of Labor, licensing of all food manufacturers, medical examinations of food workers, medical supervision in dangerous trades, and better eating, washing, and toilet facilities. To lessen the fire hazard, the Commission recommended an increase in stairwells and exits, installation of fire walls, fireproof construction, prohibition of smoking in factories, fire extinguishers, alarm systems, and automatic sprinklers. The Commission’s other reports summarized investigations of and made recommendations concerning women factory workers, child labor in tenements, and occupational diseases such as lead and arsenic poisoning. . . .

Source: *Working Lives: A Guide to the Records of the New York State Factory Investigating Commission*, New York State Archives and Records Administration, 1989

7 Based on this New York State document, state *one* recommendation made by the Factory Investigating Commission in 1912 to address problems faced by workers.

Score of 1:

- States a recommendation made by the Factory Investigating Commission in 1912 to address problems faced by workers based on this New York State document

Examples: register all factories with the Department of Labor; license all food manufacturers; medical examinations for food workers; medical supervision in dangerous trades; better eating/washing/toilet facilities; an increase in stairwells; an increase in exits; installation of fire walls; fireproof construction; prohibit smoking in factories; install fire extinguishers/alarm systems/automatic sprinklers; take steps to lessen the fire hazard; improve sanitary conditions

Score of 0:

- Incorrect response
Examples: information was compiled into several reports; there were fire hazards in factory buildings; child labor in tenements; occupational diseases included lead poisoning/arsenic poisoning
- Vague response
Examples: information published; included two main reports; Commission and staff collected information; reports summarized
- No response

Document 8

... The supreme duty of the Nation is the conservation of human resources through an enlightened measure of social and industrial justice. We pledge ourselves to work unceasingly in State and Nation for:

Effective legislation looking to the prevention of industrial accidents, occupational diseases, overwork, involuntary unemployment, and other injurious effects incident to modern industry;

The fixing of minimum safety and health standards for the various occupations, and the exercise of the public authority of State and Nation, including the Federal control over inter-State commerce and the taxing power, to maintain such standards;

The prohibition of child labor;

Minimum wage standards for working women, to provide a living scale in all industrial occupations;

The prohibition of night work for women and the establishment of an eight hour day for women and young persons;

One day's rest in seven for all wage-workers; . . .

We favor the organization of the workers, men and women as a means of protecting their interests and of promoting their progress. . . .

Source: Platform of the Progressive Party, August 7, 1912

8 Based on this document, what were *two* proposals made in the 1912 Progressive Party Platform that addressed issues faced by workers?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* proposal made in the 1912 Progressive Party Platform that addressed issues faced by workers

Examples: to conserve human resources through social and industrial justice; to work for effective legislation to prevent industrial accidents/injurious effects incident to modern industry; to work for effective legislation to prevent occupational diseases; to work for effective legislation to prevent overwork; to work for effective legislation to prevent involuntary unemployment; to fix minimum safety and health standards for various occupations; to exercise the power of the state and federal government/to use federal control over interstate commerce and the power to tax to maintain safety and health standards; to prohibit child labor; to set minimum wage standards for working women; to provide a living-wage scale in all industrial occupations; to prohibit night work for women; to establish an eight-hour day for women and young persons; to provide one day's rest in seven for all wage workers; to favor the organization of workers to protect their interests and/or promote their progress

Note: To receive maximum credit, two *different* proposals made in the 1912 Progressive Party Platform that addressed issues faced by workers must be stated. For example, *to work for effective legislation to prevent industrial accidents* and *to work for effective legislation to prevent injurious effects incident to modern industry* are the same proposal expressed in different words. In this and similar cases, award only **one** credit for this question.

Score of 0:

- Incorrect response

Examples: to prohibit night work for all workers; to prohibit work for women; to work against the organization of workers; to end minimum wage standards

- Vague response

Examples: conserve resources; work unceasingly; enlightened measures

- No response

Document 9

. . . Abandoning efforts to secure business cooperation, in 1935 the New Deal moved in the direction of strengthening workers' ability to bargain collectively and effectively, presuming this would lead to fair wages, hours, and working conditions. Competition, together with fair treatment of workers, would keep business functioning properly in an open market. The National Labor Relations Act, proposed by New York senator Robert Wagner and endorsed by FDR [Franklin Delano Roosevelt] once it passed the Senate, had a dramatic effect on many workers. The Wagner Act, as it was frequently called, compelled employers to deal with labor unions that employees—in elections supervised by the National Labor Relations Board (NLRB)—chose to represent them. The act also prohibited unfair labor practices such as discharging workers for union membership, favoring an employer-dominated company union, or refusing to negotiate in good faith with a union. All these practices had long been common before the National Industrial Recovery Act and continued after its adoption. But now, with an independent federal agency overseeing labor-management relations, the weight of the federal government stood behind organized workers in their efforts to negotiate better terms of employment. . . .

Source: David E. Kyvig, *Daily Life in the United States, 1920–1940*, Ivan R. Dee, 2002

9 According to David E. Kyvig, state *one way* New Deal programs addressed problems faced by workers.

Score of 1:

- States a way New Deal programs addressed problems faced by workers according to David E. Kyvig
Examples: National Labor Relations Act/Wagner Act passed; Wagner Act strengthened workers' ability to bargain collectively/effectively; compelled employers to deal with labor unions; National Labor Relations Board supervised labor union elections; prohibited unfair labor practices; prohibited discharging workers for union membership; prohibited favoring an employer-dominated company union; prohibited refusing to negotiate in good faith with a union; put the weight of the federal government behind organized workers

Score of 0:

- Incorrect response
Examples: prohibiting union membership; secured business cooperation; favored an employer-dominated company union; ended open markets
- Vague response
Examples: dramatic effect on many workers; abandoned efforts; continued practices
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
January 2019

Historical Context:

Until the mid-1800s, the United States remained a primarily rural, agricultural nation. However, by the early 20th century, the United States had become an urban, industrialized nation. This transition led to various problems related to *housing* and *working* conditions. Governments, groups, and individuals have attempted to improve *housing* and *working* conditions with varying degrees of success.

Task:

- Describe *housing* conditions and *working* conditions in urban areas during the late 1800s and early 1900s
- Discuss the extent to which efforts to address *housing* and/or *working* conditions were successful

Scoring Notes:

1. This document-based question has a minimum of *six* components (describing *at least two* housing conditions and *at least two* working conditions in urban areas during the late 1800s and early 1900s **and** discussing the extent to which *at least two* efforts to address housing and/or working conditions were successful).
2. Some documents may be used to address both housing conditions and working conditions if the information is relevant to the issue being discussed. For example, Document 2b could be employed in a discussion of both housing and working conditions. Such usage should be evaluated on its relevance in each case.
3. While the discussion of housing conditions and working conditions may overlap, distinct and separate information must be included to consider the issues as separate entities.
4. The description of housing conditions and working conditions may refer to general conditions nationwide or may refer to a specific city such as New York City.
5. The extent to which efforts to address housing and/or working conditions were successful may address housing conditions, working conditions, or a combination of both.
6. The discussion of the extent to which efforts to address housing and/or working conditions were successful may be immediate or long term.
7. The extent to which efforts to address housing and/or working conditions were successful may be discussed from different perspectives as long as the position taken is supported with accurate historical facts and examples.
8. For the purpose of meeting the criteria of using *at least five* documents in the response, Documents 2a and 2b may be considered as separate documents *if* the response uses specific information from each document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing *at least two* housing conditions and *at least two* working conditions in urban areas during the late 1800s and early 1900s and discussing the extent to which *at least two* efforts to address housing and working conditions were successful
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *housing conditions*: connects the reasons for the dense urban population and the stress the population placed on city sanitation services and public health standards to the Progressive spirit that inspired the social settlement movement and its work with city governments to improve public sanitation; *working conditions*: connects the deterioration of working conditions and the vulnerability of workers and families as a result of the Industrial Revolution to the successful Progressive effort in securing protection laws for workers on state and national levels
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to housing and working conditions in urban areas during the late 1800s and early 1900s (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *housing conditions*: tenements; skyscrapers; poor ventilation; extended families living in one apartment; urban renewal program; Lewis Hine; Jacob Riis; terms of Tenement Act; Hull House; Jane Addams; Mary McDowell; immigrant wards; Progressive Party platform proposals; *working conditions*: long hours; poor pay; seven-day work week; lack of compensation for injuries; Great Strikes of 1877; New York State Factory Investigating Commission; Fire Hazard in Factory Buildings report; fireproof construction; Triangle Shirtwaist Fire; Upton Sinclair; fire extinguishers; alarm systems; minimum wage standards; prohibition of child labor; health standards
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for either housing conditions or working conditions more thoroughly than the other *or* by discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *housing conditions*: discusses how the stress placed on sanitation services by the growing urban population and the serious public health challenges in tenements led to the Progressive call for sanitation services that would improve the health of city residents; *working conditions*: discusses how conditions faced by workers as a result of the Industrial Revolution and the impact of the Triangle Shirtwaist factory fire led to the New York State legislature's commitment to improving worker safety that established precedents followed by many other states and the national government
- 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 *all* aspects of the task with little depth *or* develops *at least four* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Key Ideas from Documents 1–4

Housing Conditions	Extent to Which Efforts Were Successful
<p>Doc 1—Many people in a little space (eight hundred per acre in some city blocks) Windows and doors open all the time in summer (flies, dust, grime) Constant noise (crowded streets, close-packed tenements, steel wagon wheels on paving stones, wails of babies, bellowing peddlers, roar of elevated trains, hollering children, windup phonographs) Constant construction (towers of ten or more stories every five days, competing skyscrapers, bridges) Polluted air (dirt, cement powder, sawdust, exhaust from steam shovels) Docs 2a-b—<i>How the Other Half Lives</i> showing tenement life in 1890 (Jacob Riis) Tenement windows not facing outside Rooms serving many functions (sleeping, eating, socializing, working) Women and children working at home in the early 1900s (Lewis Wickes Hine) Doc 3—Rooms without windows Poor lighting in stairwells Overpowering stench Poor ventilation Little sanitation Existing indoor plumbing poor Poor maintenance Overcrowding Doc 4—Poor sanitary conditions (mountains of garbage in Chicago alleys) Spread of diseases by filth in alleys and streets putting children at deadly risk</p>	<p>Doc 3—Tearing down of worst tenements (urban renewal programs, enactment of stricter regulatory laws) Passage of series of increasingly stringent tenement laws in New York from 1867 to 1901 (mandated better ventilation and sanitation, improved maintenance and indoor plumbing) Requirements not met (a window for each room; better lighting for stairwells; continued overpowering stench; no improvements in ventilation as promised) Continuation of crowding after legislation (Lewis Hine’s photographs) Doc 4—Installation of small incinerator at Hull House by Jane Addams Investigation of garbage conditions in ward and report of findings to city hall by Woman’s Club at Hull House, but no action taken Application of Addams to become Nineteenth Ward’s garbage collector (bid never considered but publicity led Chicago to appoint her as ward’s inspector of garbage) City’s garbage wagons followed by Addams in morning to dump to see that work done thoroughly Burning of mountains of alley refuse at night supervised by Addams Improvement of sanitary conditions in some Chicago immigrant wards after 1900 due to pressure from settlement workers (Addams, Mary McDowell), but not satisfactorily</p>

Relevant Outside Information

(This list is not all-inclusive.)

Housing Conditions	Extent to Which Efforts Were Successful
Affordable housing outpaced by population influx (immigrants, migrants from rural areas) Development of dumbbell apartments Spread of contagious diseases (cholera, typhoid fever, smallpox, yellow fever, measles, diphtheria) Lack of clean water and effective sewage disposal High infant mortality rates Difficulties fighting fires (water scarcity, wood construction, combustibles) Rising crime rates (alcoholism, prostitution, gambling, gangs)	Initiative of city governments to improve quality of life (clean water, sewage system, public health) Public health movement (quarantines) Work of individuals (Lillian Wald, Florence Kelley) Programs at settlement houses (child care, kindergarten, playgrounds, visiting nurses, cultural activities, programs to help immigrants assimilate) Increased volunteerism (Margaret Sanger's birth control initiatives) State and local reforms as a result of Progressives promoting social legislation Municipal reform (Lincoln Steffens's <i>Shame of the Cities</i> , improved transportation, expansion of public education) Continuation of substandard housing conditions in some areas of cities (widening inequality of wealth; continual influx of immigrants)

Key Ideas from Documents 2, 5–9

Working Conditions	Extent to Which Efforts Were Successful
<p>Doc 2b—Women and children working at home</p> <p>Doc 5—Poor conditions facing industrial workers (paupers’ wages; constant fear of dismissal; wretched, unsanitary conditions; ten-, twelve-, and fourteen-hour workdays; sixteen-hour workdays for bakers; six- and seven-day work weeks; erratic pay; little or no compensation for injuries or fatalities; constant increase in employment of women and children)</p> <p>Conviction that workers were losing ground since end of Civil War</p> <p>Doc 6—Tiring, monotonous, routine work</p> <p>Use of elevators only in morning</p> <p>Closing doors at eight o’clock so late workers cannot get in until noon and lose half a day</p> <p>Fines for workers (a week’s wages held to collect for damages and to keep workers from leaving; pocketbooks and bags searched every evening)</p> <p>Doc 8—Industrial accidents, occupational diseases, overwork, involuntary unemployment</p> <p>Child labor</p> <p>Women working at night</p> <p>Women and children working longer than eight-hour days</p> <p>Seven-day work weeks</p> <p>Inadequate safety and health standards</p> <p>No minimum wage for women</p>	<p>Doc 5—Increasing number of strikes each year following Great Strikes of 1877 (1881: 471 strikes affecting 2,928 companies and 129,521 employees; 1886: 1,411 strikes involving 9,861 companies and almost half a million employees)</p> <p>Agreement to principal demands of strikers by 46 percent of struck companies</p> <p>Partial success of over 3,000 additional strikes</p> <p>Failure of 40 percent of strikes, involving 50 percent of strikers</p> <p>Doc 6—Working conditions worse than before strikes</p> <p>Doc 7—Collection of information and reports by New York State Factory Investigating Commission (“Fire Hazard in Factory Buildings”; “Sanitation of Factories”)</p> <p>Publication of reports in Preliminary Report of the Factory Investigating Commission (1912)</p> <p>Recommendations of Commission to improve sanitary conditions (registration of all factories with Department of Labor; licensing of all food manufacturers; medical examinations of food workers; medical supervision in dangerous trades; better eating, washing, and toilet facilities)</p> <p>Recommendations of Commission to lessen fire hazard (increase in stairwells and exits; installation of fire walls; fireproof construction; prohibition of smoking in factories; fire extinguishers; alarm systems; automatic sprinklers)</p> <p>Recommendations of Commission concerning women factory workers, child labor in tenements, and occupational diseases (lead and arsenic poisoning)</p> <p>Doc 8—1912 Progressive Party Platform proposals:</p> <p>Legislation to prevent industrial accidents, occupational diseases, overwork, involuntary unemployment</p> <p>Fixing of minimum safety and health standards for various occupations; exercise the public authority of state and nation over interstate commerce and the taxing power to maintain those standards</p> <p>Prohibition of child labor</p> <p>Minimum wage standards for working women to provide a living scale in industrial occupations</p> <p>Prohibition of night work for women; establishment of an eight-hour workday for women and young persons</p> <p>One day’s rest in seven for all wage workers</p> <p>Organization of workers to protect their interests and promote their progress</p>

Key Ideas from Documents 2, 5–9 (cont.)

Working Conditions	Extent to Which Efforts Were Successful
Doc 9 —Unfair wages, hours, and working conditions Unfair labor practices (discharging workers for union membership; favoring employer-dominated company unions; refusing to negotiate in good faith with a union)	Doc 9 —Passage of National Labor Relations Act (Wagner Act) Employers compelled to deal with labor unions chosen by employees to represent them in elections supervised by National Labor Relations Board Prohibition of unfair labor practices (discharging workers for union membership, favoring employer-dominated company union, refusing to negotiate in good faith with a union) Continuation of unfair labor practices after adoption of National Industrial Recovery Act Support of federal government for efforts of organized workers to negotiate better terms of employment

Relevant Outside Information

(This list is not all-inclusive.)

Working Conditions	Extent to Which Efforts Were Successful
Less independence because of large-scale mass production on assembly lines Increasingly impersonal workplace Proliferation of industrial accidents Health problems from unsanitary, noisy conditions Details about conditions at Triangle Shirtwaist Factory	Formation of labor unions (Knights of Labor, American Federation of Labor, American Railway Union, United Mine Workers, International Ladies' Garment Workers, Committee for Industrial Organization) Details about strikes (Homestead, Pullman, Lawrence) Violent strikes leading to failure and public disapproval Retaliation of employers (blacklists, yellow-dog contracts, strikebreakers, injunctions, lockouts, Pinkertons) Progressive reformers lobbying state and federal governments for legislation (workmen's compensation, safety and sanitation codes) Judicial decisions (<i>Lochner v. New York</i> , <i>Muller v. Oregon</i>) Presidential support for business (federal troops sent by Grover Cleveland to end Pullman strike) Presidential support for labor (Theodore Roosevelt's mediation of coal strike; Woodrow Wilson's support for workmen's compensation; Clayton Antitrust Act; Child Labor Act; Franklin D. Roosevelt's support for Fair Labor Standards Act; Social Security Act) Role of individuals (Terrence Powderly, Samuel Gompers, Eugene Debs, John L. Lewis, Mother Jones, Upton Sinclair, Florence Kelley, John Spargo)

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

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

The U.S. began to shift towards an urban economy in the 19th century and it continued into the early 20th century embracing the Industrial Revolution. The shift propelled rapid city growth and growing capacities for processing and manufacturing with the aim of domestic and foreign consumption. In the nation's haste to become an industrial power, businesses often denied basic human rights – people became “wage slaves”, living in deplorable conditions that often led to deadly illness. Once the reality of how bad things were was realized, social workers, Progressive reformers and finally government legislation tried to confront the ills of society and reverse the brutal effects of urbanization and industrialization. Government involvement was perhaps the most effective way to challenge the problems with housing and working, giving way slowly to important but sometimes limited improvements in urban society.

Both housing and working conditions in the early 1900s were lackluster. With so many people moving into cities, available inexpensive housing became scarce. Building owners wanted to maximize their profit so they divided their buildings into smaller spaces, where large families often shared one room. Poor immigrant families seeking a better life in America clustered in these dirty, overcrowded spaces for years because they had no other choice. (Doc. 1). Such conditions were captured by photographer Jacob Riis in a collection of photographs in “How the Other Half Lives”, which exposed the unsanitary and crowded lifestyle of inner city dwellers. (Doc 2a, 2b). His photos had an emotional impact on the public, who began to see how city life was abusing its poorest residents by allowing them to live without windows and toilets. Poor families and others living in

cities were also impacted by the lack of a sewage system, which promoted the spread of cholera and other diseases through dirty water. Garbage in the streets also spread disease. Playing in the streets exposed children to illness because no one took responsibility for “garbage conditions”. Jane Addams, dedicated to helping people in the poorest city neighborhoods, pressured Chicago to do something to improve sanitation going beyond the incinerator she installed at Hull House (Doc 4). Hull House and settlement workers across the country worked hard to help immigrants better understand how to live healthier lives, learn English, and find better jobs.

Meanwhile, working conditions in cities did not fare much better. Entire families including very young children sewed clothing for long hours, often seven days a week in the crowded quarters of their tenement homes (Doc 2). They barely made enough to survive. Women and girls working in dangerous, crowded and noisy factories, such as the Triangle Factory spent their days exhausted and without hope, comparing their experiences to being in Russia again (Doc. 6). Workers were paid “pauper’s wages” for hours of work, and could not escape the cycle because their lives depended on the pathetic earnings from their job (Doc 5). Even if they campaigned for change through strikes, they could easily be dismissed by the owner who simply fired the workers and hired replacements. Workers were basically on their own without collective bargaining rights, or for that matter any rights. Laborers all over the country were often overworked, with no mercy even if they were children or women. Often times the owners of factories would exercise their managerial rights by withholding wages if they felt that a worker’s performance led to some

kind of damage and therefore did not deserve pay (Doc. 6). The worker's life was all in the hands of the boss, and any complaint could lose them a day of money completely. The problems of the wage slave system were clearly exhibited in the Triangle Shirtwaist Fire, where the lack of fire emergency procedures and fire extinguishers claimed the lives of more than one hundred poor factory workers.

The public responded to these social ills once they saw them exposed through muckrakers, journalists like Jacob Riis, and disasters like the Triangle Shirtwaist Fire. Government for too many years had taken a laissez-faire approach to the social injustices created by Gilded Age economics. Progressive reformers such as Jane Addams recognized that government at all levels had to be persuaded to act. With the prompting of the general public, government started to actively legislate to pursue change to improve the lives of poor city dwellers. Responding to complaints of poor housing conditions, cities such as New York passed laws for improved ventilation and sanitation, although it would take many years before this became a reality (Doc. 3). New York governor Theodore Roosevelt established a Tenement Commission to investigate conditions and make recommendations. Windows in tenements became a requirement, while cities constructed sewage systems that would promote a cleaner environment and thwart the spread of diseases. Despite these efforts, real progress was not made for many years as photographs taken by Lewis Hine in 1911 shows. It would not be until the mid-20th century that tougher building safety and ventilation codes would be passed and actually enforced. The poor and immigrant population living in cities today often live in subpar conditions, although better than those endured in the late 19th and

early 20th century. However, social service agencies now can offer some help. Regulation for garbage collection and disposal also helped rid some inner cities such as Chicago of sanitary problems. But such progress was slow.

Government efforts in the area of workers also helped to improve working conditions. State laws requiring children to be in school for primary education discouraged some child labor and offered children hope for assimilation and social mobility. This would cause more jobs to be open to adult men and women and maybe result in higher wages. Industrial workers could not improve their circumstances on their own so they joined unions and went on strike to demand better wages and conditions. Sometimes their demands were met but many failed (Doc 5). Violent strikes such as Chicago's Pullman strike was bad publicity for unions but at the same time more people began to realize that workers were being treated unfairly, especially compared with the great wealth of businessmen such as Rockefeller and Vanderbilt. Progressive reformers such as Robert La Follette were successful in convincing some state governments to pass child labor and maximum hour laws. Furthermore, Presidents themselves helped workers - Theodore Roosevelt's involvement in the negotiation between an anthracite coal union and coal mine owners led union workers to secure better wages and work hours. Workers also gained rights in terms of unions, in the Wagner Act passed during President Franklin D. Roosevelt's New Deal Reform period. This guaranteed the right of unions to participate in collective bargaining (Doc. 9). This would make it easier for unions to exist and negotiate better pay and work hours.

Social reform in the area of housing and working was best supported by government action but individuals were almost always responsible for making that happen. Legislation improved the lives of those living in cities and helped bring public desire for change to fruition. Urban society would continue to improve with the support of local, state, and national legislation.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is more analytical than descriptive (*housing conditions*: deplorable conditions often led to deadly illness; immigrant families clustered in overcrowded spaces because no other choice; Jane Addams dedicated to helping poorest neighborhoods; pressured Chicago to improve sanitation; Progressive reformers recognized government had to be persuaded to act; with prompting of general public government started to actively legislate for change; despite efforts real progress not made for many years as Lewis Hine's photographs show; *working conditions*: working women and girls spent their days exhausted and without hope; often owners exercised managerial rights by withholding wages; industrial workers could not improve circumstances on their own so they joined unions; sometimes demands met but many strikes failed; Wagner Act passed during New Deal guaranteed right of unions to participate in collective bargaining and made it easier for unions to exist and negotiate)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 9
- Incorporates substantial relevant outside information (*housing conditions*: building owners wanted to maximize profit so they divided buildings; Jacob Riis exposed the unsanitary and crowded lifestyle of city dwellers; lack of a sewage system promoted spread of cholera and other diseases; settlement workers across country helped immigrants lead healthier lives, learn English, and find better jobs; New York Governor Theodore Roosevelt established a Tenement Commission; not until mid-20th century that tougher building safety and ventilation codes enforced; poor and immigrant populations today often live in subpar conditions; *working conditions*: people became wage slaves; lack of fire emergency procedures and fire extinguishers claimed lives of more than one hundred workers in Triangle; government for many years had taken laissez-faire approach to Gilded Age social injustices; state laws requiring primary education discouraged child labor; Pullman strike was bad publicity for unions; workers treated unfairly especially compared with businessmen such as Rockefeller and Vanderbilt; Progressive reformers such as Robert LaFollette successful in convincing state governments to pass child labor and maximum hour laws)
- Richly supports the theme with many relevant facts, examples, and details (*housing conditions*: large families often shared one room; tenants lived without windows and toilets; garbage in streets spread disease; Addams had incinerator installed at Hull House; cities passed laws to improve ventilation and sanitation; *working conditions*: entire families sewed clothing for long hours, often seven days a week in crowded quarters of tenements; women and girls worked in Triangle Shirtwaist Factory)
- Demonstrates a logical and clear plan of organization; includes an introduction that briefly summarizes all aspects of the task and a conclusion that briefly summarizes efforts to improve the lives of those living in cities

Conclusion: Overall, the response fits the criteria for Level 5. Historical details and analytic statements are interwoven and effectively support document interpretation. The assessment of efforts to address the conditions integrates relevant economic concepts and demonstrates a good understanding of the role played by individuals in encouraging government action.

Throughout the late nineteenth and early twentieth century both housing and working conditions in the U.S. were unfavorable. These conditions led to attempts by both the people and the government to address the problems caused by poor housing and working conditions. Housing conditions in America in the late 1800s-1900s were very unsatisfactory. The late 1800s saw an increase in immigration from Southern & Eastern Europe. These immigrants were not well liked since many were uneducated, couldn't speak English, weren't protestant, and were not wealthy. The Industrial Revolution led to an expansion of factories in cities and the availability of jobs for unskilled workers which pulled immigrants to the United States. Those "strangers" often formed ethnic communities in the heart of cities made up of tenement housing which was almost unbearable. Living with culturally similar people was comforting to immigrants who were surrounded by hardship and a city which did not speak their language. It was a way of dealing with windowless overcrowded rooms with no ventilation. In these communities the immigrants spoke their own language and established their own schools and newspapers. These harsh living conditions they endured were a result of very little available housing space. Entire families worked together all day at home doing piece work in a space that was often noisy, fly-infested, and dirty because the windows had to stay open. (Doc 1 and 2) Jacob Riis brought these tenement conditions to life with "How the Other Half Lives" providing photographs of horrific cramped living conditions inside tenements. Jacob Riis's intention was to bring these poor conditions to the attention of other people and the government possibly gaining support to improve these conditions. (Doc 2) In

American society at this time the poor lived in tenements in cities such as New York and at the other end were Americans such as JP Morgan living in mansions on 5th Avenue. The gap between the workers and “the captains of industry” who controlled the economy and the workers’ fate was widening every year. The rich were getting richer and the poor were barely surviving.

During the Progressive Reform Era there were many attempts to improve the poor living conditions faced by people in America. An example of a successful attempt is the establishment of Settlement Houses by social workers such as Jane Adams and Florence Kelly. Although women could not vote some became activists because they felt they could make a difference. In Jane Adams’s Hull House in Chicago, settlement workers attempted to improve sanitary conditions by becoming the inspectors of garbage in their wards. Donald Miller’s book shows how ambitious and determined settlement workers tried to improve sanitation and protect children and others from disease. The city of Chicago as well as other cities were convinced to take steps to improve sanitation. Although they made attempts, significant improvements would require much more money, planning, and time. (Doc 4) Settlement Houses acted as community centers for poor immigrants and helped further their education by teaching them to read and write in English and prepare them for citizenship. Florence Kelley investigated sweatshop conditions and lobbied for child labor laws in Illinois. By doing this she established a model for others who wanted the government to address problems in the cities. Government attempts to improve tenement life such as regulations about ventilation and sanitation were a step in the right direction. However,

there was much left to be done as tenements continued to be overpowered by stench, overcrowded, and with dark and dangerous stairwells. Neighborhoods such as Cow Bay and the Old Brewery in New York City saw very little improvement in conditions. (Doc 3) The end of the tenement would not be achieved during the Progressive Era.

Workers in America in the 1800s-1900s were under paid, overworked, and unhappy. More jobs became available as the U.S industrialized. New machines, mass production, and the assembly line which Henry Ford seemed to perfect all contributed to an Industrial Revolution that depended on unskilled workers, just as the Lowell system did after the Factory system was encouraged by Samuel Slater earlier in the 18th century. Factory owners were not interested in the protection of workers which would have required investments and firewalls and sprinkler systems. The Triangle Shirtwaist Fire in the early 1900s is an example of a needless tragedy caused by the apathy of employers and builders. Because many women died from not being able to escape the building more people began to think about worker safety and the treatment of workers. Industrial workers faced unsanitary working conditions, and factory work was hard since bosses fined employees for every little thing done wrong and locked them out of the factory if they arrived late. (Doc 6) Workers of all ages were pushed to the limit.

Many attempts were made to better working conditions. Muckraker Upton Sinclair wrote "The Jungle" which exposed ills in the meatpacking industry. This attempt to address these conditions was not entirely successful since the government responded to the public's disgust about meat by requiring the inspection of meatpacking

plants. This did not specifically address the health and welfare of workers as Upton Sinclair had hoped to do. Some strikes were used as an attempt by workers to better conditions but were often unsuccessful. For example, during the Pullman strike workers went on strike because their wages were cut and the company town treated them unfairly. The President sent troops to end the strike and the Supreme Court ruled in *In Re Debs* that employers can use court injunctions against strikes and took the side of the employer. Earlier the federal government had also taken the side of the employer. This happened in the Great Railroad Strike of 1877 and later the militia was sent in to end the Homestead Steel Strike. Despite workers being fired for joining unions and the Supreme Court declaring state laws protecting workers unconstitutional, eventually there was some progress. Theodore Roosevelt's Square Deal was a good start for workers. The passage of the Wagner Act during FDR's New Deal was successful at bettering working conditions because it gave workers the right to bargain collectively. (Doc 9) Also the Fair Labor Standards Act limited child labor and working hours and established a minimum wage.

During the late 1800s and early 1900s both housing and working conditions were very poor but improved with the actions of reform minded people and the federal government.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is more analytical than descriptive (*housing conditions*: Jacob Riis provided photographs of cramped living conditions to gain support to improve conditions; settlement workers at Hull House attempted to improve sanitary conditions; although attempts made, significant improvements would require more money, planning, and time; government attempts to improve tenement life a step in right direction; neighborhoods such as Cow Bay and the Old Brewery in New York City saw little improvement; *working conditions*: entire families worked together all day at home doing piecework; underpaid, overworked, and unhappy; as United States industrialized more jobs available; factory owners not interested in protection of workers which would have required investments and firewalls and sprinkler systems; bosses fined employees for every little thing done wrong; workers of all ages pushed to limit)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, 7, and 9
- Incorporates substantial relevant outside information (*housing conditions*: increase in immigration from southern and eastern Europe in 1800s; new immigrants uneducated, could not speak English, not Protestant, and not wealthy; often formed ethnic communities where they spoke own language and established their own schools and newspapers; although women could not vote some became activists; settlement houses acted as community centers for poor immigrants and helped further their education by teaching them to read and write in English and preparing them for citizenship; end of tenements not achieved during Progressive Era; *working conditions*: gap between workers and captains of industry widening every year; Florence Kelley lobbied for child labor laws in Illinois which established a model for others; Triangle Shirtwaist fire led people to think about worker safety and treatment of workers; government responded to public's disgust about meat but did not specifically address health and welfare of workers as Upton Sinclair had hoped; Pullman workers went on strike because wages cut and company town treated them unfairly; Supreme Court ruled in *In Re Debs* that employers could use court injunctions against strikes; Fair Labor Standards Act limited child labor and working hours and established a minimum wage)
- Richly supports the theme with many relevant facts, examples, and details (*housing conditions*: little available housing space; many attempts to improve poor living conditions during Progressive Era; Jane Addams's Hull House in Chicago; tenements continued to be overpowered by stench, overcrowded, and with dark and dangerous stairwells; *working conditions*: unsanitary; bosses locked workers out of factory if workers arrived late; strikes used to better conditions but often unsuccessful; Wagner Act passed during Franklin D. Roosevelt's New Deal gave workers right to bargain collectively)
- Demonstrates a logical and clear 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 5. Substantive and relevant historical details are used to establish a good economic context for the discussion of both housing and working conditions. A thoughtful discussion of the immigrant experience provides a good connection to the considerable efforts of settlement workers.

In the late 1800s and early 1900s, many immigrants, African Americans, and people born and raised in rural America moved to the urban areas of the U.S. for work and new opportunities. With the mass amount of people moving to the same place around the same time, housing and working conditions of these cities became very bad. Tenements were awfully close to each other and packed to the brim with people. Working conditions were also not excellent. Many factory owners took advantage of workers, many who were immigrants, by paying them as little as possible. Factory owners would also have their employees working ten to sixteen hour work days. Housing and working conditions of the late 1800s and early 1900s were unjust and needed to be improved.

Although skyscrapers and bridges were being built, decent and inexpensive apartments were not. When immigrants came to the United States, the only place where they could afford to live was in a room in a tenement. The Jacob Riis photograph shows how a poor family of seven, probably immigrants, had themselves and all their possessions in one room. Children had no place to go except the streets which were crime and disease ridden. Tenements usually had no electricity, bad plumbing, and were usually very unsanitary. David von Drehle described the unclean unhealthy air in the cities, especially during late summer. "The hot, damp air was full of dirt, cement powder, sawdust, and exhaust from the steam shovels" (Doc.1). Because these tenements were broken down into the smallest of rooms, many people did not have private bath rooms. People who did not live in urban areas and people who lived in expensive city neighborhoods did not know how awful the conditions were that some people were

living in. The Jacob Riis photograph was not a candid shot. The family appeared to be posing and have a sense of pride despite their living conditions. He published many pictures in a book titled "How the Other Half Lives" to try to inform the "upper half" of the city about what needed to be done. Some recognized that other problems could result from these crowded tenement neighborhoods. Terrible fires such as the Chicago Fire were always a possibility. Fires spread quickly because the tenements were built so close together that when one tenement caught fire, the others caught the flames, too. Many began to realize that something needed to change. In New York, laws were made to improve tenement living like a window must be in every room, and requiring indoor plumbing, better maintenance and sanitation, according to Tyler Anbinder (Doc. 3). In Chicago the city appointed an inspector of garbage and more fire departments were established. However, whatever was done was not enough to take care of all the problems faced by people in the cities. Even though regulations were passed about windows and plumbing, improvements in the quality of life for tenements were not significant. Although some tenements were torn down, many remained. Overcrowding continued. Although Jane Addams and Mary McDowell forced Chicago to take action to get rid of garbage, sanitary conditions did not improve all that much. People often continued dumping garbage into the streets.

Tenements were not the only unjust problems that needed to be solved. Working conditions in cities were almost as bad as Tenements. City factory owners made their employees work long hours, for little pay in awful conditions. Desperate for income, workers such as the young sisters making shirtwaists lived in constant fear

of dismissal (Doc 6). Whether in factories, on railroads, or in coal mines, workers were exploited. They had to work a six to seven day week and if they got hurt, they would not be able to get compensation (even if the injury was from the job) and they would most likely be fired (Doc. 5). There was no safety net. Factory owners were very very harsh to their workers. According to Miriam Finn Scott, if one did not come in at eight o'clock, the owner would shut and lock the doors, so the worker would not be able to come in until noon and miss half of a work day and pay. He did this so everyone would come into work early or on time, so he did not miss any of their working time (Doc. 6). Similar to the Chicago Fire, another eye opening fire brought corruption into the public's view. The Triangle Shirtwaist Factory in New York City had a fire that spread to the three upper floors and when the workers tried to get out, the doors were locked by the owner not wanting his workers to leave work with pieces of fabric or to talk to union organizers. Many of the workers jumped out of windows to their demise, because there were not enough fire escapes. Without fire safety procedures in tall city buildings every worker's life was at risk. Many of the dead were laid out on the sidewalk, so people could identify them if they knew them. Yet again, people realized that something had to change, especially after the factory owners were found innocent of any wrong doing. The Progressive Party made some proposals that would prohibit child labor, cut working hours, set a minimum wage, gave a one day resting time, etc. (Doc. 8). But when Franklin Roosevelt signed the National Labor Relations Act known as the Wagner Act something actually did become law for working conditions. The Wagner Act made owners work with labor

unions (Doc. 9).

The housing and working conditions were originally unjust and unfair to the people that had to deal with them. Once a horrific event came along to show the general public how terrible conditions were, laws were proposed to make things better. Improvements in housing conditions were somewhat successful because there were improvements including plumbing systems, more windows and better sanitation. The working conditions were successful in gaining more rights for unions which eventually led to better conditions like the prohibition of child labor. The Wagner Act focused more on labor unions rather than the true problems at hand. But when labor unions by law, can negotiate with the owner, better working hours and better pay were feasible. Through disasters, problems and corruptions within the housing and working conditions were seen and put back on the right track of justice.

Anchor Level 4-A

The response:

- Develops all aspects of the task for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is both descriptive and analytical (*housing conditions*: although skyscrapers and bridges being built decent and inexpensive apartments were not; tenements broken down into smallest of rooms; people not living in urban areas or living in expensive neighborhoods did not know how awful conditions were; Jacob Riis's photograph not a candid shot because family appeared to be posing and have pride in living conditions; Riis tried to inform "upper half" of city; problems could result from crowded tenement neighborhoods; regulations passed but improvements in quality of life were not significant; although Jane Addams and Mary McDowell forced Chicago to take action sanitary conditions did not improve much; *working conditions*: factory owners made employees work long hours for little pay in awful conditions; desperate workers lived in constant fear of dismissal; if workers got hurt they were not able to get compensation even if injury was from the job and they most likely would be fired; without fire safety procedures every worker's life at risk; when labor unions can negotiate with owners better working hours and better pay feasible)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (*housing conditions*: terrible fires such as Chicago Fire always possible; spread quickly because tenements close together; some tenements torn down but many remained; *working conditions*: Triangle Factory fire in New York City spread to three upper floors; factory doors locked by owners so workers would not leave work with fabric or talk to union organizers; many workers jumped out of windows because not enough fire escapes; people realized something had to change especially after factory owners found innocent)
- Supports the theme with relevant facts, examples, and details (*housing conditions*: tenements usually had no electricity, bad plumbing, and very unsanitary; Riis photographed tenements for *How the Other Half Lives*; New York laws passed to improve tenement living such as requiring windows, indoor plumbing, better maintenance, and sanitation; Chicago appointed inspector of garbage; *working conditions*: ten- to sixteen-hour workdays; if workers not on time owner would lock doors so not able to come in until noon and miss half day of work and pay; Progressive Party made proposals to prohibit child labor, cut working hours, set a minimum wage, and give one day of rest; Franklin Roosevelt signed National Labor Relations Act)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses housing and working conditions faced by those living in urban areas in the late 1800s and early 1900s and a conclusion that summarizes the extent to which attempts to improve housing and working conditions were successful

Conclusion: Overall, the response fits the criteria for Level 4. Document interpretation is supported by good relevant outside information, especially in the discussion of the impact of fire on both housing and working conditions. Some good conclusions are integrated into the narrative; however, additional supporting facts and details and additional analysis would have strengthened the effort.

During the late 1800s and early 1900s, housing and working conditions were extremely poor and often harmful to the individual. Overcrowding at home, low wages, and unsafe working conditions were all factors that contributed to being in the lower class and often prevented them from climbing the social ladder. These unfair conditions would face opposition in later years that was led by both the federal government and by individuals. This opposition helped contribute to some improvements in their conditions.

People living in urban areas often faced unsafe conditions. Living quarters were small, neighborhoods were overcrowded, and public sanitation was often disregarded because no one seemed to know how to make the city cleaner or healthy because of the increasing number of people and tenements in the city (doc. 1 and doc. 4). Entire families and sometimes more than one family would live in tenement apartments in often just a single room with a bathroom shared with many other families. Families were forced to use these rooms for multiple purposes, ranging anywhere from cooking dinner to sleeping. Sometimes women and children worked in these tenement rooms as well (doc. 2). As wealthier individuals began to move away from the center of cities, the poor were forced by economic circumstances to stay behind in the horrible housing of the city in an environment of crowds, poor sanitation, and crime. People were not able to be freed from the cycle of poverty because of unfair conditions that also plagued them in the workplace. There were hardships living in the tenements and hardships working in the factories.

The late 1800s is a time period in history when big businesses dominated the economy and sought to make the most profit. They

justified their earnings by claiming success was a result of “natural selection”. This often led to the exploitation of workers and unfair practices being placed upon them. Two major businesses of this time were Standard Oil, owned by John D. Rockefeller and Andrew Carnegie’s Steel Corporation. Workers in these companies and in almost every other industry often faced low wages, unsanitary working conditions, and long or unfair hours (doc. 5). With so many unskilled immigrants arriving in the country and so much competition for jobs employers would pay workers very little. Factory bosses were often harsh and unfair to their employees and with so much machinery factory life was dangerous, tiring, and stressful (doc. 6). One meatpacking factory, described in Upton Sinclair’s *The Jungle*, had rats and saw dust being mixed into the food. Workers in this factory and others could easily get injured or become sick with debilitating illnesses and then the employer would often not compensate them while absent or even hold their jobs for them because they did not have to. These horrendous conditions are what would spark social and political change.

There were many attempts to fix the horrid conditions of both urban housing and industrial jobs and these attempts were met with moderate success. Individuals such as Jane Adams led grassroots movements to improve the conditions of the cities (doc. 4). Jane helped immigrants assimilate to city life with her Hulls houses and inspired the formation of many other settlement houses across the country such as Henry Street in New York City. These houses were successful in helping the urban poor deal with their problems and learn how to live in America. Adams and others worked to help families, fight

against child labor, and give people hope. An effort by the government to improve housing conditions was the enactment of stricter regulatory laws for housing in New York City (doc. 3). These laws were somewhat successful because they required certain beneficial accommodations for public apartments such as windows and stairwells with better lighting. However, landlords often ignored these requirements. An example of common citizens fighting for better working conditions can be seen in the formation of the labor unions such as the Knights of Labor which included unskilled workers unlike the American Federation of Labor which only included skilled workers. Organized by Terrance Powderly, and Samuel Gompers, these unions led strikes and protests for better working conditions. Some strikes were successful but often workers gained nothing let alone their "principal demands" (doc 5). Company owners did not feel the need to sit down with workers to discuss their complaints. In 1912 the Progressive Party favored worker organizations but it would be many years later before real progress was made in unionization. An attempt was finally made by the federal government to protect workers in unions as can be seen in the passing of the Wagner Act. This act gave unions the right to bargain collectively which would mean company owners would have to negotiate with workers.

During the Great Depression, the problems faced by workers were too great and the government had to take direct action to assist the poor. In FDR's New Deal, the president funded multiple programs for the relief, recovery, and reform of the economy. Two of these programs include the CCC-Civilian Conservation Corp., and the WPA-Works Progress Administration which gave jobs to workers. The programs of the New

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

Deal were met with success in improving working conditions and helping the unemployed.

In the late 1800s, the poor living in the cities faced terrible housing and working conditions. As a result of public and government action, these people were able to obtain improvements in their conditions and the living conditions of people in the future of American Society.

Anchor Level 4-B

The response:

- Develops all aspects of the task for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is both descriptive and analytical (*housing conditions*: small living quarters, overcrowded neighborhoods, and public sanitation often disregarded; no one seemed to know how to make city cleaner or healthy because of increasing number of people and tenements; poor forced by economic circumstances to stay in horrible housing in environment of crowds, poor sanitation, and crime; Jane Addams led grassroots movements to improve conditions; laws required windows and stairwells with better lighting; unable to break from cycle of poverty because of unfair conditions that also plagued them at work; *working conditions*: exploitation of workers and unfair practices; bosses often harsh and unfair to employees; factory life dangerous, tiring, and stressful; could easily get injured or become sick with debilitating illnesses and employers would often not compensate them while they were absent or even hold their jobs for them; some strikes successful but often workers gained nothing let alone their principal demands; many years before real progress made in unionization; Wagner Act attempted to protect workers in unions)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, 8, and 9
- Incorporates relevant outside information (*housing conditions*: sometimes more than one family would live in tenement apartments in single room with bathroom shared by many; Addams helped immigrants assimilate to city life with Hull House and inspired formation of settlement houses across country such as Henry Street in New York City; settlement houses helped urban poor deal with problems and learn how to live in America; landlords often ignored requirements; *working conditions*: big business justified success as a result of natural selection; with so many unskilled immigrants and so much competition employers would pay workers very little; meatpacking factory described in Upton Sinclair's *The Jungle* had rats and sawdust mixed into food; unions such as Knights of Labor and American Federation of Labor led strikes and protests for better conditions; company owners did not feel need to sit down with workers to discuss complaints; Franklin D. Roosevelt's New Deal programs such as Civilian Conservation Corps and Works Progress Administration gave jobs to workers during Great Depression)
- Supports the theme with relevant facts, examples, and details (*housing conditions*: families forced to use rooms for multiple purposes from cooking dinner to sleeping; government enacted stricter regulatory laws for housing in New York City; *working conditions*: women and children worked in tenement rooms; John D. Rockefeller's Standard Oil and Andrew Carnegie's steel corporation; workers often faced low wages, unsanitary conditions, and long or unfair hours; organized by Terrance Powderly and Samuel Gompers; Progressive Party favored workers; Wagner Act gave unions right to bargain collectively)
- Demonstrates a logical and clear plan of organization; includes an introduction that briefly summarizes all aspects of the task and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Good historical references are integrated throughout the response, especially in the discussion of working conditions. While document interpretation reflects good economic understanding, further development would have strengthened the response.

Following the Civil War and Reconstruction, the United States modified its farming culture to welcome the modern industrial world. Little by little, plots of land turned into towns and then towering cities. Eventually, many set aside agriculture for the architecture of skyscrapers, and industries and populations of cities grew rapidly. However, the early 20th century brought many problems since workers and tenants faced very poor conditions.

Many of the people who were living in tenements were immigrants from Southern and Eastern Europe, better known as the new immigration. Many of those immigrants did not speak English and of those who did most were not fluent in reading or writing it so assimilation would be difficult for these groups. Many families immigrated to America in large groups and from poor economic conditions. They traveled to America and still found themselves in poor economic conditions. The tenements in some New York City neighborhoods were packed since up to 800 people occupied 1 acre of space (Doc 1). There was very poor ventilation in the buildings. In the summer it was hot and hard to breathe because of the dirty air. Unhealthy conditions led to many babies and children becoming ill. In some buildings, large families (7 people) would occupy a single room where they would all sleep, eat, and sometimes work together to make barely enough money to buy food. (Document 2A). Living like this was very hard for families, some who never adjusted to life in the United States. Since many native-born Americans resented the new immigrants they never felt welcomed. There seemed to be no place for them to turn for help. Tenants also faced sanitation and maintenance issues for in some cases, trash would pile up in poor neighborhoods

because there was no one to pick it up. This was bad for the health of tenement dwellers who were already weakened from long hours of work and hunger.

Individuals and local and state authorities tried to improve living conditions in order to make life better for tenants. Settlement workers, for example, would record and research some of the issues with buildings and would send reports to city hall. (Doc 4). However, sometimes the reports were ignored so this method provided only limited relief to tenants. Settlement workers such as Jane Addams would take matters in their own hands and be persistent to see that issues like sanitation would be addressed (doc 4). Many states enacted regulatory laws to improve living conditions. New York, for example, passed laws for “better ventilation and sanitation, improved maintenance, and indoor plumbing” (Doc 3). Unfortunately these laws were often ignored by landlords and tenants remained in many of the same conditions as the conditions depicted in Jacob Riis’s photographs.

As bad as housing conditions were, it is possible to say that working conditions in the early 20th century were more stressing and less humane. Immigrants provided cheap, reliable labor since many of them were not able to complain or to join unions because they had families to support. In fact, often they were used as strikebreakers. Factories were dirty, infested with vermin and disease as *The Jungle* explained about meatpacking companies. Employers could treat employees as they wished fining and punishing them as well as paying them whenever and whatever they felt like (Doc 6). Women and children were constantly exposed to the harsh conditions of a 10

to 16 hour workday sometimes 7 days a week working with loud and dangerous machines (Doc 5). Inadequate washing and bathroom facilities were always a problem, as well as constant concern about fire and illness. There was no compensation for injured workers and injuries often went untreated. Children often suffered serious injury from hard-to-handle machinery. This could be a serious setback for families who depended on children's wages to help with expenses. Anyone could be fired and replaced in the wink of an eye (Doc 5).

However, even though wages were badly needed, workers would not continue to tolerate harsh conditions for the petty amounts they received. Some workers tried to join labor unions and some women organized walkouts to improve conditions in New York City textile factories. The most common method in the late 1800s for better working conditions were strikes. Between the years 1881 to 1886, the number of strikes multiplied by 3, roughly increasing to about 1,411 strikes affecting almost 10 thousand companies (Doc 5).

Unfortunately 40% of the strikes were unsuccessful (Doc 5) and some strikes caused employees more strife by their employers (Doc 6). Strikebreakers, blacklists, and lockouts made it difficult for unions to conduct successful strikes. Striking could mean a worker's dismissal. The Triangle Shirtwaist Factory fire resulted in demands for more protection for workers, including for children working with their families in tenements throughout New York City. As a result of the horrific deaths, New York State investigated through the New York Factory Investigating Commission, which agreed that working conditions needed several improvements and so made many recommendations such as more fire exits and medical supervision.

Anchor Level 4-C

The response:

- Develops all aspects of the task for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is both descriptive and analytical (*housing conditions*: some tenements in New York City packed up to eight hundred people per acre; trash would pile up because there was no one to pick it up; settlement workers researched issues and sent reports to city hall which were sometimes ignored; Jane Addams persistent in seeing issues addressed; laws often ignored by landlords and tenants ended up in same conditions as in Jacob Riis's photographs; *working conditions*: employers could treat employees as they wished paying them whenever and whatever they felt like; inadequate washing and bathroom facilities in factories a problem as well as concern about fire and illness; injured children a setback for families who depended on wages; some strikes resulted in more strife for employees; striking could mean a worker's dismissal; New York Factory Investigating Commission agreed working conditions needed improvement so made recommendations)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates relevant outside information (*housing conditions*: many living in tenements were immigrants from southern and eastern Europe; many did not speak English or were not fluent in reading or writing it so assimilation difficult; many families immigrated to America in large groups and from poor economic conditions and still found themselves in poor economic conditions; some never adjusted to life in United States; *working conditions*: immigrants provided cheap, reliable labor since not able to complain or join unions; often used as strikebreakers; factories dirty and infested with vermin and disease as *The Jungle* explained; women organized walkouts to improve conditions in New York City textile factories; strikebreakers, blacklists, and lockouts made it difficult for unions to conduct successful strikes; Triangle Shirtwaist Factory fire resulted in demands for more protection for workers)
- Supports the theme with relevant facts, examples, and details (*housing conditions*: poor ventilation in buildings; in some buildings large families occupied a single room where they would sleep, eat, and sometimes work; sanitation and maintenance issues; New York passed laws for better ventilation and sanitation, improved maintenance, and indoor plumbing; *working conditions*: women and children ten- to sixteen-hour workday sometimes seven days a week working with loud and dangerous machines; no compensation for injured workers and injuries often untreated; some tried to join labor unions; used strikes to get better conditions; number of strikes multiplied by three affecting almost 10,000 companies)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the United States modified its farming culture to welcome the modern industrial world and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of housing and working conditions is supported by thoughtful document interpretation and some good conclusions. While good historical references are included in the treatment of the extent to which efforts were successful, additional supporting facts and details and further analysis are needed to support a higher level paper.

As the United States began to shift into the 20th century, its economy began to be focused on industrialization. However, with this increasing focus on industrialization came uncertainty: where should people live and how would factories be run? This question propelled the country into its Progressive Era. This was a response to cramped tenements and brutal working conditions. Attempts to address the squalid conditions were successful to some, but not to others.

With industrialization, more and more people began to relocate to urban centers hoping for prosperity. Although there was prosperity in the cities, industrialists dominated the economy and basically controlled much of the wealth. They welcomed unskilled workers who could keep their factories running and who they could pay very little. Among this mass of people was immigrants, often coming from southern and eastern Europe. As big as cities were, there hadn't yet been developed an economically practical way to house the thousands of people moving to the cities. Although skyscrapers were being built to accommodate more people and offices, they did not house new arrivals. Thus, multitudes of families were forced to live in tenements. Muckrakers, photographers and writers who exposed the negative side of society, often focused on tenement life. Families of five, six, or even seven were at times forced to share one room. A modern writer, David von Drehle, describes the air as full of "dirt, cement powder, sawdust, and exhaust from steam shovels" (Doc 1). The close quarters led to excessive heat and unbearable breathing conditions. Photographers like Jacob Riis and Lewis Hine brought light upon these issues, hoping that the public would pressure the government to intervene.

And they did, to an extent. Strict tenement laws in New York required “better ventilation and sanitation, improved maintenance, and indoor plumbing” (Doc 3). Like many things, these laws were good in theory, but were easy to abuse. Tenement owners placed windows on the inside in order to bypass ventilation requirements. This, for a while, left tenements “just as awful as Jacob Riis had found in the late 1880s” (Doc 3). Besides the government, some attempted to improve living conditions on an individual level. People like Jane Addams established a settlement house in Chicago which led to the establishment of settlement houses in many different cities. Social workers in these houses were community minded and were determined to improve tenement neighborhoods and give people hope. These houses gave immigrants and the poor a place to gather that provided education and daycare for working families. Addams also took steps to improve sanitation in the streets. She installed a small incinerator at Hull House, had research done on garbage conditions and applied to be a garbage collector. Her efforts received much publicity. This pressure on the government “forced the city to take measures to improve sanitary conditions in some immigrant wards” (Doc. 4). Though actions were taken, they weren’t taken until the turn of the century, and they didn’t do all that much. Despite this, any improvements in living conditions are important. Although squalid tenements still exist they don’t receive as much attention as they should.

Another challenge that came with industrialization was to improve working conditions. As mentioned, many moved to the city in hopes of economic opportunity but seemed to find only economic insecurity.

Whether working in tenement sweatshops or in city factories, the life of the worker was abysmal. People would work, but weren't treated very favorably. Workers were often forced to cope with "erratic pay" and "ten-, twelve-, and even fourteen-hour days" (Doc 5). They weren't often respected because there generally was an over supply of workers which meant none of them had much power. Naturally, workers began to fight back, but unfortunately, they could do little to improve workplace conditions. Labor unions weren't successful immediately, partly due to the negative association with the Great Strikes of 1877. However, the number of strikes increased year by year. Only about half of these strikes were successful, unfortunately, but slowly unions became more respected. The government also began to intervene. As a result of the hazardous conditions surrounding the Triangle Shirtwaist Fire, the Factory Investigating Commission recommended an "increase in stairwells and exits" (Doc 7), which that factory did not have, among other precautions. The Progressive Party, a political party dissatisfied with the pace of reform actions taken by others, also had "the prohibition of child labor" (Doc 8) in their platform. During the Progressive Era, Congress passed a child labor law that was declared unconstitutional. Eventually, however, besides passing the Wagner Act to help workers, the New Deal also began to regulate child labor.

Anchor Level 3-A

The response:

- Develops all aspects of the task with some depth for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is more descriptive than analytical (*housing conditions*: big cities not developed in a practical way to house thousands moving to them; although skyscrapers built to accommodate more people they did not house new arrivals; photographs of Jacob Riis and Lewis Hine influenced public to pressure government; New York tenement laws good in theory but easy to abuse; Jane Addams's work forced Chicago to improve sanitary conditions although did not do that much; *working conditions*: many moved to city for economic opportunity but found only economic insecurity; whether working in tenement sweatshops or in factories life of worker abysmal; workers often not respected because oversupply of workers; slowly unions became more respected)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*housing conditions*: muckrakers, photographers, and writers exposed negative side of tenement life; inside windows bypassed ventilation requirements; social workers in settlement houses community minded; provided a place to gather for education and day care; squalid tenements still exist but do not receive much attention; *working conditions*: industrialists welcomed unskilled workers who could keep factories running and could be paid little; included immigrants from southern and eastern Europe; labor unions not immediately successful partly due to Great Strikes of 1877; as a result of Triangle fire Factory Investigating Commission recommended increase in stairwells and exits; Progressive Party dissatisfied with pace of reform; during Progressive Era child labor law passed but declared unconstitutional)
- Includes some relevant facts, examples, and details (*housing conditions*: families of five, six, or even seven at times forced to share one room; air in tenements full of dirt, cement powder, sawdust, and exhaust; laws required better ventilation and sanitation, improved maintenance, and indoor plumbing; Addams installed a small incinerator at Hull House, researched garbage conditions, and applied to be garbage collector; *working conditions*: workers often forced to cope with erratic pay and ten-, twelve-, and even fourteen-hour days; number of strikes increased every year but only about half successful; prohibition of child labor in Progressive Party platform; New Deal passed Wagner Act to help workers and began to regulate child labor)
- Demonstrates a satisfactory plan of organization; includes an introduction that states with a focus on industrialization came uncertainty as to where people should live and how factories should be run and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. While document information is often presented in a straightforward style and sometimes quoted, supportive outside historical references indicate a good understanding of housing and working conditions. While some analytical statements regarding the success of efforts to address conditions are provided, further development would have strengthened the discussion.

During the late 1800's and early 1900's both housing and working conditions were subpar for many Americans living and working in urban areas. To address both of these conditions, the American people as well as state and federal government took a stand in improving the lives of Americans working and living in these conditions, all with varying degrees of success.

In the late 1800's and early 1900's, urban areas grew as a result of the increase in industrialization and many Americans concentrating their lives in cities in order to find work. This led to the rising development of tenement houses in cities as poorer Americans as well as immigrants from Southern and Eastern Europe could not afford to live in areas far from their jobs and commute everyday to work. Tenement houses grew overcrowded with large families occupying small rooms of living as seen in Doc. 2a. A family of 7 is seen together in a small area with not much more than a bed, kitchen set, and closet for them all. One door was their exit to a hallway which probably led to bathroom facilities shared by many families. As a result of overcrowding of tenements, people who lived there also experienced terrible sanitation conditions, as many tenements did not have indoor plumbing and if they did it was limited or didn't function well. Because of these conditions and because these tenements were so hot in the summer they were generally riddled with bugs and flies. Doc. 1 describes one such tenement where there were flies everywhere, constant irritable noise and poor ventilation where the air was filled with dirt, cement powder, sawdust, and exhaust. Disease ran rampant in these tenement houses because of the overcrowding and poor sanitation, as well as the fact that many of

those who lived there were poor and unable to afford medical care.

To improve the living conditions of tenement dwellers, many Americans tried to expose the terrible conditions tenements faced, aid them in improving their lives, and advocate for government action to improve tenement homes. Individuals like Jacob Riis used books and photographs to show the American public how poorer people were living, despite the affluence of many, especially in the late 19th century. In his work, *How the Other Half Lives*, Riis called attention to the harsh conditions and suffering people faced in tenement houses. Many people had no idea how bad tenement living conditions were until his book was published. His, as well as others, efforts were successful in encouraging reformers to come to the aid of the poor. One prominent leader addressing the conditions of tenement housing was Jane Addams. As described in Doc. 4 Addams tried to ensure proper sanitation of tenement housing by increasing community awareness of the link between garbage and disease. She followed around the city's garbage wagon to make sure they were actually getting to the dump. In addition to this, Addams was the founder of Hull House in Chicago, a settlement house directed at improving the lives of immigrants in tenement houses by advising them on medical care and a place to gather together. Her efforts and those of Hull House were not always immediately successful but can be deemed somewhat successful as she attracted many young women to come to the aid of tenement dwellers, including Florence Kelly who worked for many years with the National Consumer League and pressured Illinois State officials to improve conditions for women and children living and working in tenements. State governments attempted to improve

the conditions of tenements by passing laws demanding the improvement of sanitation + ventilation. In Doc 3, NY passed a series of laws to improve tenement life, however these attempts were mostly unsuccessful because of the lack of regulation to enforce the improvements. Most tenements remained unimproved with disgusting conditions for the dwellers.

During this time period, working conditions were harsh as well. Factory jobs plagued workers with unsanitary + unsafe conditions with low or sporadic pay, long hours and few ways to negotiate better conditions. Doc 5 describes the workers' fear of being fired, an increase in the number of women and children who were forced to work in unfavorable conditions, and no compensation for injuries sustained on the job. Work was especially hard on women factory workers who received substantially less pay than men yet were subject to the same terrible conditions. Doc 6 describes women in a textile factory working monotonously at the hand of a strict boss who would often dock their pay. In Greenwich Village, unfavorable crowded working conditions in a textile factory that had no fire sprinkler system and hardly any access to fire doors and fire escapes led to the Triangle Shirtwaist Fire which left many young women dead.

There were many efforts to improve the conditions of factory workers. Workers took it upon themselves to strike until they received the conditions they wanted, as described in Doc. 5. There was the the Great Strikes of 1877, the Pullman Strike, and the Homestead strike during this time period however, as stated in Doc 5, 40% of strikes were deemed unsuccessful, mostly because the federal government sided with big business corporations rather than unions and sent

troops or ordered workers to return to work without a change in conditions. Third parties emerged to combat injustices suffered by workers on a national level, most notably the Progressive Party. In Doc 8, proposals of the Progressive Party are described, including the effort to have legislation passed to prevent industrial accidents, prevent child labor establish a 7 day work week, etc. Although the Progressive Party never had a presidential candidate elected, they were influential in inspiring major party candidates to adopt some of their ideals. During the 1930's, Franklin Roosevelt's presidential administration, his New Deal efforts to improve the American economy during the Great Depression also included a measure known as the Wagner Act that would lead to improving the condition of factory workers. As described in Doc. 9, the Wagner act allowed labor unions to bargain collectively with their employers, giving them the power to negotiate their terms of employment and improved working conditions, backed by federal oversight. This was seen as a great success by many union leaders and factory workers.

Housing conditions and working conditions were prominent issues faced by the American people during the late 1800's and early 1900's and each was addressed through the movement of the American public, state, or federal government legislature.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is more descriptive than analytical (*housing conditions*: tenements generally riddled with bugs and flies; disease rampant in tenements because of overcrowding and poor sanitation; people no idea how bad tenement conditions were until Jacob Riis's book; settlement houses improved lives of immigrants by advising them on medical care and providing a place to gather; Jane Addams work attracted young women to aid tenement dwellers; New York laws mostly unsuccessful because hard to enforce; *working conditions*: factory jobs plagued workers with unsanitary and unsafe conditions, low or sporadic pay, long hours, and few ways to negotiate; workers feared injuries and being fired; Progressive Party emerged to combat injustices on national level; Wagner Act allowed labor unions to bargain collectively with employers to improve working conditions; seen as a success by many union leaders and workers)
- Incorporates some relevant information from all the documents
- Incorporates relevant outside information (*housing conditions*: rising development of tenements as poor families and immigrants from southern and eastern Europe could not afford to live in areas far from jobs and commute to work; bathroom facilities shared by many families; Florence Kelley worked with National Consumer League pressuring Illinois state officials to improve conditions for women and children living and working in tenements; *working conditions*: in Greenwich Village textile factory with no fire sprinkler system and hardly any access to fire doors and fire escapes led to Triangle Shirtwaist fire which left many young women dead; workers struck for conditions they wanted in Great Strikes of 1877, Pullman Strike, and Homestead Strike; federal government sided with big business corporations and sent troops or ordered workers to return to work without changes; although no Progressive Party presidential candidate elected the party influential in inspiring major party candidates to adopt some of their ideas)
- Includes some relevant facts, examples, and details (*housing conditions*: tenements grew overcrowded with large families occupying small rooms; family of seven seen with not much more than bed, kitchen set, and closet; air filled with dirt, cement powder, sawdust, and exhaust; Riis's book *How the Other Half Lives*; Addams founder of Hull House; Addams appointed garbage inspector for her ward; *working conditions*: 40 percent of strikes deemed unsuccessful; Progressive Party proposed legislation to prevent industrial accidents, prevent child labor, and establish a seven-day work week; President Franklin D. Roosevelt's New Deal included Wagner Act that would improve conditions of factory workers)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response is in the discussion of the extent efforts to address housing and working conditions were successful and in the amount of outside information. Further integration of otherwise scattered analytic statements supported by additional facts and details would have strengthened the response.

The emergence of big business, railroads, and industrialization gave rise to new patterns in housing and working conditions in the United States. Those new patterns led to an increase in the population of cities and also an increase in problems. During the late 19th century and the early 20th century, the nation experienced attempts to improve city living and the lives of workers. Through protests, literature, and eventually legislation, these attempts were successful to a large extent.

The latter part of the 1800s and the early 1900s saw the rapid pace of industrialization of the United States. As a result of this industrialization, more factories were built and the number of jobs increased. This led to an increase in immigration from Europe and an increase of people moving from rural areas to the urban setting where jobs were available. The product of all of these factors were poor living and housing conditions. Many people lived in tenements, in small, often one room apartments in which multiple families lived. It was common to find various generations of an extended family living in the same tenement. Jacob Riis published a book of photography titled How the Other Half Lives (Doc 2a). In the book, Riis photographs demonstrates the poverty found in urban, New York City lives. In Document 2, both parts A and B clearly show that the tight, cramped, and unsafe living conditions continued from the late 19th century into the early 20th century. People living in New York City tenements were surrounded by never-ending flies, crowds, and construction. There was no escape from the misery of tenement living, just the hope that if they worked hard enough their lives would get better. But working hard was no guarantee that this would happen.

Working conditions were often equally as horrible as housing conditions. Unsanitary working spaces, unregulated labor hours, and extremely low wages were all experienced by workers during this age of urban industrialization. As mentioned in document 6, workers were subject to the will of the factory owners. Women and children were especially at risk of falling victims to the factory boss' complete control of wages, and their control of working hours. Factories were also unsafe, and factory owners often locked workers indoors and forced them to stay until the workday ended, which may extend up to 16 hours a day of a six or seven day workweek (doc 5), was over.

It was not until the living conditions were exposed and tragedy struck that change began to occur. In Chicago, for example, Jane Addams, the founder of the Hull House, a settlement home, attempted to improve sanitary conditions with the Women's Club. This club became very involved in the movement for the regulation of tenement labor and housing to improve conditions. In document 4, it is described that Addams had an incinerator installed at Hull House in which garbage was to be disposed. Garbage was often thrown out of windows or collected/stored out on the streets. Addams and the Women's Club attempted to clean the streets, and their actions led to Chicago taking action to improve sanitary conditions after 1900. The Chicago meat packing industry also experienced a shift in working conditions. When The Jungle, a novel by Upton Sinclair, exposed the horrors of the industry, there was an uproar by all the classes (not just the working class) to improve conditions. The Meat Inspection Act was passed, which regulated and set standards for the production and packaging/distribution of meat. This was at least a small step in

improving conditions for workers.

In another city, conditions were also improving. After the Triangle Shirtwaist fire, New York began to become more strict in the regulation of factories. The fire was a product of malpractice by the factory owners, who locked windows and exits of the building so that the workers couldn't escape. As seen in Doc. 7, New York began to report and make recommendations to promote sanitary and safe conditions. Better eating facilities, plumbing, and eliminating fire hazards were all examples of attempts to better the industrial cities working conditions.

The emergence of labor unions such as the AF of L also contributed to the improvement of labor conditions for skilled workers. The progressives, whose era began with Theodore Roosevelt and ended with President Woodrow Wilson, generally wanted to control trusts and wanted to regulate business in ways that would be better for workers. The Progressive Party Platform of 1912, as seen in doc. 8, supported protection for workers, safety standards, and ending child labor. Progressive President Theodore Roosevelt earlier had sided with workers, as seen with his support of arbitration in the coal miners strikes, granted workers higher wages and a shorter work day. In 1912, as the Progressive Party candidate, Theodore Roosevelt called for the nation to work towards greater social and industrial justice.

As demonstrated, attempts to improve working and housing conditions during the late 19th century and the early 20th century were successful to a large extent.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is more descriptive than analytical (*housing conditions*: many people lived in tenements in one-room apartments; Riis's photographs demonstrate poverty; cramped and unsafe living conditions; no escape from misery of tenements just hope that if worked hard lives would get better; Jane Addams with Women's Club involved in movement for regulation of tenement labor and housing; *working conditions*: subject to will of factory owners; women and children especially at risk of falling victim to factory bosses' complete control of wages and hours; after Triangle fire New York made recommendations to promote safe conditions; Progressive Party platform supported protection for workers, safety standards, and end to child labor)
- Incorporates some relevant information from documents 1, 2, 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*housing conditions*: increase in immigration from Europe and people moving from rural areas to urban settings where jobs available; common to find various generations of extended family living in same tenement; Hull House settlement home; *working conditions*: with rapid pace of industrialization factories and number of jobs increased; Upton Sinclair's novel *The Jungle* exposed horrors of meatpacking industry in Chicago and led to passage of Meat Inspection Act; fire result of malpractice by factory owners who locked windows and exits so workers could not escape; emergence of labor unions such as American Federation of Labor contributed to improvement of labor conditions for skilled workers; Progressive Era which began with Theodore Roosevelt and ended with President Woodrow Wilson generally wanted to control trusts and regulate business in ways better for workers; Roosevelt earlier sided with workers in his support of arbitration of coal miner strike; Progressive Party candidate Theodore Roosevelt called for greater social and industrial justice)
- Includes some relevant facts, examples, and details (*housing conditions*: Riis's *How the Other Half Lives*; people living in New York City tenements surrounded by flies, crowds, and construction; Addams founder of Hull House; had incinerator installed to dispose of garbage; *working conditions*: unsanitary work spaces, unregulated hours, and low wages; workdays could extend to sixteen hours and a six- or seven-day work week)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the emergence of big business, railroads, and industrialization gave rise to new patterns in housing and working conditions and a one-sentence conclusion that is overgeneralized and somewhat inaccurate.

Conclusion: Overall, the response fits the criteria for Level 3. All aspects of the task are addressed and the discussion of the efforts to improve working conditions includes some good historical references and analytic conclusions. Further development of housing and working conditions and more integration of the information presented would have strengthened the response.

By the early 20th century, the United States went from a rural, agricultural nation to an urban, industrialized nation. With this transition, problems started with housing and working conditions. To try to correct these problems, society and the government took many approaches with different amounts of success.

During the late 1800s and early 1900s, housing in tenements were not the best. The tenement houses were small and cramped. Document 2 illustrates how the large families lived in the small tenement. There was hardly any space. Many tenements did not have windows or proper ventilation. Their living was unsanitary. An attempt to fix these housing conditions were strict laws. For improvements, New York enacted strict tenement laws. According to Document 3, these laws “mandated better ventilation and sanitation, improved maintenance, and indoor plumbing”. Stipulations included every room having a window and stairwells having better lighting. However, after these laws were enacted, there still were problems occurring. As stated in Document 3, “Lewis Hine’s photographs from the years after... reveal crowding just as awful as Jacob Riis had found in the late 1880s”. This attempt was unsuccessful because tenements were still crowded and unsanitary. No improvements were made to housing.

Along with housing problems, there were poor working conditions. Workers had to work long shifts and all week long. They were not given a break by their bosses. According to document 5, there was “erratic pay” and “little or no compensation for injuries or fatalities”. According to Miriam Finn Scott, from document 6, their boss worked them constantly and the boss would not pay them if he didn’t want

to. Workers were tired from long hours and were easily able to get injured in the workplace. One attempt taken by the workers were many strikes. Strikes increased rapidly to demand their wants. Document 5 states, "Roughly half (46 percent) of the struck companies agreed to the principle demands of the strikers". Even though some workers got what they wanted, there were still half of the workers suffering in the harsh conditions. Lastly, the 1912 Progressive Party made proposals to address the working issues. 2 proposals were prohibition of child labor and one day off out of the week for all workers, as stated in document 8. These two proposals were met since these proposals occur today.

With a transition to an industrialized nation, problems increased in housing and working conditions. Some problems included crowded tenements, low wages, and poor ventilations. Actions to address these problems included strikes, strict laws, and stipulations. However, some actions like the stipulations were not as successful as others.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is primarily descriptive (*housing conditions*: large families lived in tenements where there was hardly any space; conditions unsanitary; every room was to have a window and stairwells to have better lighting; problems continue to occur; Lewis Hine's photographs reveal crowding just as bad as Jacob Riis had found in 1880s; *working conditions*: work long shifts and all week long; not given a break by bosses; boss would not pay workers if he did not want to; tired from long hours and easily able to get injured in workplace; many strikes by workers to demand wants; number of strikes increased rapidly; roughly half the companies that were struck agreed to principal demands of strikers; even though some workers got what they wanted half of the workers continued to suffer harsh conditions; Progressive Party proposed prohibition of child labor and one day off every week for all workers which were met since we have this today)
- Incorporates limited relevant information from documents 1, 2, 3, 5, 6, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*housing conditions*: tenements small and cramped; did not have windows or proper ventilation; New York enacted strict tenement laws which mandated better ventilation and sanitation, improved maintenance, and indoor plumbing; *working conditions*: erratic pay and little to no compensation for injuries or fatalities); includes an inaccuracy (*housing conditions*: no improvements made to housing)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that summarizes problems and actions taken to improve housing and working conditions

Conclusion: Overall, the response fits the criteria for Level 2. The treatment of both housing and working conditions is dominated by a methodical presentation of information from documents and some document quotations. Although an understanding of the task is demonstrated, supporting facts and details would have strengthened the general statements concerning the extent to which efforts to improve housing and working conditions were successful.

The United States was mainly a rural, agriculturally based nation. As the U.S. entered the 20th century, both the nation and its citizens took on an urban industrial way of life. The transition however, did not go over smoothly, problems occurred in both housing and working conditions. The Government along with other concerned individuals made many attempts to improve and eliminate these issues, and were met with varying degrees of success.

During the late 1800's early 1900's the housing in the urban United States had taken a toll. Not only were the tenements compacted together in small places, but inside the tenements many families lack the proper amount of space to live. In the summer windows and doors were left open letting in noise and flies, in the hopes that a breeze may pass through the poorly ventilated home. These little living spaces lacked any sort of ventilation being that all of them were so closely placed. The air surrounding the homes were full of exhaust released by the neighboring factories. The construction constantly taking place left dust and grime in the already hot damp air. The sanitation, maintenance and indoor plumbing was very poor. The extreme lack of ventilation created no escape for the lingering stench each tenement acquired. Many laws and regulations were set on place to eliminate these problems and create better living conditions.

While the United States began taking on a new industrial way of life. Working conditions suffered. The factories in which the laborers were forced to work in, were both unsanitary and hazardous. Many workers were subjected to employers who lacked morals and common decency. Forced to work ten to fourteen hour days, six to seven days a week. The laborers were worked to pure exhaustion and then worked

Anchor Paper – Document-Based Essay—Level 2 – B

beyond that for little or no pay, because of these conditions many workers engaged in strikes in attempt to demand better working conditions. Many laws and regulations were set in place to eliminate these unacceptable conditions including the Wagner act and the proposals made by the progressive party platform.

Overall during the late 1800's early 1900's the urbanization and industrialization took a toll on the citizens of the United States causing wide spread issues that affected all.

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

- Minimally develops some aspects of the task in some depth for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is primarily descriptive (*housing conditions*: tenements compacted together in small places; many families lacked proper amount of space; in summer windows and doors left open letting in noise and flies in hopes breeze would pass through; air full of exhaust released by neighboring factories; construction constantly taking place left dust and grime in hot, damp air; sanitation, maintenance, and indoor plumbing very poor; no escape for lingering stench because lack of ventilation; *working conditions*: factories unsanitary and hazardous; worked to pure exhaustion and then worked beyond that for little or no pay; laws and regulations set in place to eliminate unacceptable conditions including Wagner Act and proposals made in Progressive Party Platform)
- Incorporates limited relevant information from documents 1, 3, 5, 6, 8, and 9
- Presents little relevant outside information (*working conditions*: many workers subjected to employers who lacked morals and common decency)
- Includes few relevant facts, examples, and details (*housing conditions*: laws and regulations set in place to eliminate problems and create better living conditions; *working conditions*: forced to work ten- to fourteen-hour days six to seven days a week; engaged in strikes to demand better working conditions)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states urbanization and industrialization took a toll on the citizens of the United States

Conclusion: Overall, the response fits the criteria for Level 2. The description of housing and working conditions focuses on documents 1 and 5 while general statements mention efforts to improve conditions without addressing the extent to which those efforts were successful. While a basic understanding of the task is demonstrated, a lack of explanation and supporting facts and details weaken the effort.

Before the mid 1800s, a majority of the United States was rural and agricultural in nature. By the early 20th century, however, the U.S. geared toward a more urban and industrialized nation. Many problems related to housing and working conditions arose because of this transition. Individuals, groups, and governments have all contributed to the improvement of housing and working conditions with major success.

During the late 1800's and early 1900's, housing conditions in urban areas were terrible. It was crowded and cramped. According to doc #1, "so many people in so little space: eight hundred per acre in some city blocks". The residents didn't have any room to live comfortably. Also, the aroma of these living area's were unbearable. doc #3 states "Stench continued to overpower tenement residents". This is how bad the living conditions were. However, there has been many attempts to improve these conditions by the government. In doc #3 it says, "New York enacted a series of increasingly strict tenement laws that mandated better ventilation and sanitation, improved maintenance, and indoor plumbing". These laws helped improve the lives of the tenement residents drastically.

To continue, working conditions in urban areas during this time weren't doing so well either. Industrial workers worked in unsanitary conditions. To further explain, doc #5 states, "wretched and unsanitary working conditions", working in unsanitary conditions can be harmful especially since it wasn't just men working, it was women and children too. On top of that, they had long working hours. For example, doc #5 states, "ten-, twelve-, and even fourteen-hour days (sixteen for bakers)". These working conditions were unlawful and

dangerous. Fortunately, some groups were able to help. Strikes were formed to demand better treatment and in some cases they were successful. Also, according to doc #8, The 1912 progressive party platform established “The prohibition of night work for women and the establishment of an eight hour day for women and young persons”. These all contributed to the improvement of the horrible working conditions faced by industrial workers.

All in all, the 1800s – early 1900s was a time of urban and industrial development. Unfortunately many people had to go through unsanitary living and working conditions before finally getting the treatment they deserved. If it weren't for the help of the groups, government and individuals, many of these conditions would still be happening.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is primarily descriptive (*housing conditions*: crowded and cramped in urban areas; residents did not have any room to live comfortably; aroma of living areas unbearable; New York enacted a series of increasingly strict tenement laws; *working conditions*: workers worked in unsanitary conditions; strikes used to demand better treatment and in some cases successful); includes faulty and weak application (*housing conditions*: laws helped improve the lives of tenement residents)
- Incorporates limited relevant information from documents 1, 3, 5, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*housing conditions*: laws mandated better ventilation and sanitation, improved maintenance, and indoor plumbing; *working conditions*: women and children worked; working days were ten, twelve, and even fourteen hours; bakers worked sixteen-hour days; Progressive Party Platform prohibited night work for women and established an eight-hour day for women and young people)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses many people had to go through unsanitary living and working conditions before finally getting the treatment they deserved

Conclusion: Overall, the response fits the criteria for Level 2. Brief explanations of document information, document quotations, and several generalizations are the basis for the discussion of all aspects of the task for both housing and working conditions. General accurate statements related to the extent to which efforts to improve housing and working conditions are included but would have benefited from additional supporting facts and details.

Housing and working conditions in the United States was at it's lowest. Until the mid-1800s, the United States was still a primarily rural, agricultural nation. However, by the early 20th century, the United States had become an urban, industrialized nation. This transformation led to a series of problems relating to housing and working conditions, in which the government has tried to improve.

In urban areas during the late 1800s and early 1900s there were some terrible housing and working conditions. One condition was faced by families living in tenements. They had no space, there were two or more families squeezed in to apartments. According to photographs by Wicks Hine and Jacob Riis, families were cramped in little spaces (Document 2a & 2b). One was the government/The State of New York tried to fix this is that they created strict tenement laws. According to Tyler Anbinder, one attempt to address issues faced by people living in tenements was that, "From 1867 to 1901, New York enacted a series of increasingly stringent [strict] tenement Laws that mandated better ventilation and sanitation, improved maintenance, and indoor plumbing.

Another condition was unsanitary working conditions. According to Page Smith, "In every industry the story was monotonously the same: paupers' wages; the constant fear dismissal; wretched and unsanitary working conditions..." (Document 5a). The also went on strike (Document 5b).

New York working and housing conditions were terrible during the 1800s and 1900s.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is descriptive (*housing conditions*: families living in tenements had no space; two or more families squeezed into apartments; *working conditions*: workers faced paupers' wages, constant fear of dismissal, and wretched and unsanitary working conditions)
- Includes minimal information from documents 1, 2, 3, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*housing conditions*: New York government created strict tenement laws; mandated better ventilation and sanitation and improved maintenance and indoor plumbing; *working conditions*: workers went on strike)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a one-sentence conclusion that states New York working and housing conditions were terrible during the 1800s and 1900s

Conclusion: Overall, the response fits the criteria for Level 1. While housing and working conditions are briefly described and statements about efforts to address the conditions are mentioned, the extent to which efforts improved conditions is not addressed. Document quotations and brief summaries of information are not further developed.

Right before the mid-1800s, the United States stayed a primarily rural, agricultural nation. By the early 20th century, the United States had become an urban, industrialized nation. This change led to multiple problems involving housing and working conditions. Governments, groups, and individuals have tried to make housing and working conditions better with changing degrees of success.

The working and housing conditions in urban areas during the late 1800s and early 1900s were bad. According to document 1, there were so many people in very little space. The hot damp air was filled of dirt, cement powder, and exhaust from the steam shovels. Also in the house there was no privacy. Everyone had to cramp in one room and share beds. When they were working they had very little personal space according to documents 2a and 2b. According to document 5 industrial workers were working in unsanitary working conditions.

There were many attempts and efforts to make these housing and working conditions better. According to document 3 one attempt to address housing issues was when New York enacted strict tenement laws that mandated better ventilation and sanitation. This act didn't materialize. According to document 4 settlement workers tried to improve sanitary conditions by reporting their findings to city hall which also did not work.

In the late 1800s and early 1900s were very bad. Good thing we don't live that way anymore. There were many efforts to change these horrible ways.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is descriptive (*housing conditions*: there were so many people in very little space; no privacy in the house; settlement workers tried to improve sanitary conditions by reporting their findings to city hall which did not work; *working conditions*: working people had very little personal space; conditions unsanitary); includes weak application (*housing conditions*: everyone had to cramp in one room and share beds; tenement laws did not materialize)
- Includes minimal information from documents 1, 2, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*housing conditions*: hot, damp air was filled with dirt, cement powder, and exhaust from steam shovels; New York enacted strict tenement laws that mandated better ventilation and sanitation)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion that includes two general statements and an opinion

Conclusion: Overall, the response fits the criteria for Level 1. Although both aspects of the task are addressed for housing conditions only two brief statements about working conditions are mentioned. Minimal interpretation of document information demonstrates a limited understanding of housing conditions in urban areas during the late 1800s and early 1900s.

Before the 20th century, the United States remained a rural, and agricultural nation. However, by the early 20th century, the US became an urban, industrialized country. In this transition, there were many problems relating to housing and working conditions. Over time, the government attempted to improve those conditions. There were many problems related to terrible housing and working conditions and the government attempted in many ways to improve those problems.

There were many problems related to housing conditions. For instance, there was a lot of noise near houses at that time. In Document 1, it states, "Along with the flies came the noise of steel wagon wheels on paving stones, whaling babies, the roar of elevated trains,...." (D1) There was much noise around the people's houses at that time, which made for a harsh working condition. Also, there were many people in a family that had to share 1 room. In Documents 2a and 2b, it shows a family sitting at a small table and a family in a room they all had to share. This was a terrible condition because there were many people and not much space.

There were also many problems related to work conditions. For instance, there were many unsanitary conditions. In document 5, it states, "In every industry the story was monotonously the same...." wretched and unsanitary working conditions, 10-, 12-, and even 14-hour days.." (D5) This shows that there were terrible labor conditions that needed to be addressed and stopped.

The government attempted in different ways to improve these housing and working problems. For instance, in document 3, it states, "from 1867 to 1901, New York enacted a series of increasingly

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strict tenement laws that mandated better ventilation and sanitation, improved maintenance,...” (D3) This shows attempts by the government to try and improve conditions with housing. There were also attempts to improve working conditions. For instance, in document 7, it states “To improve sanitary conditions, the commission’s licensing of all food manufacturers, medical examinations of food workers, medical supervision in dangerous trades, and better eating, washing and toilet facilities.” (D7) The government eventually did try and improve conditions for workers according to this quote. Eventually, most conditions gradually got better as a result.

Hence, there were many problems related to housing and working conditions and the government did, in fact, make many attempts to improve those conditions.

Prior to the industrial Revolution, the United States remained a primarily rural, agricultural nation. However, a different concept swept the nation by the late 19th century and early 20th century, which was known as industrialization. Through industrialization, the United States had become an urban, industrialized nation. This transition to a new lifestyle led to a myriad of problems concerning housing and working conditions. During this time period, governments, groups, and individuals have attempted to improve housing and working conditions with different levels of success.

As a result of industrialization, urbanization occurred. Through the rapid growth of cities, numerous issues concerning housing and living conditions developed. Immigrants poured into cities from Europe to escape religious and political oppression because there were so many jobs in factories that they hoped would allow them to succeed. When they arrived they had to have a place to live that they could afford. They found rooms in tenements and could hardly afford those which is why they rented sleeping space to new arrivals. Therefore, a common issue found in tenements was overcrowding. Families forced to live in these circumstances had no privacy. (Document 2a)

Thousands of families in New York City were forced to live this way. Due to overcrowding, many other issues developed that posed health risks to individuals. Prime examples would include poor ventilation because of a lack of windows, rapid spread of disease because of unclean water supplies, and poor sanitary conditions because of the accumulation of waste. Many tenements did not have indoor plumbing. During the heat of the summer all the doors and windows had to be open in order for a slight breeze to reach into the apartments.

(Document 1) Generally immigrants and others living in the tenements had a poor quality of life.

During the late 1800s and early 1900s, workers faced poor conditions in factories. Prime examples would include long hours, low wages, and hazardous working conditions. Machinery was complicated and dangerous and workers were forced to work quickly. If a worker could not keep up the pace there were others waiting for a job who could. Government involvement in the economy was generally done to help business owners, not their employees. There were few regulations governing working conditions. This allowed for the exploitation of not only immigrants but also most unskilled workers. Many workers faced the constant fear of dismissal because they were responsible for the well-being of extended families. (Document 5) The average worker put in around 12 hours a day often for seven days a week. (Document 5) Factories were dangerous places that often resulted in injuries or in some cases fatalities. If a worker was injured or died while working, they often received no compensation.

(Document 5) In addition, most factories did not contain a proper amount of exits and lacked standard safety requirements such as an alarm, or fire wall. (Document 7) Overall, workers faced many unhealthy conditions in factories that required attention.

In response, to poor housing and working conditions in the late 1800s and early 1900s governments, groups, and individuals took a stand in attempt to address these issues. Many industrial workers joined organized unions. A prime example would be the American Federation of Labor Union led by Samuel Gompers, which aimed to protect the rights of workers and increase wages and improve

conditions for skilled workers. Unions gained some success through strikes and collective bargaining. A prime example of a strike for better wages is when young immigrant garment workers refused to work and joined the “uprising of 20,000” in New York City. In addition, organizations developed to combat the mistreatment of workers. A prime example would be the Factory Investigating Commission, which compiled reports of factory conditions in New York State and made recommendations on how to improve working conditions. The Factory Investigating Commission attempted to combat major issues such as poor sanitary conditions and fire hazards. (Document 7) Many individuals and groups attempted to combat poor housing conditions. A prime example would be Addams and the Settlement House’s women’s club, which attempted to improve the poor sanitary conditions found in tenements. Addams installed a small incinerator, investigated garbage conditions, and was appointed a head inspector of garbage. (Document 4) Overall, governments, groups, and individuals attempted to correct the poor housing and working conditions of industrial workers.

In conclusion, there were numerous poor housing and working conditions that affected industrial workers in the late 1800s and early 1900s. Prime examples include overcrowding, low wages, long hours, and poor sanitary conditions. In attempt to improve these conditions, governments, individuals, and groups took a stand by increasing regulation.

During the late 1800's and early 1900's, the United States expanded its industrial revolution, transforming cities into places of factories, immigrants, and a much larger working class. The United States had primarily been agrarian since colonial times. However, after the Civil War new capital, technology, and the influx of immigrants began to mold the United States into a primarily machine-run nation. However, with these changes in domestic life, social divisions sharpened, and American culture itself began to change with it. During this time, urban housing and working conditions were especially poor, which the working class, middle class reformers, and government attempted to improve.

With new machinery, more factories were created to ensure fast production of goods, but these factories were often plagued with sweatshop conditions: poor enough conditions to endanger health and safety of the workers—men, women, and children. Workday hours were anywhere from ten to sixteen hours (Document 5) depending on the occupation, leaving workers exhausted from working sometimes seven days per week. Workers were often subjected to disease and injury from their work, including lead and arsenic poisoning (Doc 7) and even when they went home, the city slums were filled with garbage and unsanitary conditions that endangered their health further (Document 4). On top of that, the injuries and diseases induced from poor working condition was not covered by the employer, and if a worker was unable to work for even a day due to injury, it could mean the loss of a much needed job. Getting medical care was almost impossible because factory workers did not earn enough money to pay a doctor. Workers' compensation laws were almost nonexistent.

Socialist Upton Sinclair's novel "The Jungle" was written about the horrible conditions many working class immigrants faced in the meat packing plants in Chicago. Diseased meat and horrible conditions were with them everyday. Muckrakers described the dangers facing children in factories and mines. Children were often forced to work to help support thier families either outside the home or in tenement sweatshops (Document 2). School and play were rarely experienced by these children.

The Housing conditions were just as poor as the conditions many found at work. With the economic boom from the industrial revolution came the promise of jobs. With news of economic success and jobs in America, Immigrants (from mostly Southern and Eastern Europe) seized the oppurtunity. Pushed out of their native countries by political, economic, and religious reasons they came to the United States to make a better life for themselves and their families. However, what these immigrants found was much different from what they expected. Unskilled working immigrants mostly found jobs in the urban factories or did work as a family unit to get by. They earned "paupers' wages" which gave them little choice as to where they could live. They lived in tenements with poor ventilation, and sanitation, over crowded from the copius amount of other immigrants living in close proximity (Document 1). Large families (and sometimes more than one family) were forced to live together, sometimes in only one room (Document 2). Since the majority of the workers were unskilled and earned little pay, they did not have great prospects for improving their living conditions. They became stuck in neighborhoods such as the Lower East Side in New York City and the 19th ward in Chicago.

They were a constant reminder to some Americans that these culturally different poverty stricken ethnic groups crowding into cities seemed to be creating many problems. Nativists began to demand that immigrants be restricted. Eventually in the 1920's, Quota Acts were passed that limited the number of Southern and Eastern European immigrants that could be admitted into the United States.

With the growing hazards of fire, poor ventilation, unsanitary conditions, and overall poor working conditions, state and national efforts were taking place to improve life for the working class. New York State passed a law limiting the number of hours bakers could work. Instead of 16 hours per day (Document 5) they could work only 10 hours per day. Unfortunately, the Supreme Court declared this law unconstitutional. Another state law limiting the number of hours women could work in certain occupations was upheld by the Supreme Court. An effort was made among workers, the middle class, and government to expose and treat these problems. The muckraking novel "The jungle" by Upton Sinclair exposed the horrible conditions immigrants faced in the meat packing industry. However, many of those reading the book worried more about the meat they might be eating rather than the working conditions that concerned Sinclair. The Meat Inspection Act, which was passed after the publication of the novel, did to a limited degree improve conditions in the meat packing industry. The Wagner Act, endorsed by Franklin Delano Roosevelt, prohibited unfair labor practices and protected unions. These ideas were supported by the Progressive Party in 1912 and favored the organization of workers to protect their interests (Document 9). Since

after the Civil War, practices such as joining a union and going on strikes were common, but often these efforts were unsuccessful in making any significant changes especially for unskilled workers. (Document 5). Until the Wagner Act in 1935 workers could possibly be discharged for even joining a union. The Progressives also supported ending child labor and minimum wage standards which were also later endorsed by Roosevelt in New Deal legislation. National efforts since that time improved working conditions and set higher standards which benefited workers. Photographers such as Jacob Riis and Lewis Hine created more awareness of housing conditions. Their work led to local and state government regulations about lighting, plumbing, and sanitation but did almost nothing to improve ventilation (Document 3). Overcrowded tenement buildings continued to exist as did dangers to public health. Chicago did improve sanitary conditions but not very effectively, which meant disease would continue to be a problem. Although there were many attempts by individuals and legislatures to create change, it seemed very few efforts actually improved housing for the urban poor.

Through the late 1800's and early 1900's the United States rapid industrialization led to some of the poorest working conditions in our history. Overcrowding, disease, child labor, inhumane hours, fires, and no minimum wage were massive problems that took major national and state efforts to fix. Without the movements from the middle class progressives, some conditions wouldn't have been exposed and improved.

With the rise of big business and industry and the decline of self-owned farming, many people moved to the cities to find work. Here, they began working in factories and living in urban tenement housing. The conditions in both the factories and tenement housing were unfair, unsanitary, and sometimes dangerous. As workers struggled, there were some efforts by unions and the government to reform and regulate these conditions.

Since large amounts of Americans and immigrants were moving into the cities, the space available to them was limited. Moving into tenement housing, families lived in small, unsanitary rooms that served as their homes. As shown in Document 2, the living space for even large families was often just one room, maybe two. Families had no privacy, no room or time for leisure, and didn't even have their own bathrooms. Several families would have to share one bathroom, sometimes causing irritation at home and unsanitary conditions as people sometimes used alleys and backyard spaces for bathrooms. Maintenance at tenement housing was abysmal because usually it did not include garbage pickup, and so eventually rats also lived in the tenements and disease was everywhere. These conditions affected people's health, working abilities, and family life. Conditions outside the tenements were just as bad, which basically eliminated the ability to escape to a park, lawn, etc. As shown in Document One, the exhaust, dust, and dirt filtered into the air causing difficulty breathing and other health complications in many tenement facilities. People were getting sick, which sometimes led to an inability to work and soon a loss of income. While many families were able to cope with these bad conditions, other families in tenement housing fell apart as the

American dream became less available to them. Many immigrants living in these conditions became discouraged and homesick for their small plots of land in Europe.

During this time period, working conditions were just as bad as the conditions in the tenement housing. One of the biggest problems, as shown in Document Five, was the fact that employees worked extremely long hours for very little pay. Employers were using people as if they weren't even human. Earlier in our history workers and employers actually worked together in small craft businesses.

However, in the late 19th century stockholders and big companies with owners such as Rockefeller did not know the people who worked for them and had no human connection. Employers hired workers as cheap labor and kept them in factories with unsanitary and dangerous conditions. Workers had to use machinery that wasn't fenced, so being exhausted and overwhelmed it might be possible that an employee would lose a limb or even die. Furthermore, the dust and fumes inhaled by the workers in closed factories with poor ventilation, much like the tenements, often lead to chronic illness and disease.

Employers did not provide employees with medical treatment or care, but rather fired them and left them to deal with their health problems on their own. This could mean not getting proper care and maybe dying of diseases such as tuberculosis. If someone died at work there family was left to struggle in worse poverty. Not only did unsanitary conditions effect workers, but also consumers. The diseases in factories could be passed on in the goods produced, such as the meat discussed in "The Jungle". Big business owners didn't care about the health or happiness of its workers or consumers, just as long

as they made money.

Throughout the following years there were several attempts at fixing the conditions in tenement housing and factories. In New York City, for example, laws were passed from 1867 to 1901 that called for better sanitation, plumbing, and maintenance in tenement housing (Doc 3). Though these laws were passed, their enforcement wasn't very strong. President Theodore Roosevelt used his "Square Deal" policy to stand up for workers, and the Progressive Party ran on promises to protect the interest of workers. When Progressive laws or regulations were passed to protect workers in factories, the enforcement was often weak, especially during the 1920's when Big Business dominated the economy again. It wasn't until FDR and the New Deal that substantial changes were made. For example, as shown in Document Nine, the Wagner Act forced employers to actually listen to employees and labor unions to negotiate fair terms and conditions. Joining a union no longer meant that you would lose your job. With working conditions becoming healthier and more fair, living conditions also became better because you might finally be able to move to better housing. With the help of the federal government, American workers were beginning to have lives that moved them closer to achieving the American dream.

It took years for workers in urban America to finally have fair working and living conditions. Once the federal government stepped in and took precedence over big business, laws were enacted that were in favor of workers. Though some argue that this makes the federal government too strong, without its help, Americans would still be suffering today like they did in the late 1800's, early 1900's.

In the late 19th and early 20th centuries, the United States boomed with mass industrialization. The United States transitioned from growing crops on the farm to working in factories in large cities. The United States was reaching a new level of economic prosperity. However, industrialization did not only reap prosperity; it brought about a series of injustices in homes and workplaces. The United States' urbanization and industrialization period brought about difficulties that would take years to fix.

In fastly populating urban areas, the quality of life was not at all ideal, as the rich got richer the poor got poorer. The predominant form of housing was tenement living. Tenement buildings were typically older structures owned by people who wanted to collect as much rent as possible from as many families as possible. Tenement buildings were not big enough or clean enough for their inhabitants. Documents 2a and 2b depict large families crammed into tightly packed tenement rooms. Families were also living in cellars and attics. These images were taken 21 years apart to expose the harsh living environments families were living in and show that not much had changed for families living in tenements over the years. Documents 2a and 2b also show children who were unlikely to be attending school or who were wage earners helping their families probably like the young sisters in Document 6 were. The future well-being of children living and working in these conditions was questionable as overwork, poor diet, and unsanitary conditions could shorten a child's life. Another difficult hardship faced in tenement buildings was poor air quality. Document 1 states that, "the hot, damp air was full of dirt, cement powder, and exhaust...." Breathing these contaminants in the air was

not healthy and neither was the existence of unclean drinking water which could lead to typhoid fever and other sicknesses.

Similarly to urban housing, the quality of the workplace was poor and did not promote a worker's well being. Factories at this time were not safe, not clean, and not fair. Factory owners generally were not concerned with the welfare of their workers. Their relationship with them was centered on how much work they could get out of them to make as much profit as possible. There were no safety and sanitary regulations, no minimum wage, and no limit on the number of hours their employees could work. Document 5 speaks of "wretched and unsanitary working conditions", long 10-16 hour workdays, and erratic pay existing in factories. There was no job security which meant not only were workers always exhausted but they were always worried about what would happen to their families if they were unemployed. The business cycle brought depressions such as the depression of the 1890s which could mean long periods of unemployment and hardship. Harsh conditions led to overwork and multiple injuries and fatalities in the workplace, which were not compensated for. In addition, Document 6 relates the cruelty that factory workers faced from the bosses. The document says that bosses fined the workers and cut their pay to pay for damages they supposedly were responsible for. Working conditions at this time were not good for factory workers and actually had been getting worse since the Civil War.

Many efforts were made to deal with the multitudinous harsh conditions both in housing and in the workplace. For example, Document 3 states that the State of New York imposed strict tenement

Laws mandating better ventilation and sanitation to improve housing conditions. Much of the housing for the poor in the cities remained dark and dreary. The stench continued too. Regulations would require tenement owners to spend money on improvements which meant they might take advantage of loopholes and lax enforcement. Also, photographers such as Jacob Riis and Lewis Hine captured photos of the harsh living and working conditions to ignite the will to support change among the public. Some of the worst tenements were torn down and urban renewal programs started as a result of their work. Recommendations about child labor in the tenements would be made to the New York State legislature. In the workplace, a large number of factory employees went on strike to demand better working conditions (Doc 5). To deal with the dangers of the work-place, the Factory Investigating Commission recommended an increase in stairwells and fireproof construction for the prevention of fire hazards (Doc. 6). Newspaper photographs of the aftermath of the Triangle Factory fire encouraged public support for fire and safety reforms that would also gain the support of Theodore Roosevelt and other Progressive reformers. Furthermore, the 1912 Progressive Party proposed multiple ways to address the issues in working conditions. An entire third political party had been organized to try to solve the problems caused by industrialization and urbanization. Proposals such as a minimum wage standard for working women, and an 8-hour work day for women and young workers (Doc. 8) became a reality when laws were passed by Progressive state legislatures. It would take another Great Depression in the 1930s before many of the Progressive proposals would be passed

Document-Based Essay—Practice Paper – E

by the national government.

The harsh conditions present in housing and working were considered to be unjust toward the well being of humanity. The exposure of these hardships to the public ignited a spark for change in factories. The improvements that were instated improved the lives of urban inhabitants and factory workers. This resulted in greater quality of life, as well as an increase in productivity in industrialization.

* * * * *

Practice Paper A—Score Level 2**The response:**

- Minimally develops all aspects of the task for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is primarily descriptive (*housing conditions*: lot of noise near houses at that time; *working conditions*: government eventually did try and improve conditions for workers and conditions eventually got better as a result)
- Consists primarily of relevant information copied from documents 1, 2, 3, 5, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*housing conditions*: presence of flies; many people in a family that had to share one room; New York enacted a series of increasingly strict tenement laws that mandated better ventilation and sanitation and improved maintenance; *working conditions*: unsanitary conditions; worked ten-, twelve-, and even fourteen-hour days; commission recommended licensing of all food manufacturers, medical examination of food workers, medical supervision in dangerous trades, and better eating, washing, and toilet facilities)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a one-sentence conclusion that states government made many attempts to improve conditions

Conclusion: Overall, the response fits the criteria for Level 2. Document quotations and minimal explanation of that information are employed to address all aspects of the task. General statements lack supporting facts and details which hampers development, especially in the treatment of the extent to which efforts to improve conditions were successful.

The response:

- Develops all aspects of the task with little depth for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is more descriptive than analytical (*housing conditions*: urbanization occurred as result of industrialization; no privacy in overcrowded tenements; led to many issues that posed health risks; doors and windows had to be open in summer so slight breeze could reach apartments; Jane Addams and settlement house's Woman's Club attempted to improve conditions; *working conditions*: government involvement in economy was generally to help business owners not employees; factories were dangerous places often resulting in injuries or fatalities; workers who were injured or died often received no compensation; most factories did not contain proper number of exits or standard safety requirements such as fire alarms or fire walls; unions gained some success through strikes and collective bargaining)
- Incorporates some relevant information from documents 1, 2, 4, 5, 6, and 7
- Incorporates relevant outside information (*housing conditions*: immigrants poured into cities from Europe to escape religious and political oppression; could hardly afford rooms in tenements so rented sleeping space to new arrivals; rapid spread of disease because of unclean water supplies; no indoor plumbing; *working conditions*: immigrants hoped jobs in factories would allow them to be successful; machinery was complicated and dangerous and workers forced to work quickly; if worker could not keep pace others waiting for job; exploitation of not only immigrants but also most unskilled workers; many workers feared dismissal because responsible for well-being of extended family; joined unions such as Samuel Gompers's American Federation of Labor to protect rights, increase wages, and improve conditions for skilled workers; young immigrant garment workers refused to work and joined "uprising of 20,000" in New York City)
- Includes some relevant facts, examples, and details (*housing conditions*: poor ventilation because lack of windows; poor sanitary conditions because accumulation of waste; Addams installed a small incinerator, investigated garbage conditions, and was appointed a head inspector of garbage; *working conditions*: long hours, low wages, and hazardous conditions; few regulations governing conditions; average worker put in around twelve hours a day often for seven days a week; Factory Investigating Commission compiled reports of factory conditions in New York state and made recommendations to combat major issues such as poor sanitary conditions and fire hazards)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses how industrialization led to problems in housing and working conditions and a conclusion that summarizes all aspects of the task for both conditions

Conclusion: Overall, the response fits the criteria for Level 3. While historical references about efforts to address housing and working conditions are included in the discussion, the lack of supporting facts and details detracts from the effort. Document interpretation is supported by some relevant outside information, but the response lacks the analysis and integration often seen in higher level papers.

The response:

- Thoroughly develops all aspects of the task evenly and in depth for working conditions and for housing conditions in urban areas during the late 1800s and early 1900s
- Is more analytical than descriptive (*working conditions*: poor conditions in factories endangered health and safety of workers; if unable to work for even a day due to injury could mean loss of job; state and national efforts taking place to improve life for working class; Progressive Party favored organization of workers to protect interests; until Wagner Act in 1935 workers could be discharged for joining a union; *housing conditions*: large families and sometimes more than one family forced to live together in only one room; photographers such as Jacob Riis and Lewis Hine created more awareness which led to local and state government regulations; overcrowded tenement buildings and dangers to public health continued to exist; Chicago improved sanitary conditions but not very effectively)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (*working conditions*: worker compensation laws almost nonexistent; Upton Sinclair's *The Jungle* written about conditions many working class immigrants faced in Chicago meatpacking plants; muckrakers described dangers facing children in factories and mines; often forced to work to help support families either outside home or in tenement sweatshops; New York State passed law limiting number of hours bakers could work from sixteen to ten but unfortunately declared unconstitutional by Supreme Court; state law limiting number of hours women could work in certain occupations upheld by Supreme Court; Progressives supported ending child labor and minimum wage standards which were later endorsed by Franklin D. Roosevelt in New Deal legislation; *housing conditions*: immigrants from southern and eastern Europe pushed out of native countries by political, economic, and religious reasons; constant reminder to some Americans that culturally different groups crowding into cities seemed to be creating problems; 1920s Quota Acts passed limiting number of southern and eastern European immigrants)
- Richly supports the theme with many relevant facts, examples, and details (*working conditions*: work hours from ten to sixteen hours and sometimes seven days per week; diseases and injuries induced from poor working conditions; Wagner Act prohibited unfair labor practices and protected unions; *housing conditions*: poor ventilation and sanitation; people stuck in neighborhoods such as Lower East Side in New York City and 19th ward in Chicago)
- Demonstrates a logical and clear plan of organization; includes an introduction that states with changes in domestic life in the early 20th century United States social divisions sharpened and American culture itself began to change and a conclusion that discusses the poor working conditions that occurred and how middle-class Progressives helped improve conditions

Conclusion: Overall, the response fits the criteria for Level 5. Thoughtful conclusions about the impact of housing conditions on nativist attitudes and judicial decisions on working conditions reflect a good understanding of the complexity of both issues. A critical appraisal of document information establishes a strong historical basis for assessing the effects of efforts to improve conditions.

The response:

- Develops all aspects of the task with little depth for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is more descriptive than analytical (*housing conditions*: with larger amounts of immigrants moving into cities space available was limited; no privacy, no room or time for leisure; maintenance of tenement housing abysmal as usually did not include garbage pickup; exhaust, dust, and dirt filtered into air causing difficulty breathing and other health complications; New York City passed laws for better sanitation, plumbing, and maintenance in tenements although not enforced; as working conditions became better living conditions improved; *working conditions*: sickness led to inability to work and loss of income; dust and fumes inhaled by workers in closed factories with poor ventilation; business did not care about health or happiness of workers or consumers as long as made money; Progressive Party promised to protect interests of workers; substantial changes not made until Franklin D. Roosevelt and New Deal; joining a union no longer meant you would lose your job)
- Incorporates some relevant information from documents 1, 2, 3, 5, 8, and 9
- Incorporates relevant outside information (*housing conditions*: several families shared one bathroom; conditions affected people's health, working abilities, and family life; many families able to cope with bad conditions but others fell apart as American dream became less available; many immigrants discouraged and homesick; *working conditions*: earlier in American history, workers and employers worked together in small craft businesses; late 19th century stockholders and big companies with owners such as John D. Rockefeller did not know people who worked for them and had no human connection; diseases in factories could be passed on in goods produced such as meat discussed in *The Jungle*; President Theodore Roosevelt used his Square Deal policy to stand up for workers; enforcement of Progressive laws or regulations to protect workers was often weak especially during 1920s when big business dominated economy; with help of federal government American workers moving closer to achieving American dream)
- Includes some relevant facts, examples, and details (*housing conditions*: living space often one room or maybe two; families lived in small, unsanitary rooms; *working conditions*: extremely long hours for very little pay; employers hired workers as cheap labor in factories with unsanitary and dangerous conditions; Wagner Act forced employers to listen to employees and labor unions to negotiate fair terms and conditions)
- Demonstrates a satisfactory plan of organization; includes an introduction that briefly summarizes all aspects of the task and a good conclusion that discusses the role of the federal government in improving living and working conditions

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation leads to some good conclusions about the impact of bad housing and working conditions on families, workers, and consumers. The discussion of the extent to which efforts were successful integrates some good historical references that would have benefited from further explanation.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task for housing conditions and for working conditions in urban areas during the late 1800s and early 1900s
- Is both descriptive and analytical (*housing conditions*: tenement buildings not big or clean enough for inhabitants; Riis and Hine photographs taken 21 years apart exposed living environments of families and showed not much had changed; children unlikely to attend school because they were wage earners helping their families; much of housing for poor remained dark and dreary; *working conditions*: quality of workplace was poor and did not promote workers' well-being; factories not safe and not clean; owners generally not concerned with welfare of workers; harsh conditions led to overwork and multiple injuries and fatalities in workplace without compensation; would take Great Depression in 1930s before many of Progressive proposals passed by national government)
- Incorporates relevant information from documents 1, 2, 3, 5, 6, 8, and 9
- Incorporates relevant outside information (*housing conditions*: tenements owned by people who wanted to collect as much rent as possible from as many families as possible; families living in cellars and attics; future well-being of children living and working in tenements questionable as overwork, poor diet, and unsanitary conditions could shorten life; unclear drinking water could lead to typhoid fever and other sicknesses; regulations required tenement owners to spend money on improvements which meant might take advantage of loopholes and lax enforcement; urban renewal programs started as result of work of Riis and Hine; *working conditions*: relationship between factory owners and workers centered on how much work employers could get out of them; no safety and sanitary regulations, no minimum wage, and no limit on number of hours; no job security meant workers always exhausted and always worried about what would happen to families if unemployed; depressions such as 1890s could mean long periods of unemployment and hardship; newspaper photographs of Triangle Factory fire aftermath encouraged public support for fire and safety reforms that gained support of Theodore Roosevelt and other Progressive reformers)
- Supports the theme with relevant facts, examples, and details (*housing conditions*: large families crammed into tightly packed rooms; poor air quality as hot, damp air full of dirt, cement powder, and exhaust; New York imposed strict tenement laws mandating better ventilation and sanitation to improve conditions; *working conditions*: ten- to sixteen-hour workdays and erratic pay in factories; bosses fined workers and cut pay for damages workers supposedly responsible for; large number of workers went on strike to demand better conditions; Factory Investigating Commission recommended increase in stairwells and fireproof construction; Progressive Party proposed minimum wage standard for women and an eight-hour work day)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses how industrialization affected the United States and a conclusion that summarizes all aspects of the task

Conclusion: Overall, the response fits the criteria for Level 4. The treatment of working conditions and efforts to address those conditions demonstrates a good historical understanding resulting in some good conclusions. Further development of the assessment of housing conditions would have benefitted the discussion.

United States History and Government Specifications

January 2019

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Civic Values; Constitutional Principles; Citizenship; Reform Movements; Individuals, Groups, Institutions	Standards 1, 3, and 5: United States and New York History; Geography; Civics, Citizenship, and Government
Document-based Essay	Environment; Reform Movements; Economic Systems; Factors of Production; Civic Values; Culture and Intellectual Life	Standards 1, 3, 4, and 5: United States and New York 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 2019 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

Regents Examination in United States History and Government – January 2019**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 44 would receive a final examination score of 80.

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	3	6	9	13	17	20	24	28	33	37
	1	1	4	7	11	14	18	22	26	30	34	38
	2	2	5	8	12	15	19	23	27	31	35	40
	3	3	6	9	13	17	20	24	28	33	37	41
	4	4	7	11	14	18	22	26	30	34	38	43
	5	5	8	12	15	19	23	27	31	35	40	44
	6	6	9	13	17	20	24	28	33	37	41	46
	7	7	11	14	18	22	26	30	34	38	43	47
	8	8	12	15	19	23	27	31	35	40	44	48
	9	9	13	17	20	24	28	33	37	41	46	50
	10	11	14	18	22	26	30	34	38	43	47	51
	11	12	15	19	23	27	31	35	40	44	48	53
	12	13	17	20	24	28	33	37	41	46	50	54
	13	14	18	22	26	30	34	38	43	47	51	55
	14	15	19	23	27	31	35	40	44	48	53	57
	15	17	20	24	28	33	37	41	46	50	54	58
	16	18	22	26	30	34	38	43	47	51	55	60
	17	19	23	27	31	35	40	44	48	53	57	61
	18	20	24	28	33	37	41	46	50	54	58	62
	19	22	26	30	34	38	43	47	51	55	60	64
	20	23	27	31	35	40	44	48	53	57	61	65
	21	24	28	33	37	41	46	50	54	58	62	67
	22	26	30	34	38	43	47	51	55	60	64	68
	23	27	31	35	40	44	48	53	57	61	65	69
	24	28	33	37	41	46	50	54	58	62	67	71
	25	30	34	38	43	47	51	55	60	64	68	72
	26	31	35	40	44	48	53	57	61	65	69	73
	27	33	37	41	46	50	54	58	62	67	71	74
	28	34	38	43	47	51	55	60	64	68	72	76
	29	35	40	44	48	53	57	61	65	69	73	77
	30	37	41	46	50	54	58	62	67	71	74	78
	31	38	43	47	51	55	60	64	68	72	76	79
	32	40	44	48	53	57	61	65	69	73	77	80

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	33	41	46	50	54	58	62	67	71	74	78	82
	34	43	47	51	55	60	64	68	72	76	79	83
	35	44	48	53	57	61	65	69	73	77	80	84
	36	46	50	54	58	62	67	71	74	78	82	85
	37	47	51	55	60	64	68	72	76	79	83	86
	38	48	53	57	61	65	69	73	77	80	84	87
	39	50	54	58	62	67	71	74	78	82	85	88
	40	51	55	60	64	68	72	76	79	83	86	89
	41	53	57	61	65	69	73	77	80	84	87	90
	42	54	58	62	67	71	74	78	82	85	88	91
	43	55	60	64	68	72	76	79	83	86	89	92
	44	57	61	65	69	73	77	80	84	87	90	93
	45	58	62	67	71	74	78	82	85	88	91	94
	46	60	64	68	72	76	79	83	86	89	92	95
	47	61	65	69	73	77	80	84	87	90	93	96
	48	62	67	71	74	78	82	85	88	91	94	97
	49	64	68	72	76	79	83	86	89	92	95	97
	50	65	69	73	77	80	84	87	90	93	96	98
	51	67	71	74	78	82	85	88	91	94	97	98
	52	68	72	76	79	83	86	89	92	95	97	98
	53	69	73	77	80	84	87	90	93	96	98	98
	54	71	74	78	82	85	88	91	94	97	98	98
	55	72	76	79	83	86	89	92	95	97	98	98
	56	73	77	80	84	87	90	93	96	98	98	99
	57	74	78	82	85	88	91	94	97	98	98	99
	58	76	79	83	86	89	92	95	97	98	98	99
	59	77	80	84	87	90	93	96	98	98	99	99
	60	78	82	85	88	91	94	97	98	98	99	99
	61	79	83	86	89	92	95	97	98	98	99	99
	62	80	84	87	90	93	96	98	98	99	99	99
	63	82	85	88	91	94	97	98	98	99	99	100