

# 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, June 13, 2018 — 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 What was a main reason large plantations developed in the South during the colonial period?
  - (1) British laws promoted the growth of slavery in the South.
  - (2) Cotton could only be grown in wetlands.
  - (3) Southern mountains led to the development of isolated, self-sufficient farms.
  - (4) The climate in the South provided longer growing seasons.
- 2 In the 1780s, the national government under the Articles of Confederation established its authority in the Northwest Territory by
  - (1) providing a system for the formation of new states
  - (2) settling the border dispute with Mexico
  - (3) extending the nation's border to the Rocky Mountains
  - (4) rejecting Native American Indian claims of sovereignty
- 3 A fundamental principle of a republican form of government is that
  - (1) hereditary rulers are the legitimate possessors of political power
  - (2) legislation must be passed by the elected representatives of the people
  - (3) laws should be created directly by the citizens
  - (4) governments are not responsible for protecting individual rights
- 4 What was a major argument used by the Antifederalists to oppose ratifying the Constitution?
  - (1) Congress was given the power to tax exports.
  - (2) The executive branch lacked the power to maintain order.
  - (3) The proposed Constitution contained no bill of rights.
  - (4) Only the national government could coin money.
- 5 The judicial branch of government can check the legislative branch of government by
  - (1) vetoing bills passed by Congress
  - (2) declaring laws unconstitutional
  - (3) calling special sessions of Congress
  - (4) reducing congressional budgets
- 6 "... Because finally, 'the equal right of every citizen to the free exercise of his Religion according to the dictates of conscience' is held by the same tenure with all our other rights. If we recur to [go to] its origin, it is equally the gift of nature; . . ."

— James Madison

The belief expressed in this statement was put into law by the

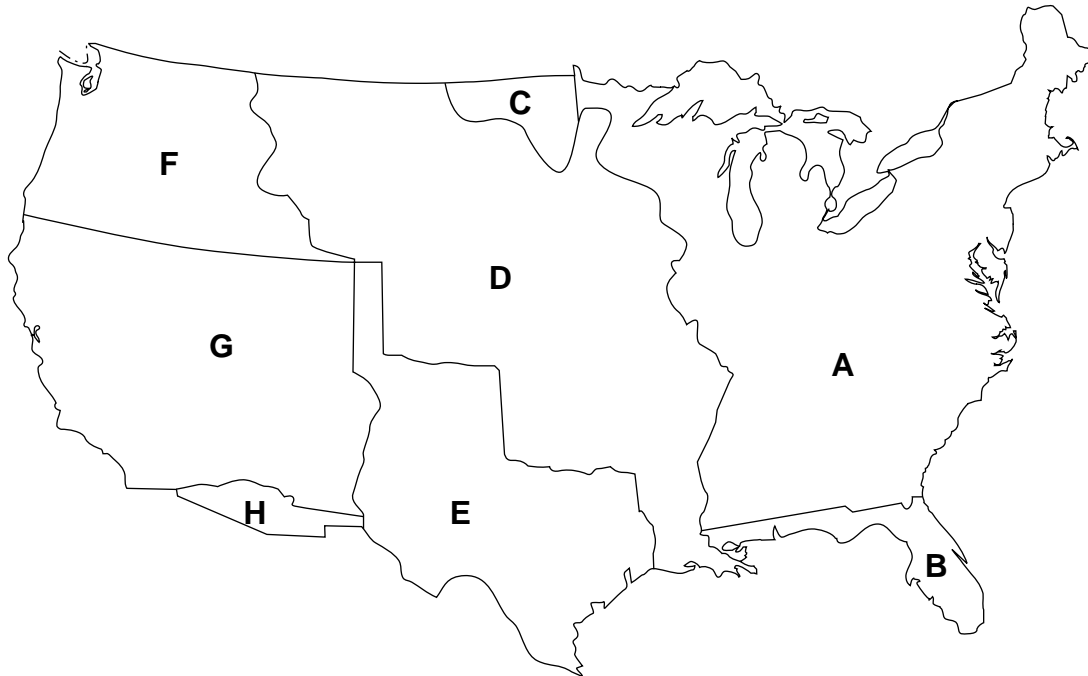
  - (1) signing of the Mayflower Compact
  - (2) creation of the Articles of Confederation
  - (3) establishment of a federal system of government
  - (4) addition of the first amendment to the United States Constitution
- 7 "... To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof."

— Article I, Section 8, United States Constitution

This clause was used by Secretary of the Treasury Alexander Hamilton to justify

  - (1) establishing the Bank of the United States
  - (2) creating a federal postal system
  - (3) sending troops to end the Whiskey Rebellion
  - (4) imposing an embargo on trade with Great Britain

Base your answers to questions 8 and 9 on the map below and on your knowledge of social studies.



8 Which two areas of the map made up the United States in 1803 as a result of the Louisiana Purchase?

- (1) A and B
- (2) A and D
- (3) B and D
- (4) E and G

9 Which of these areas was acquired as a result of the Mexican-American War?

- (1) A
- (2) B
- (3) F
- (4) G

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

“ . . . As a bond of union between the Atlantic and the western states, it may prevent the dismemberment of the American empire. As an organ of communication between the Hudson, the Mississippi, the St. Lawrence, the great lakes of the north and west, and their tributary rivers, it will create the greatest inland trade ever witnessed. . . . ”

— New York Governor DeWitt Clinton, April 26, 1824

10 Which development in transportation is Governor Clinton describing?

- (1) National Road
- (2) Erie Canal
- (3) steamboats
- (4) railroads

11 An example of the use of the unwritten constitution is the

- (1) president’s cabinet
- (2) amendment process
- (3) bicameral legislature
- (4) electoral college

Base your answer to question 12 on the chart below and on your knowledge of social studies.

**Resources of the North and South, 1861**

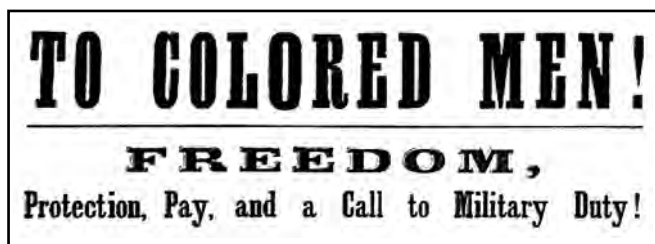
Resources	North		South	
	Number (approximate)	Percent of National Total	Number (approximate)	Percent of National Total
Farmland	105,817,694 acres	65%	56,832,154 acres	35%
Railroad Track	21,847 miles	71%	8,947 miles	29%
Value of Manufactured Goods	\$1,794,417,000	92%	\$155,531,281	8%
Factories	119,500	85%	20,631	15%
Workers in Industry	1,198,000	92%	110,721	8%
Population	22,340,000 (includes 432,720 enslaved persons)	63%	9,103,332 (includes 3,521,043 enslaved persons)	37%

Source: James West Davidson et al., *The American Nation*, Prentice Hall, 2000; 1860 Census, U.S. Census Bureau (adapted)

12 Which generalization is supported by the information in the chart?

- (1) The South exported more manufactured goods than the North.
- (2) The North would have more difficulty supplying an army than the South.
- (3) The North had greater economic strength than the South.
- (4) The South would be better able to transport an army than the North.

Base your answer to question 13 on the poster below and on your knowledge of social studies.



Source: National Archives

13 Which government action most directly prompted the publication of this poster?

- (1) issuance of the Emancipation Proclamation
- (2) passage of the Kansas-Nebraska Act
- (3) rejection of the Wilmot Proviso
- (4) adoption of the Missouri Compromise

14 At the start of the Civil War, President Abraham Lincoln stated that the major reason for fighting the war was to

- (1) break the South's economic ties to Great Britain
- (2) uphold the Constitution by preserving the Union
- (3) enforce the terms of the Compromise of 1850
- (4) punish the Confederate states for leaving the Union

15 Passage of the Homestead Act in 1862 encouraged settlement of the Great Plains by

- (1) providing free land to farmers
- (2) removing barriers to Asian immigration
- (3) supplying land to build transcontinental railroads
- (4) placing Native American Indians on reservations

16 Which heading best completes the partial outline below?

- I. \_\_\_\_\_
- A. Freedmen's Bureau
  - B. Passage of the 14th amendment
  - C. Military occupation of the South

- (1) Development of States Rights
- (2) Results of Manifest Destiny
- (3) Elements of Reconstruction
- (4) Limits on Civil Rights

17 Between 1865 and 1900, how did the growth of industry affect American society?

- (1) Trade with other nations declined.
- (2) Business leaders called for lower tariffs.
- (3) The urban population increased.
- (4) Corporations supported the growth of labor unions.

18 The federal government reacted to the Supreme Court's ruling in *Wabash, St. Louis & Pacific Railway Co. v. Illinois* (1886) by

- (1) passing the Interstate Commerce Act
- (2) weakening the influence of banks over big business
- (3) abandoning the government's attempts to break up monopolies
- (4) encouraging railroad employees to form unions

19 In the late 1800s, the corporation became an important form of business organization primarily because it

- (1) had closer ties with its employees
- (2) could raise large amounts of investment capital
- (3) made better quality products
- (4) called for conservation of natural resources

Base your answer to question 20 on the passage below and on your knowledge of social studies.

... The object of the amendment was undoubtedly to enforce the absolute equality of the two races before the law, but, in the nature of things, it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power. The most common instance of this is connected with the establishment of separate schools for white and colored [African American] children, which has been held to be a valid exercise of the legislative power even by courts of States where the political rights of the colored race have been longest and most earnestly enforced. . . .

— United States Supreme Court, 1896

20 In this 1896 decision, the Supreme Court upheld the constitutionality of

- (1) the Three-fifths Compromise
  - (2) Jim Crow laws
  - (3) affirmative action programs
  - (4) racial integration
-

Base your answer to question 21 on the cartoon below and on your knowledge of social studies.

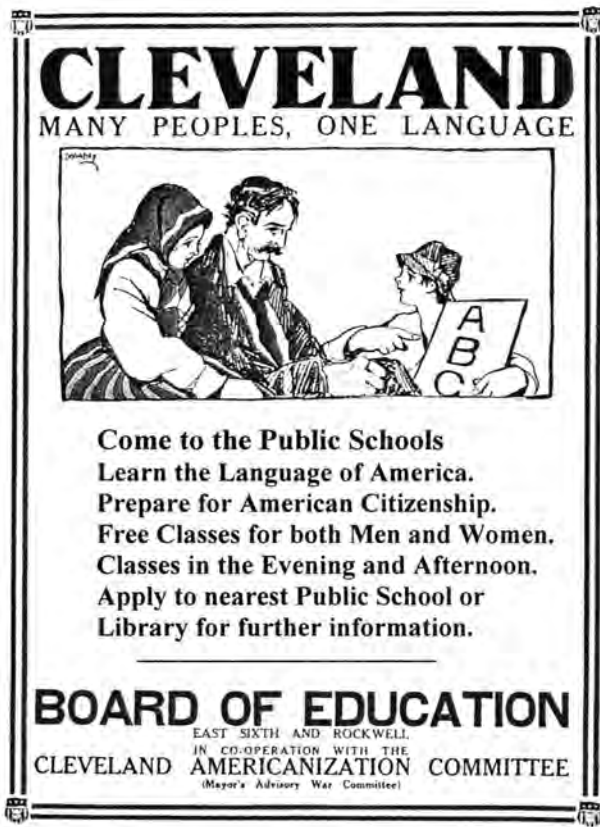
### The News Reaches Bogota



Source: W. A. Rogers, *New York Herald*, December 1903

- 21 The foreign policy illustrated in this cartoon was used by the United States to
- (1) punish Mexico for siding with Germany in World War I
  - (2) enforce the Monroe Doctrine against Great Britain
  - (3) secure control of land for the Panama Canal Zone
  - (4) announce the Open Door policy
-

Base your answer to question 22 on the poster below and on your knowledge of social studies.



Source: J. H. Donahey, Smithsonian National Museum of American History, 1917 (adapted)

- 22 This 1917 poster indicates that one important educational goal for new immigrants during this time period was
- (1) teaching them to read and write in their native language
  - (2) promoting religious tolerance
  - (3) ensuring the preservation of their native cultures
  - (4) promoting the English language as a method of assimilation
- 
- 23 The United States became directly involved in World War I as a result of Germany's
- (1) negotiation of an alliance with Russia
  - (2) threat to spread the war to the Middle East
  - (3) resumption of unrestricted submarine warfare
  - (4) acquisition of new African colonies

- 24 Progressivism was an early 20th-century movement that promoted
- (1) limited war to spread social justice to other countries
  - (2) increased immigration to diversify the nation's population
  - (3) colonialism to increase United States power throughout the world
  - (4) government actions to correct political, economic, and social problems
- 25 Which government action is directly related to the "clear and present danger" doctrine established in *Schenck v. United States* (1919)?
- (1) limiting the first amendment rights of antiwar protesters
  - (2) rejecting membership in the League of Nations
  - (3) banning immigration from western Europe
  - (4) passage of the Prohibition amendment
- 26 Hosting the Washington Naval Disarmament Conference (1921) and signing the Kellogg-Briand Pact (1928) were efforts by the United States to
- (1) form new military alliances
  - (2) increase its military preparedness
  - (3) avoid future wars
  - (4) collect payment for war debts
- 27 The Harlem Renaissance of the 1920s is best known for
- (1) ending racial segregation in public facilities
  - (2) promoting the cultural creativity of African Americans
  - (3) encouraging passage of new voting rights legislation
  - (4) supporting legislation to eliminate the Ku Klux Klan
- 28 Which factor best accounts for the affordability of Ford Model T automobiles in the 1920s?
- (1) the efficiencies created by the assembly line
  - (2) the expertise of individual craftsmanship
  - (3) strong support from labor unions
  - (4) low taxes and government subsidies

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

. . . The ever-growing complexity of modern life, with its train of evermore perplexing and difficult problems, is a challenge to our individual characters and to our devotion to our ideals. The resourcefulness of America when challenged has never failed. Success is not gained by leaning upon government to solve all the problems before us. That way leads to enervation [lessening] of will and destruction of character. Victory over this depression and over our other difficulties will be won by the resolution of our people to fight their own battles in their own communities, by stimulating their ingenuity to solve their own problems, by taking new courage to be masters of their own destiny in the struggle of life. . . .

— President Herbert Hoover, February 12, 1931

. . . I am prepared under my constitutional duty to recommend the measures that a stricken Nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption. . . .

— President Franklin D. Roosevelt, March 4, 1933

29 Which idea would best be supported by President Hoover's statement?

- (1) rugged individualism
- (2) unemployment insurance
- (3) deficit spending
- (4) collective bargaining

30 These statements illustrate a difference in opinion between the two presidents over

- (1) granting subsidies to big business
- (2) promoting free-trade policies in the Western Hemisphere
- (3) regulating supply and demand
- (4) expanding the federal government's role in the economy

31 Which problem did Franklin D. Roosevelt address *first* in his presidency?

- (1) ending the Red Scare
- (2) standing up to dictators in Europe
- (3) bringing stability to the banking system
- (4) approving bonus payments to World War I veterans

32 **“National Defense at Any Expense, but Keep Our Boys at Home.”**

This 1941 slogan of the America First Committee promoted

- (1) globalism
- (2) protective tariffs
- (3) isolationism
- (4) reduced military spending



Base your answers to questions 33 and 34 on the cartoon below and on your knowledge of social studies.

**And He Doesn't Mean Maybe!**



Source: Jim Berryman, *Washington Evening Star*, January 1943 (adapted)

33 What is the main idea of the cartoon?

- (1) United States factories will not be able to manufacture military supplies in sufficient quantities.
- (2) The federal government will most likely need to seize ownership of manufacturing plants.
- (3) President Franklin D. Roosevelt expects other nations to supply the same amount of armaments as the United States.
- (4) President Franklin D. Roosevelt is determined to supply the United States military and its allies with whatever it takes to defeat the Axis powers.

34 One major result of the production efforts described in the cartoon was that

- (1) the high unemployment of the Great Depression was greatly reduced
- (2) most companies that produced military supplies went out of business after the war
- (3) critics claimed that President Franklin D. Roosevelt was abusing his treaty-making power
- (4) the military had difficulty enlisting soldiers because the men were working in the munitions factories

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

**In His Big League Debut**  
**JACKIE SCORES WINNING RUN**

**Robbie's Bunt Turns Tide**

**Police Halt Flareup at Chapel Hill**

**Washington Edition of Pittsburgh Courier**

**Big Day for Dodgers**

**Robinson Mobbed by Cameramen and Fans At Historic Opener**

**Jackie Rumps Home From Second Base As 26,000 Cheer**

Source: *Pittsburgh Courier*, April 19, 1947 (adapted)

35 Which conclusion can be drawn from an examination of these 1947 newspaper headlines concerning Jackie Robinson?

- (1) Robinson's integration of major league baseball was an important event in the history of civil rights.
- (2) Robinson went on to organize the civil rights movement.
- (3) Sports fans overwhelmingly encouraged the desegregation of public accommodations.
- (4) Robinson's major league debut had no impact on race relations in the United States.

36 "... From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. . . ."

— Winston Churchill, March 5, 1946

With this observation, Winston Churchill warned the United States that Europe was threatened by

- (1) an embargo of its Middle East oil supplies
- (2) the growth of fascism in Great Britain
- (3) the expansion of communism in Eastern Europe
- (4) a nuclear attack by the Soviet Union

37 The North Atlantic Treaty Organization (NATO) and the Warsaw Pact are examples of

- (1) dollar diplomacy
- (2) Lend-Lease
- (3) mutual defense
- (4) Manifest Destiny

- 38 Belief in the domino theory by presidents Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson directly influenced their decisions to
- (1) reject the policy of collective security
  - (2) support a return to neutrality
  - (3) end the Berlin airlift
  - (4) increase United States military involvement in Vietnam
- 39 The War on Poverty was an attempt by President Lyndon B. Johnson to
- (1) send medical aid to African nations
  - (2) strengthen the Peace Corps
  - (3) decrease the number of immigrants from Latin America
  - (4) raise the standard of living for many Americans

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

. . . You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, it is rather strange and paradoxical to find us consciously breaking laws. One may well ask, "how can you advocate breaking some laws and obeying others?" The answer is found in the fact that there are two types of laws: There are *just* and there are *unjust* laws. I would agree with Saint Augustine that "An unjust law is no law at all." . . .

— Martin Luther King Jr., "Letter from Birmingham Jail,"  
April 16, 1963

- 40 Which approach best represents the argument made in the passage?
- |                        |                 |
|------------------------|-----------------|
| (1) civil disobedience | (3) Black Power |
| (2) armed resistance   | (4) containment |
- 

- 41 A main goal of President Richard Nixon's policy of détente was to
- (1) sponsor free elections in North Korea
  - (2) negotiate an end to the Arab-Israeli conflict
  - (3) end diplomatic relations with China
  - (4) reduce tensions between the United States and the Soviet Union
- 42 Which charges led to President Bill Clinton's impeachment?
- (1) excessive use of the pardon power
  - (2) perjury and obstruction of justice
  - (3) illegal use of campaign funds
  - (4) misuse of war powers and deficit spending
- 43 One way in which Social Security, Medicare, and Medicaid are similar is that they are all
- (1) programs that provide aid to education
  - (2) examples of social welfare programs
  - (3) attempts to balance the federal budget
  - (4) aspects of public works projects

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



Source: Jim Morin, *Miami Herald*, July 21, 2006

44 This cartoonist is critical of the leadership of President George W. Bush and Vice President Richard B. Cheney for

- (1) supporting the clear-cutting of forests
- (2) overusing the presidential veto power
- (3) weakening the system of checks and balances
- (4) waging the war in Iraq

45 Which presidential action was most consistent with the ideas presented by President George Washington in his Farewell Address?

- (1) President James Monroe's proclamation of the Monroe Doctrine in 1823
- (2) President James Polk's policy toward Mexico in 1846
- (3) President William McKinley's request for a declaration of war against Spain in 1898
- (4) President George H. W. Bush's decision to engage in the Persian Gulf War in 1990

46 The Populist movement of the 1890s and the civil rights movement of the 1950s and 1960s are similar in that both movements were attempts to

- (1) restrict the power of the executive branch
- (2) solve the problems brought about by industrialization
- (3) improve the lives of groups who were oppressed
- (4) require state governments to promote racial equality

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

**“You Read Books, Eh?”**



Source: Herblock, *Washington Post* (adapted)

- 47 The tactics illustrated in the cartoon were most closely associated with
- (1) isolationists supporting neutrality policies during the 1930s
  - (2) government leaders investigating communist activities after World War II
  - (3) increased federal spending for education during the 1960s
  - (4) Congress promoting increased security after the September 11, 2001 attacks

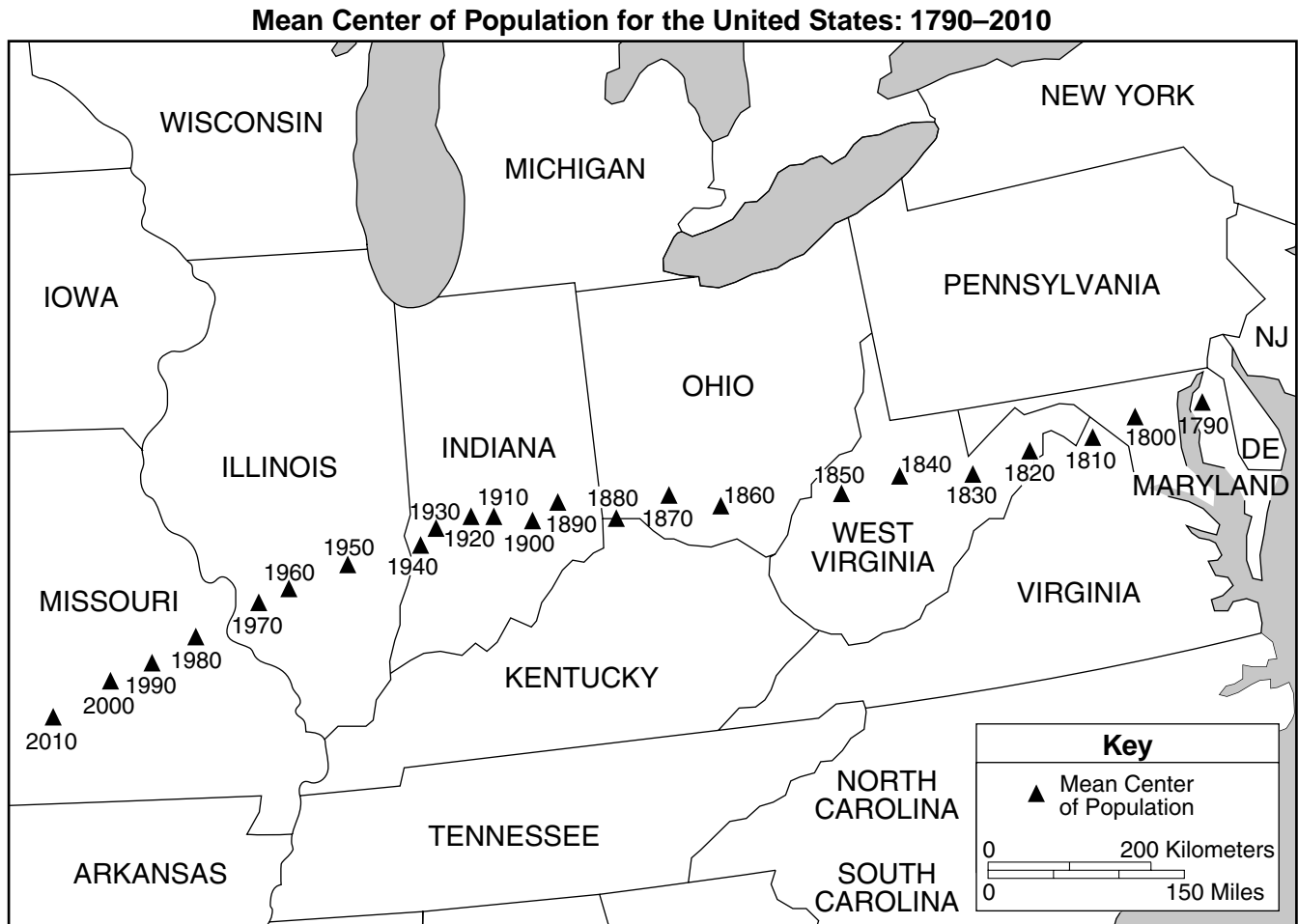
48 “Flappers” in the 1920s, “beatniks” in the 1950s, and “hippies” in the 1960s are all examples of

- (1) political groups who wanted to limit individual civil rights
- (2) citizens who wanted to return to simpler lifestyles
- (3) writers who supported United States foreign policy goals
- (4) individuals who disagreed with traditional societal values

49 The Great Depression and the economic crisis known as the Great Recession (December 2007–June 2009) were similar in that both led to

- (1) a surplus in the federal budget
- (2) a decrease in federal support for unemployment insurance
- (3) a limit on the power of the Federal Reserve System
- (4) an expansion of the federal government’s role in stabilizing the economy

Base your answer to question 50 on the map below and on your knowledge of social studies.



Source: U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau (adapted)

50 What has been the principal cause of the population changes shown on the map?

- (1) employment opportunities in northeastern states
- (2) continued westward migration
- (3) enactment of immigration quotas
- (4) movement from farms to cities

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: Geography—Territorial Acquisition

Throughout the nation’s history, the United States has expanded through the acquisition of new territories. These acquisitions have had both positive and negative effects on the United States.

#### Task:

- Select **two** territories acquired by the United States and for **each**
- Describe the historical circumstances that led the United States to acquire the territory
  - Discuss *positive and/or negative* effects of the acquisition of the territory on the United States

You may use any territory acquired by the United States since 1776 from your study of United States history. Some suggestions you might wish to consider include the Ohio River valley (1783), the Louisiana Territory (1803), Florida (1819), Texas (1845), the Oregon Territory (1846), California (1848), Alaska (1867), Hawaii (1898), Puerto Rico (1899), and the Philippines (1899).

**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:**

Throughout United States history, individuals have used written works as a way to focus attention on issues facing American society. These written works have had a significant influence on the United States and American society. These written works include *Common Sense* by Thomas Paine, *Uncle Tom's Cabin* by Harriet Beecher Stowe, and *The Jungle* by Upton Sinclair.

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

Choose **two** written works mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding the issue addressed by the author
- Discuss the influence of the written work on the United States and/or on American society

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

In 1768 John Dickinson of Pennsylvania argued for a new colonial theory which limited the power of Parliament over the colonies.

. . . Then events in due course pushed the colonial theory [of limited Parliamentary power] to a final stage. Thomas Paine's *Common Sense*, appearing in January 1776, tore every shred of authority from both King and Parliament. The two years or so preceding had piled crisis upon crisis. The Bostonians had sunk the tea; Parliament had retorted with the Intolerable Acts; the First Continental Congress had instituted a program of intercolonial economic resistance; war had erupted on Lexington Green; and an American army under the Second Congress had shut up [surrounded] General Gage and his regulars in Boston. In stirring and violent rhetoric the English-born Paine, who had recently settled in Philadelphia with a heart full of rancor for his native land, addressed the emotions as well as the minds of his readers. The "period of debate is closed," he concluded, "TIS TIME TO PART." Although a half year was to elapse before Congress complied, Paine's trumpet call was a mighty factor in influencing the public as well as the delegates themselves to adopt the fateful step. No other work written in America, save perhaps *Uncle Tom's Cabin*, has ever had such crucial repercussions. . . .

Source: Arthur M. Schlesinger, *The Birth of the Nation*, Houghton Mifflin, 1968

1 According to Arthur M. Schlesinger, what were **two** events that motivated Thomas Paine to write *Common Sense*? [2]

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

\_\_\_\_\_  
Score

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

\_\_\_\_\_  
Score

## Document 2

. . . Paine published *Common Sense* in Philadelphia, and his Forester essays\* first appeared in that city's newspapers. His friends also chose Philadelphia newspapers, and so did his political enemies. But since the controversy involved the "continent," *Common Sense* was reprinted in all the major American cities and the minor ones as well. Of course the debate spread, drawing in big men, John Adams, for example, and small ones as well. Within a few months over 100,000 copies of *Common Sense* had appeared, and the debates between independence and reconciliation dominated the newspapers.

A part of the common sense offered by Thomas Paine was the observation that Britain's old enemies in Europe would be more likely to provide support to the colonies if they declared their independence. No European power wanted to meddle in an internal dispute which might be settled by Britain and her colonies joining forces, as they had in the past, against an external enemy. Declaring independence would reassure Europe, reassure in particular France, the nation that some in Congress looked to for money and arms. . . .

Source: Robert Middlekauff, *The Glorious Cause: The American Revolution, 1763–1789*, Oxford University Press, 2005 (adapted)

\* Paine's letters that expanded his arguments made in *Common Sense*

2 According to Robert Middlekauff, what is **one** way Thomas Paine's *Common Sense* promoted support for independence? [1]

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Score

### Document 3

. . . There is an exaltation, an excitement, about *Common Sense* that conveys the very uncommon sense of adventure Americans felt as they moved toward independence. With it would come new perils, but also new opportunities, new freedoms. They knew they were on the threshold of a great experience not only for themselves but perhaps for the whole world. “The cause of America,” Paine told them, “is in a great measure the cause of all mankind.” And they believed him.

On May 15, 1776, the Virginia House of Burgesses voted to instruct its delegates in Congress to propose independence, and on the same day the Congress adopted a resolution sponsored by John Adams, advising the various colonies to assume complete powers of government within themselves. On June 7 Richard Henry Lee, following the instructions of his Virginia constituents, moved a resolution formally declaring the colonies independent. On July 2 this resolution was adopted and two days later the famous declaration to the world, drafted by Thomas Jefferson. . . .

Source: Edmund S. Morgan, *The Birth of the Republic, 1763–89*, Fourth Edition, The University of Chicago Press, 2013

3 According to Edmund S. Morgan, what was **one** effect of Thomas Paine’s *Common Sense*? [1]

Score

## Document 4

. . . Among the provisions of the Compromise of 1850 were the end of the slave trade, but not slavery, in Washington D.C., and the creation of a new, stricter, Fugitive Slave Law. Helping runaways had been illegal since 1793, but the 1850 law required that everyone, law enforcers and ordinary citizens, help catch fugitives. Those who refused to assist slave-catchers, or aided fugitives, could be fined up to \$1,000 and jailed for six months.

It also eliminated what little legal protection fugitives once had. Before 1850, some northern states had required slave-catchers to appear before an elected judge and be tried by a jury which would determine the validity of a claim. After the 1850 Fugitive Slave Law, anyone could be taken from the street, accused of being a fugitive from slavery, and taken before a federally appointed commissioner who received \$5 for every fugitive released and \$10 for every one sent south. Free blacks and anti-slavery groups argued the system bribed commissioners to send kidnapped people into slavery, and obliged citizens to participate in the slavery system.

[Harriet Beecher] Stowe was furious. She believed the country was requiring her complicity in a system she thought was unjust and immoral. Living in Brunswick, ME [Maine] while Calvin Stowe taught at Bowdoin College, Stowe disobeyed the law by hiding runaways. When she shared her frustrations and feelings of powerlessness with her family, her sister-in-law Isabella Porter Beecher suggested she do more: “. . . if I could use a pen as you can, Hatty, I would write something that would make this whole nation feel what an accursed thing slavery is.”

Moved by the letter, Stowe swore she would “if [she] lived.”. . .

Source: Harriet Beecher Stowe Center, 2011

4 Based on this document, why was Harriet Beecher Stowe concerned about the new Fugitive Slave Law? [1]

Score

## Document 5a

This poster was an advertisement for Harriet Beecher Stowe's *Uncle Tom's Cabin*.



Source: The Authentic History Center

## Document 5b

... Stowe is often credited with influencing the country to think differently about slavery. But what do we know about how Stowe influenced Lincoln?

A decade earlier, *Uncle Tom's Cabin* (1852) had been a publishing and propaganda phenomenon. Using stories to illustrate the human impact of slavery, Stowe's blistering pen lit the world on fire. The statistics remain record-breaking: 10,000 copies sold in the first week; a million and a half British copies in a year. The book was so successful it was immediately dramatized for the stage, where it became a theatrical icon. Massachusetts Senator Charles Sumner, leader of the radical Republicans, said, "Had there been no *Uncle Tom's Cabin*, there would have been no Lincoln in the White House." ...

But pro-slavery critics charged that Stowe had made it all up and that slavery was a humane system. So Stowe wrote a nonfiction retort, *The Key to Uncle Tom's Cabin* (1853), compiling the real-life evidence that had informed her fictional stories. ...

Source: Katherine Kane, "Lincoln and *The Key to Uncle Tom's Cabin*," *Connecticut Explored*, Winter 2012/2013

- 5 Based on these documents, what is **one** reason Southern slave owners were concerned about the publication of *Uncle Tom's Cabin*? [1]

Score

## Document 6

. . . It is not possible to measure precisely the political influence of *Uncle Tom's Cabin*. One can quantify its sales but cannot point to votes that it changed or laws that it inspired. Yet few contemporaries doubted its power. "Never was there such a literary *coup-de-main* [sudden attack] as this," said Henry Wadsworth Longfellow. In England, Lord Palmerston, who as prime minister a decade later would face a decision whether to intervene on behalf of the South in the Civil War, read *Uncle Tom's Cabin* three times and admired it not so much for the story as "for the statesmanship of it." As Abraham Lincoln was grappling with the problem of slavery in the summer of 1862, he borrowed from the Library of Congress *A Key to Uncle Tom's Cabin*, a subsequent volume by Stowe containing documentation on which she had based the novel. When Lincoln met the author later that year, he reportedly greeted her with the words: "So you're the little woman who wrote the book that made this great war."

*Uncle Tom's Cabin* struck a raw nerve in the South. Despite efforts to ban it, copies sold so fast in Charleston and elsewhere that booksellers could not keep up with the demand. The vehemence of southern denunciations of Mrs. Stowe's "falsehoods" and "distortions" was perhaps the best gauge of how close they hit home. "There never before was anything so detestable or so monstrous among women as this," declared the *New Orleans Crescent*. The editor of the *Southern Literary Messenger* instructed his book reviewer: "I would have the review as hot as hellfire, blasting and searing the reputation of the vile wretch in petticoats who could write such a volume." Within two years proslavery writers had answered *Uncle Tom's Cabin* with at least fifteen novels whose thesis that slaves were better off than free workers in the North was capsulized by the title of one of them: *Uncle Robin in His Cabin in Virginia and Tom Without One in Boston*. A decade later during the Civil War a South Carolina diarist with doubts of her own about slavery reflected the obsession of southerners with *Uncle Tom's Cabin* by using it as a constant benchmark to measure the realities of life in the South. . . .

Source: James M. McPherson, *Battle Cry of Freedom: The Civil War Era*, Oxford University Press, 1988 (adapted)

6 According to James M. McPherson, what were **two** effects of the publication of *Uncle Tom's Cabin*? [2]

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

Score

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

Score

## Document 7

. . . The freedom of big business seemed limitless. Drug companies sold patent medicines containing heroin, morphine, and cocaine that promised to cure all sorts of diseases, but actually cured none of them. Food companies sold children's candy colored with toxic heavy metals. Cheap margarine was routinely marketed as butter. Crude mixtures of apple scraps, glucose, timothy seeds, and food coloring made from coal tar were sold as strawberry jam. In the age of the great trusts, the gulf between the wealthy and the poor became enormous. Robber barons built their homes in imitation of European palaces, while millions of American workers lived in urban slums.

Upton Sinclair was moved by these injustices. During the fall of 1904 he left his home in New Jersey and traveled to Chicago, intending to write a novel about the plight of the city's meatpacking workers. The beef trust controlled the industry with an iron fist. It had recently crushed a strike by union members who were seeking a pay raise of less than three cents an hour. The meatpacking industry seemed to embody everything that was wrong with American society, operating largely in secret, wielding unchecked power, threatening the health of workers and consumers. As Sinclair later argued in *The Jungle*, the beef trust was "the incarnation [representation] of blind and insensate [insensitive] greed. . . the Great Butcher. . . the spirit of capitalism made flesh." . . .

Source: Eric Schlosser, Foreword to Upton Sinclair's *The Jungle*, Penguin Books, 2006

7 According to Eric Schlosser, what were **two** issues that concerned Upton Sinclair? [2]

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

Score

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

Score

## Document 8a

... Upton Sinclair wrote “The Jungle” as a labor exposé. He hoped that the book, which was billed as “the ‘Uncle Tom’s Cabin’ of wage slavery,” would lead to improvements for the people to whom he dedicated it, “the workingmen of America.” But readers of “The Jungle” were less appalled by Sinclair’s accounts of horrific working conditions than by what they learned about their food. “I aimed at the public’s heart,” he famously declared, “and by accident I hit it in the stomach.” . . .

When “The Jungle” was published, the public reaction was instantaneous. Outraged readers deluged President Theodore Roosevelt with letters. Roosevelt was ambivalent, but he invited Sinclair to the White House for lunch, and promised to send his labor commissioner and assistant Treasury secretary to Chicago to investigate. . . .

Source: Adam Cohen, “100 Years Later, the Food Industry Is Still ‘The Jungle’,” *New York Times*, January 2, 2007

## Document 8b

... By the spring of 1906, both meat inspection and pure food and drugs legislation had many supporters. This was not a simple, black-and-white fight between the public on one side and big business on the other. But the pure food and drugs issue encouraged a broad range of Americans to think of their identities as consumers, as people who were imperiled by rotten meat or adulterated drugs. Physicians, federal experts, and women’s groups supported legislation. State officials, assiduously [persistently] courted by Harvey Wiley [a pioneer consumer activist], agreed that federal supervision was necessary. So did Westerners, angry at the “foreign” corporations from the East and Midwest. So, too, did more than a few of those corporations. Pabst, H. J. Heinz, and other producers, setting individualism aside, recognized the benefits of federal regulation: Washington’s supervision could bring order and stability to the business; it could protect the big companies from state supervision; it could make the business too expensive for potential competitors. At the least, regulation could rescue the corporations from their public predicament in 1906. Roosevelt’s investigators had largely confirmed the essentials of *The Jungle*; the meatpackers were unable to discredit Sinclair’s account. Under the circumstances, a crucial group of food and drug producers accepted the inevitability of regulation and tried to shape the legislation to protect their interests as much as possible. . . .

Source: Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870–1920*, Oxford University Press, 2005

8 Based on these documents, what were **two** effects of the publication of *The Jungle*? [2]

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

Score

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

Score



## Document 9

Upton Sinclair was present when President Lyndon B. Johnson signed legislation amending the Meat Inspection Act.

. . . “A man was wrapping pork shoulders. He dropped one in the sawdust, picked it up and wiped it off with a dirty, sour rag. . . Beef was being broken on an open dock, by a dirt road, in 95-degree weather. There were flies in the meat. Drums of bones and meat scraps were covered with maggots.”

What I just read to you was not from “The Jungle.” It did not happen 60 years ago when Upton Sinclair was writing his book. It happened in July 1967. It was written by a United States Federal Government inspector after a visit to one of our great, modern packing plants. . . .

This is an intolerable condition in the 20th century in a modern nation that prides itself on reputed leadership of the world. I have been urging and I have been asking for a strong meat inspection bill since 1964.

The Wholesome Meat Act of 1967—which has been brought to me by the good work of the Congress—will give something priceless, I think, to American housewives. It will give them assurance that the meat that they put on the dinner table for their husbands and their children is pure; that it has been packed and it has been processed in a sanitary plant. . . .

This Wholesome Meat Act is a landmark, we think, in consumer protection. It helps every American—by assuring him that the meat his family consumes has been inspected with their health and their safety in mind. . . .

Mr. Sinclair, we are so glad to have you here in the East Room with many of the distinguished Members of the Congress and people who are interested in this wholesome meat legislation.

This bill really crowns the crusade that you, yourself, began some 60 years ago.

We salute you, sir, and we thank you. . . .

Source: President Lyndon B. Johnson, Remarks Upon Signing Bill Amending the Meat Inspection Act, December 15, 1967

- 9 According to President Lyndon B. Johnson, what is the continuing influence of Upton Sinclair’s *The Jungle*?  
[1]

Score

## Part B

### Essay

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

#### Historical Context:

Throughout United States history, individuals have used written works as a way to focus attention on issues facing American society. These written works have had a significant influence on the United States and American society. These written works include ***Common Sense* by Thomas Paine, *Uncle Tom's Cabin* by Harriet Beecher Stowe, and *The Jungle* by Upton Sinclair.**

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

Choose **two** written works mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding the issue addressed by the author
- Discuss the influence of the written work on the United States and/or on American society

#### Guidelines:

**In your essay, be sure to**

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



REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

# FOR TEACHERS ONLY

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

## UNITED STATES HISTORY AND GOVERNMENT

Wednesday, June 13, 2018 — 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 ..... <b>4</b> .....	13 ..... <b>1</b> .....	26 ..... <b>3</b> .....	39 ..... <b>4</b> .....
2 ..... <b>1</b> .....	14 ..... <b>2</b> .....	27 ..... <b>2</b> .....	40 ..... <b>1</b> .....
3 ..... <b>2</b> .....	15 ..... <b>1</b> .....	28 ..... <b>1</b> .....	41 ..... <b>4</b> .....
4 ..... <b>3</b> .....	16 ..... <b>3</b> .....	29 ..... <b>1</b> .....	42 ..... <b>2</b> .....
5 ..... <b>2</b> .....	17 ..... <b>3</b> .....	30 ..... <b>4</b> .....	43 ..... <b>2</b> .....
6 ..... <b>4</b> .....	18 ..... <b>1</b> .....	31 ..... <b>3</b> .....	44 ..... <b>3</b> .....
7 ..... <b>1</b> .....	19 ..... <b>2</b> .....	32 ..... <b>3</b> .....	45 ..... <b>1</b> .....
8 ..... <b>2</b> .....	20 ..... <b>2</b> .....	33 ..... <b>4</b> .....	46 ..... <b>3</b> .....
9 ..... <b>4</b> .....	21 ..... <b>3</b> .....	34 ..... <b>1</b> .....	47 ..... <b>2</b> .....
10 ..... <b>2</b> .....	22 ..... <b>4</b> .....	35 ..... <b>1</b> .....	48 ..... <b>4</b> .....
11 ..... <b>1</b> .....	23 ..... <b>3</b> .....	36 ..... <b>3</b> .....	49 ..... <b>4</b> .....
12 ..... <b>3</b> .....	24 ..... <b>4</b> .....	37 ..... <b>3</b> .....	50 ..... <b>2</b> .....
	25 ..... <b>1</b> .....	38 ..... <b>4</b> .....	

## 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**  
**June 2018**

**Theme: Geography—Territorial Acquisition**

Throughout the nation's history, the United States has expanded through the acquisition of new territories. These acquisitions have had both positive and negative effects on the United States.

**Task:** Select *two* territories acquired by the United States and for *each*

- Describe the historical circumstances that led the United States to acquire the territory
- Discuss *positive and/or negative* effects of the acquisition of the territory on the United States

You may use any territory acquired by the United States since 1776 from your study of United States history. Some suggestions you might wish to consider include the Ohio River valley (1783), the Louisiana Territory (1803), Florida (1819), Texas (1845), the Oregon Territory (1846), California (1848), Alaska (1867), Hawaii (1898), Puerto Rico (1899) and the Philippines (1899).

**You are *not* limited to these suggestions.**

***Scoring Notes:***

1. This thematic essay has a minimum of *six* components (for *each* of *two* territories acquired by the United States, discussing the historical circumstances that led to the acquisition and *at least two* positive *and/or* negative effects of *each* acquisition on the United States).
2. The historical circumstances that led the United States to acquire the territory may be discussed from a broad or a narrow perspective, e.g., California was acquired to achieve Manifest Destiny *or* California was acquired by victory in the Mexican-American War.
3. Any combination of positive and/or negative effects may be used to address the task.
4. The effects of the territorial acquisition may be immediate or long term.
5. Similar effects on the United States may be used for different territorial acquisitions as long as the response includes distinct and separate information for each acquisition, e.g., *Louisiana Territory* and *Texas*: both acquisitions provided the United States with vast acreage for agriculture, but the Great Plains became the breadbasket of America while Texas became the grazing land for longhorn cattle.
6. The effects of the territorial acquisition do not need to be identified as positive or negative as long as it is implied in the discussion.
7. The effects of the territorial acquisition may be discussed from any perspective as long as the position taken is supported by relevant historical facts and examples.
8. If more than two territorial acquisitions are discussed, only the first two acquisitions may be scored.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led the United States to acquire **each** of **two** different territories and *at least two* positive and/or negative effects of **each** acquisition on the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Louisiana Territory*: connects the demand of western farmers for unrestricted access to the Mississippi River and port of New Orleans, the French proposal to sell the whole territory, and Jefferson's concern over the constitutionality of the transaction to the Louisiana Purchase, which added vast farmland making the Great Plains the breadbasket of America, but destroyed the great buffalo herds and the culture of the Plains Indians; *California*: connects the popular call for Manifest Destiny, President Polk's expansionist campaign, and victory over Mexico to the acquisition of California that further sparked the debate over the expansion of slavery when it was admitted as a free state and brought vast wealth to the nation through its farms and vineyards worked by migrant farm labor
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Louisiana Territory*: Jefferson's agrarian vision; Kentucky and Tennessee farmers; right of deposit; Napoleon; slave uprising in Haiti; \$15 million; pennies an acre; doubled the size of the United States; Lewis and Clark expedition; Homestead Act; transcontinental railroad; Sioux and Cheyenne wars; nomadic hunters; reservation policy; *California*: newspaper editorials; John O'Sullivan; election of 1844; Treaty of Guadalupe Hidalgo; Mexican Cession; discovery of gold; Pacific trade; San Francisco; Compromise of 1850; stronger Fugitive Slave Act; lettuce, grapes, and wine
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one territorial acquisition more thoroughly than for the second territorial acquisition *or* discussing one aspect of the task less thoroughly than the other aspects of the task.
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Louisiana Territory*: discusses how the demand for access to the entire Mississippi River with the port of New Orleans and France's offer to sell the entire territory led to the Louisiana Purchase with vast acreage for farming but destroyed the buffalo herds and the Plains Indians' traditional way of life; *California*: discusses how the belief in Manifest Destiny and the United States victory over Mexico led to the Mexican Cession with the acquisition of California which increased sectionalism but expanded trade with Asia through new Pacific ports
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 3:

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

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



**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

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

**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.**

Since the first 13 states of the United States won their independence from Britain, the US has continued to grow. Two controversial acquisitions were the Louisiana Territory and the Philippines. Both territories had positive and negative effects on the US. The territories also had interesting circumstances in which the US gained them.

When Thomas Jefferson was president, the United States' population was growing and western farmers needed a water route to transport their crops to distant markets. Also, US merchant ships had to use the French owned port of New Orleans and knew from experience that the right of deposit could be withdrawn, so it was an often tense situation. The US ships were not treated well and were often charged a fee for warehousing goods at the mouth of the Mississippi. As a result, Jefferson sent envoys to Napoleon, who owned New Orleans, and Jefferson asked to buy New Orleans so that the US did not just have passage along the Mississippi River, but also controlled the port. At the time, Napoleon was waging war in Europe and saw the opportunity to sell his territory in America. He had hoped to use Louisiana to feed the French colony of Haiti, but had lost it to a revolution led by slaves. Also he did not have time to oversee his American colony, and the sale would help fund his war efforts. Therefore, Jefferson, even though it was debated whether he had the Constitutional power, bought a large amount of land from Napoleon that doubled the size of the US for a relatively low price. We never considered that the Native Americans living on the Great Plains might also have some right to think that they actually owned the land!

By doubling the size of the US, the Louisiana Purchase was helpful

in allowing the growing population to spread out. The land also gave the U.S. more natural resources to draw from, and there was much open land on the Great Plains for farming. His “agrarian vision” pictured small farmers as the true representative of America. Today, Jefferson might be shocked by the size of the wheat farms in Iowa and Kansas, and he would surely be impressed by how they help feed the world. Later in time, however, when the territories within the Louisiana Purchase were populated enough to be made states, they became a topic of controversy. This is because slavery was still legal and the federal government had to find a fair way to admit both slave and free states so as to not upset the balance of slave states and free states in Congress. The federal government tried many different plans, such as the Missouri Compromise and the Kansas-Nebraska Act to settle the dispute but neither side was completely happy. When Missouri was admitted, Maine was added to maintain the balance and many thought the problem was solved. Several decades later, Congress decided to allow popular sovereignty to decide the issue of slavery. The violence between settlers known as Bleeding Kansas became a direct cause of the Civil War.

The Philippines and Cuba were placed under United States power after the Spanish-American War. This is ironic because the U.S. fought this war to help Cuba gain freedom from Spain, but then the U.S. accepted Spain's colonies in victory instead of freeing them. The Philippines and Cuba were just two of the Spanish colonies the U.S. took over. And although the U.S. government promised Cuba their full independence, it made Cuba a protectorate for many years. The Philippines, however, were not even considered for independence. This is

because they provided the U.S. an advantageous position in the Far East to set up naval bases in the Pacific at a time when Europe already had them. This was the positive effect for the U.S. Acquiring the Philippines allowed the U.S. to exercise more global power and also gave the U.S. new Asian markets. The Philippines resisted the U.S. military occupation and Filipinos fought back desperately for three years to drive the U.S. out of their homeland. In fighting, many U.S. lives were lost but the United States prevailed and proved it was a truly imperialist nation. The U.S. used its new status to demand equal trading rights in China through the Open Door Notes. As a new world power, the U.S. was anxious to compete with Europe. The acquisition of the Philippines gave the U.S. a naval presence in the Pacific that continues to this day. Having the Philippines also meant we had to defend them, as they became a target for Japan in World War II. While Japan did take them early in the war, we eventually won them back—and then gave them their independence after World War II.

In both the Louisiana Purchase and the Philippines, the means of acquiring them was questionable, the territories brought good and bad for the U.S. The Louisiana Purchase expanded the U.S. size and offered natural resources while the Philippines offered power and markets to the U.S. But they both caused problems, as the induction into the Union of Louisiana Purchase States helped cause the Civil War and the natives of the Philippines violently resisted U.S. power in the Philippines.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Louisiana Territory and for the Philippines
- Is more analytical than descriptive (*Louisiana Territory*: United States merchant ships had to use the French-owned port of New Orleans and knew from experience that the right of deposit could be withdrawn, so it was an often tense situation; Jefferson asked to buy New Orleans so that the United States did not just have passage along the Mississippi River, but also controlled the port; Jefferson, even though it was debated whether he had the constitutional power, bought a large amount of land from Napoleon that doubled the size of the United States for a relatively low price; never considered that the Native Americans living on the Great Plains might also have some right to think that they actually owned the land; also gave the United States more natural resources to draw from and there was much open land on the Great Plains for farming; today Jefferson might be shocked by the size of the wheat farms in Iowa and Kansas, and he would surely be impressed by how they help feed the world; government had to find a fair way to admit both slave and free states so as to not upset the balance; tried many different plans such as the Missouri Compromise and the Kansas-Nebraska Act to settle the dispute but neither side was completely happy; *Philippines*: the Philippines and Cuba were placed under United States power after the Spanish-American War; ironic because the United States fought this war to help Cuba gain freedom from Spain, but then the United States accepted Spain's colonies in victory instead of freeing them; provided the United States an advantageous position in the Far East to set up naval bases in the Pacific at a time when Europe already had them; allowed the United States to exercise more global power and also gave the United States new Asian markets; used its new status to demand equal trading rights in China through the Open Door Notes; having the Philippines also meant we had to defend them as they became a target for Japan in World War II; gave them their independence after World War II)
- Richly supports the theme with many relevant facts, examples, and details (*Louisiana Territory*: water route; warehousing goods; mouth of the Mississippi; war in Europe; French colony of Haiti; fund his war efforts; agrarian vision; Maine; popular sovereignty; Bleeding Kansas; Civil War; *Philippines*: protectorate; military occupation; Filipinos fought back; many United States lives were lost; imperialist nation; naval presence)
- Demonstrates a logical and clear plan of organization; includes an analytical introduction and conclusion that observes both acquisitions were controversial

**Conclusion:** Overall, the response fits the criteria for Level 5. The response shows clear understanding of the farmers' plight prior to the Louisiana Purchase and the irony of United States action in the Philippines. Further, the response provides a strong discussion of the long-term effects of both acquisitions.

Since the founding of United States it had spread the ideal for liberty and democracy. The spirit reflects in the term "manifest Destiny" coined by a writer in 1840s. Some citizens felt that the continent from Atlantic to Pacific should be Americanized. Others look at the west and abroad for its economic growth. New lands for farmers, new market place for trade. The idea of manifest Destiny brought both important improvements and negative effects. In particular, the acquisition of Louisiana Territory and California exemplify this and change the country forever.

The Louisiana territory was bought in 1803 by President Thomas Jefferson for about \$15 million. The territory was settled by French who had traveled to Great Lakes all the way down to Mississippi from New France. The economic trade centre of the region was port city in New Orleans, which was a hub for international trade. France's defeat in French-Indian war in 1750s forced French to give up all its colonial possessions. This allowed Spanish who bordered the Louisiana territory to gain control over the territory. Shortly after American independence, relations between Spain & America were deteriorated and Spain close Mississippi & New Orleans for American traders. This crippled American farmers with no outlet to export their goods. Americans would be provided with the chance when France will get its territory back. Haitian revolution was putting a drain on France who planned to receive all its food supply for island workers from Louisiana. Napoleon was having a fear that when war broke out between them again Britain might attack the territory in North America and then US will do so as well. Jefferson, looking to alleviate farmers' pain, asked Napoleon to sell the port. Instead, to Jefferson

surprise, Napoleon offered him the whole territory for about 3¢ per acre. Despite the cries of overextension presidential powers Jefferson made the deal. The purchase of territory almost doubled the area of united state & gives millions of acres to farmers. The vast land was transformed from great plains to fertile farms with reapers, steel plows, wind mills etc. The territory become a bread basket for rest of the world, with millions of bushels of corns, wheat shipped through navigable rivers. The aquisition of Louisiana brought some conflicts between northern & southern states over the expansion of Slavery, farmers who were in slave states poured into the regions setting up a crisis over missouri statehood. The compromise settled the conflicts temporarily. the land below 36°30' was open for Slavery and maine was admitted as a free State to maintain the balance in the Senate. The missouri compromise failed to permanently end the disagreements over the expansion of Slavery.

California was aquired in the victory of mexico-american war. the war started in 1846 due to American encoachment over Southern texas border. The relations with the Mexico were tense because of the annexation of texas. the war was part of plan of president Polk, to achieve manifest destiny. The war was short, with american troops marching all the way to Mexico city and defeat Santa Anna. In the Ensuing Guadalupe Hidalgo Treaty, Mexico give up the new mexico, arizona, california, and nevada and setting the southern Border of texas at Rio grande. united states bought california for about \$15 millions. California was part of the union as a free state through the compromise of 1850. California now become a premier destination for those who were encouraged by the stories of gold and other economic

opportunities. few of them found gold, though. settlers build thriving towns near the minning centres. Hotels, stores, saloons and farms provide food, shelter and supplies to miners. California would become a centre of American trade with Japan and China. Due to Matthew Perry who forced Japan to allow U.S ships to enter Japan for American trading. San Francisco and other Pacific ports filled with ships going to Asia. The acquiring of California was having some negative effects also. California admitted as a free state through the compromise of 1850, allowed new territories won in the war to have popular sovereignty, outlawed slave trade in Washington DC, Southerners were angry on the fact that California was immediately admitted as a free state upsetting the balance in the senate. Fugitive Slave Act was made stronger to please southerners but Northerners really didn't like this. Neither south or north was happy with the compromise, so it failed to end crisis of expansion of slavery.

Both the territories attract western immigration and build up steps towards civil war. many eastern immigrants migrated cause of job opportunities to west. acquisition of these two territories being a forever and important change in United States.



## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Louisiana Territory and for California
- Is more analytical than descriptive (*Louisiana Territory*: economic trade center of the region was the port city in New Orleans, which was a hub for international trade; shortly after American independence, relations between Spain and America were deteriorating and Spain closed the Mississippi and New Orleans to American traders; Jefferson, looking to alleviate the farmers' pain, asked Napoleon to sell the port; vast land was transformed from great plains to fertile farms with reapers, steel plows, and windmills; became a breadbasket for the rest of the world with millions of bushels of corn and wheat shipped through navigable rivers; farmers who were in slave states poured into the region, setting up a crisis over Missouri statehood; Missouri Compromise failed to permanently end the disagreement over the expansion of slavery; *California*: war started in 1846 due to American encroachment over the southern Texas border; relations with Mexico were tense because of the annexation of Texas; war was part of the plan of President Polk to achieve Manifest Destiny; California now became a premier destination for those who were encouraged by the stories of gold and other economic opportunities; would become a center of American trade with Japan and China; Southerners were angry about the fact that California was immediately admitted as a free state, upsetting the balance in the Senate; neither the South nor the North was happy with the compromise, so it failed to end the crisis of the expansion of slavery)
- Richly supports the theme with many relevant facts, examples, and details (*Louisiana Territory*: \$15 million; New France; French and Indian War in the 1750s; Haitian revolution; 3 cents per acre; overextension of presidential powers; doubled the area; 36°30'; Maine; *California*: Santa Anna; Guadalupe Hidalgo Treaty; New Mexico, Arizona, California, and Nevada; Rio Grande; \$15 million; Compromise of 1850; Matthew Perry; popular sovereignty; outlawed the slave trade in Washington, D.C.; Fugitive Slave Act)
- Demonstrates a logical and clear plan of organization; includes an introduction that describes Manifest Destiny and an analytical conclusion that connects the acquisitions as steps toward the Civil War

**Conclusion:** Overall, the response fits the criteria for Level 5. Despite its somewhat awkward wording and punctuation and many grammatical errors, the meaning of each sentence and paragraph is clear. The response demonstrates a strong understanding of both geography and history. An analytical discussion of the economic advantages and sectional tensions resulting from expansion strengthens this response.

The United States was founded on the belief that we would become the greatest country in the world. In order to do so, the United States needed to acquire land and through manifest destiny, many believed they had the supreme right to spread their control. This meant they were willing to acquire new territory by almost any means. The acquisition of the Louisiana Territory and of California are two examples of times during America's history when we obtained new land, but were met with a lot of controversy.

Thomas Jefferson began his presidency with the goal to improve the United States with his agrarian vision. In order to do so, more land was continuously needed for farming; however, there were foreign policy issues conflicting with domestic ones at the time. England and France were technically at war as Napoleon was attempting to "take over the world". Jefferson heeded Washington's words and did not want to become entangled in foreign affairs in his first term as president. However, the port of New Orleans was too important to Western farmers to leave under Napoleon's control. France owned a lot of land in North America and needed money for its European war. In 1803, Jefferson took the opportunity and without Congress' approval, he purchased the vast territory for \$15 million, or 3 cents per acre. Although he wasn't sure if this action was constitutional he rationalized it by calling the transaction a treaty. This established the practice for almost every other land acquisition in United States history. It gave future presidents more authority over American expansion. It was widely popular and increased westward expansion and development. The negative result was that white settlers came into contact with many Native American tribes like the Sioux and Cheyenne whose warriors naturally defended

their territory when whites encroached on their land. This began a war with Native Americans that lasted for decades until the United States government confined their population on small reservations where buffalo hunters were forced to abandon their traditions and become farmers.

As the feeling of manifest destiny grew stronger, there was a greater desire to spread America's democratic influence and freedom across the continent. This feeling of moral superiority led to a war with Mexico and the acquisition of California in 1848. War began because of a dispute between Mexicans and Americans over the United States' southern border. Polk insisted on the Río Grande as the border and sent troops there. When Mexicans killed some American soldiers there a bloody war began that led to the near completion of what we know as the United States today. With the Treaty of Guadalupe Hidalgo, the United States paid Mexico \$15 million and gained California and parts of New Mexico and Arizona. Despite the negatives of fighting through a horrific war, obtaining California was very positive for the United States. In 1849, the California Gold Rush occurred, rapidly increasing westward expansion, settlement, and wealth. Towns like Sacramento and San Francisco sprang up overnight and soon the west coast was filled with white Americans. The United States has constantly been struggling for increased power through the acquisition of new territory. While there are many positives such as early increased westward expansion, there are often many drawbacks. The use of violence is common when attempting to take control of land and therefore has left the United States with a bloody path behind it.

#### Anchor Level 4-A

##### **The response:**

- Develops all aspects of the task for the Louisiana Territory and for California
- Is both descriptive and analytical (*Louisiana Territory*: Thomas Jefferson began his presidency with the goal to improve the United States with his agrarian vision; did not want to become entangled in foreign affairs in his first term as president; port of New Orleans was too important to western farmers to leave under Napoleon's control; France owned a lot of land in North America and needed money for its European war; established the practice for almost every other land acquisition in United States history; gave future presidents more authority over American expansion; white settlers came into contact with many Native American tribes like the Sioux and Cheyenne whose warriors naturally defended their territory when whites encroached on their land; government confined their population on small reservations where buffalo hunters were forced to abandon their traditions and become farmers; *California*: feeling of moral superiority led to a war with Mexico and the acquisition of California; Polk insisted on the Rio Grande as the border and sent troops there; when Mexicans killed some American soldiers there, a war began that led to the near completion of what we know as the United States today; California Gold Rush occurred, rapidly increasing westward expansion, settlement, and wealth; towns like Sacramento and San Francisco sprang up overnight and soon the West Coast was filled with white Americans)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: Washington's words; without Congress's approval; \$15 million; 3 cents per acre; treaty; *California*: Manifest Destiny; southern border; Treaty of Guadalupe Hidalgo; \$15 million; New Mexico and Arizona; 1849)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the public believed they had the right to spread their control by any means and a conclusion that states taking control of land has left the United States with a bloody history

**Conclusion:** Overall, the response fits the criteria for Level 4. The response connects the acquisitions to long-term, significant effects in a clear and analytical manner. Additional elaboration would have strengthened the response.

Throughout the entire 19th century, the United States was annexing, and acquiring new territories. Through this era, the United States began to grow from the Atlantic to the Pacific Ocean. Two such territories that impacted the United States the most was the annexing of California and the Louisiana Purchase. These events brought the biggest changes at this time.

In the early 1800s, President Jefferson wanted to expand the U.S. westward to gain more land for an agricultural society of small family-owned farms. He especially wanted the port of New Orleans so that the U.S. would have complete control over the Mississippi River and be able to transport large quantities of agricultural goods being grown in the Ohio River Valley without interference. The Louisiana Purchase territory was under the control of the French and Napoleon at this time. Napoleon, after losing Haiti to rebels, wanted to sell all his New World territory because he lacked the resources to defend it. Jefferson, being pro-French, asked Napoleon for New Orleans and a few miles around it for 10 million dollars. Napoleon instead offered Jefferson all the vast North American territory the French owned for 15 million dollars. Jefferson accepted, doubling the size of the U.S. at that time.

California was part of the spoils from Polk's Mexican-American War. Mexico went to war with the U.S. after American troops entered the disputed border territory. Mexico wanted to get back Texas from the U.S. The U.S. won and gained a lot of territory, including California and the Southwest and the U.S. gave Mexico money. This created most of the modern border between Mexico and the U.S. completing Polk's expansionist platform and the nation's Manifest Destiny. California,

after 2 years, became a state, challenging the unity of the U.S.

The positives of gaining the Louisiana territory was that it doubled the size of the U.S. It also showed that the U.S. was growing and becoming ever more economically stable with enough land to become the bread basket of the world. The negative of the Louisiana Purchase was that it inflamed the issue of the expansion of slavery. This territory caused future problems over the issue of the expansion of slavery as states were created from the huge territory. When Missouri applied to become a slave state, a compromise was made to admit Maine as a free state and to set  $36^{\circ}30'$  as the dividing line between future slave and free states. One positives of the acquiring of California was the gold rush because many people moved and immigrated to California to get rich, increasing the population and making California a state faster. A negatives of California was, again, the issue of the expansion of slavery. Southerners wanted to expand the  $36^{\circ}30'$  line as part of California was below that line. But when California wanted to become a free state, hurting the free-slave state balance, it caused increased tensions between free states and slave states. Henry Clay's Compromise of 1850 temporarily solved the issue by admitting California as a free state and passing a harsher fugitive slave law. The fugitive slave law became one of the key sources of sectional tensions for most of the next decade.

The United States had been gathering many new territories throughout the 1800s. The U.S. kept growing and changing with every new territory acquired. The Louisiana Purchase and the acquisition of California were two of the biggest land grabs the U.S. did and caused some of the biggest arguments over the spread of slavery. If it wasn't

for the gaining of these territories the united states would be much different than it is today.

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**Anchor Level 4-B**

**The response:**

- Develops all aspects of the task for the Louisiana Territory and for California
- Is both descriptive and analytical (*Louisiana Territory*: President Jefferson wanted to expand the United States westward to gain more land for an agricultural society of small family-owned farms; wanted the port of New Orleans so that the United States would have complete control over the Mississippi River and be able to transport large quantities of agricultural goods, being grown in the Ohio River valley, without interference; Napoleon, after losing Haiti to rebels, wanted to sell all his New World territory because he lacked the resources to defend it; United States was growing and becoming ever more economically stable with enough land to become the breadbasket of the world; caused future problems over the issue of the expansion of slavery as states were created from the huge territory; when Missouri applied to become a slave state a compromise was made to admit Maine as a free state and to set 36°30' as the dividing line between future slave and free states; *California*: part of the spoils from Polk's Mexican-American War; Mexico went to war with the United States after American troops entered the disputed border territory; United States won and gained a lot of territory, including California and the Southwest; positive of acquiring California was the gold rush because many people moved and immigrated to California to get rich, increasing the population and making California a state faster; when California wanted to become a free state, hurting the free-slave state balance, it caused increased tension between free states and slave states; Henry Clay's Compromise of 1850 temporarily solved the issue by admitting California as a free state and passing a harsher fugitive slave law; law became one of the key sources of sectional tensions for most of the next decade)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: pro-French; vast North American territory; 15 million dollars; doubling the size; *California*: gave Mexico money; modern border; Manifest Destiny; Southerners wanted to expand the 36°30' line)
- Demonstrates a different plan of organization, discussing the historical circumstances for each acquisition in a separate paragraph before discussing the effects of each acquisition in a single paragraph; includes an introduction that observes that in the 19th century the United States acquired the territories between the Atlantic and Pacific oceans and a conclusion that states the two acquisitions were among the biggest

**Conclusion:** Overall, the response fits the criteria for Level 4. While the response shows how each acquisition increased sectional tension over the expansion of slavery, the other effects lack development.

The United States' expansion into the Louisiana Territory and Texas transformed the country and had both positive and negative effects. Expansion can be very important for a nation's economic growth. However, exploring and settling unknown territory can cause problems for a developing government. US expansion caused changes in many aspects of American life.

The acquisition of Louisiana Territory in 1803 gave Americans many positive and new opportunities. When Thomas Jefferson purchased this area from Napoleon his goal was to gain control of the Mississippi River and the port of New Orleans, but the nation actually doubled in size. Because of the mystery of the new land Jefferson had authorized the Lewis and Clark expedition. This is a positive result of the Louisiana Purchase because Lewis and Clark were able to give a detailed description and map of the new territory so Americans knew what was out there. This purchase of land along with the Lewis and Clark expedition inspired many Americans to move westward. When immigration made the east coast cities increasingly crowded the government passed the Homestead act which offered free land to Americans willing to move west. This westward expansion provided new economic opportunities through agriculture. Farmers on the Great Plains supplied the growing eastern cities with wheat, corn and other food staples. The expansion into the Louisiana Territory had negative effects in the US' relationship with Native American Indians. Native Americans were forced off their land and lost many of their natural resources, most significantly the buffalo, especially after the railroad lines disrupted the migration of herds. This near extinction of the buffalo destroyed the nomadic lifestyle of the plains hunters. The



Louisiana Purchase was positive in its development of America and negative in its affect on Native Americans.

Later in US history, the annexation of Texas as a state was both positive and negative. In the 1820s the Mexican government invited Americans to settle in the area of Texas which was a part of Mexico. Two conditions to this invitation were that the Americans become Mexicans, and that there would be no slavery. However the Americans who moved would not follow these rules and wanted to break off from Mexico to form their own country. With help from Americans, Texas broke off from Mexico and formed the Lone Star Republic of Texas led by Sam Houston. In 1845 the United States annexed Texas as a state. A negative aspect of this was that Mexico felt betrayed by America because Mexicans still thought Texas was theirs. This bitterness led to a war in which the US defeated the struggling republic of Mexico and took all of California and the entire southwest. Therefore, the annexation of Texas led directly to the acquisition of even more territory. Texas became a functioning part of the United States and Americans migrated and settled there during westward expansion. A positive outcome of the annexation of Texas was that it stretched Americas southern border all the way to the Rio Grande. The Texas plains were perfect for grazing longhorn cattle. After the Civil War, Texas cowboys drove the herds along trails to connect with the new rail lines, making cattle ranching a major industry. Texas' addition to the country had a rocky beginning but overall had positive effects on the nation.

Territorial expansion is an essential part of the growing power of a nation. The additions of the Louisiana Purchase and Texas Territory in

the 1800s when the country was still new are reasons why so many people from around the world were able to immigrate to America. Although new territories allowed immigrants to escape religious and political persecution and warring homelands, they also infringed on the homes and lives of Native Americans. Territorial acquisition had good and bad aspects but in the end helped America grow into the superpower it is today.

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**Anchor Level 4-C**

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the Louisiana Territory less thoroughly than Texas
- Is both descriptive and analytical (*Louisiana Territory*: when Thomas Jefferson purchased this area from Napoleon his goal was to gain control of the Mississippi River and the port of New Orleans; this purchase of land along with the Lewis and Clark expedition inspired many Americans to move westward; farmers on the Great Plains supplied the growing eastern cities with wheat, corn, and other food staples; Native Americans were forced off their land and lost many of their natural resources, most significantly the buffalo, especially after the railroad lines disrupted the migration of herds; near extinction of the buffalo destroyed the nomadic lifestyle of the plains hunters; *Texas*: in the 1820s the Mexican government invited Americans to settle in the area of Texas, which was a part of Mexico; Americans who moved would not follow these rules and wanted to break off from Mexico to form their own country; with help from the Americans, Texas broke off from Mexico and formed the Lone Star Republic led by Sam Houston; Mexico felt betrayed by America because Mexicans still thought Texas was theirs; annexation of Texas led directly to the acquisition of even more territory; stretched America's southern border all the way to the Rio Grande; after the Civil War, Texas cowboys drove the herds along trails to connect with the new rail lines, making cattle ranching a major industry)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: doubled in size; description and map; immigration; Homestead Act; offered free land; *Texas*: conditions to this invitation; bitterness led to a war; easily defeated; struggling republic; California and the entire Southwest; Texas plains; grazing longhorn cattle)
- Demonstrates a logical and clear plan of organization; includes an introduction that observes expansion can be important for economic growth but can cause problems, and a conclusion that relates expansion to immigration

**Conclusion:** Overall, the response fits the criteria for Level 4. The response fails to fully discuss the historical circumstances that led to the Louisiana Purchase. However, the discussion of the annexation of Texas is developed more thoroughly and with good insight.

Throughout the United States history, territorial expansion has been not only essential, but also beneficial. Especially as the United States grew in Population the acquisition of land became a necessity. However, with each acquisition of new land came positive and negative effects. The United States acquisition of the Philippines and the Louisiana territory had positive and negative effects on the nation.

Leading up to the Louisiana Purchase there was a new nation eager to expand. The United States was still in it's infancy in 1803 when they acquired the Louisiana Purchase from France. The nation's Population was growing and farmers who had gone west into Kentucky and Tennessee had trouble moving their crops because the port of New Orleans was often closed to them. When the whole Louisiana territory was offered to President Jefferson he was faced with the question of whether buying the land without Congress' approval was Constitutional. Jefferson always had a strict interpretation on the Constitution, but that changed when he bought the Louisiana Purchase without Congressional approval. The acquisition of this land essentially doubled the size of the United States allowing more land to be farmed, and from that, more resources. One negative effect from this, however, was it raised the question of if the Purchase was Constitutional or not. That argument further created tension between Jefferson's Democratic-Republicans and the now decreasing Federalists. Federalists didn't like the Purchase, but most Americans liked it because it opened up a lot of land and the entire Mississippi River.

The acquisition of the Philippines in 1899 was something that was met with great resistance and brought separation between the United

States People. The acquisition of the Philippines was a direct result from America's decisive victory in the Spanish-American war. American warships easily defeated the Spanish fleet in the Pacific. As the United States acquired and occupied the Philippines they were met with bitter resistance from the Filipino People as they took up arms against U.S. Although America conquered the resistance, more American lives were lost in the Philippines than in the Spanish-American war. Additionally, this also brought conflict to the American People at home as some sided with this new imperialism, while others were against it. Jane Addams was a strong anti-imperialist supporter who argued against the Spanish-American war and the acquisition of the Philippines, while others like Theodore Roosevelt believed it was America's duty to civilize the "Savage" People of the Philippines. The acquisition of the Philippines brought more negative effects to the U.S. as it split our nation against each other and as thousands of Americans died at the hands of Philippine resistance. It was the first major acquisition that was not considered for statehood.

The United States acquisition of land throughout history has had various positive and negative effects on our nation. The Louisiana Purchase shows the positive effects to our nation, while the Philippines hurt us as a nation.

### Anchor Level 3-A

#### **The response:**

- Develops most aspects of the task in some depth for the Louisiana Territory and for the Philippines
- Is more descriptive than analytical (*Louisiana Territory*: United States was still in its infancy in 1803 when they acquired the Louisiana Purchase from France; population was growing and farmers who had gone west into Kentucky and Tennessee had trouble moving their crops because the port of New Orleans was often closed to them; when the whole Louisiana Territory was offered to President Jefferson he was faced with the question of whether buying the new land without Congress's approval was constitutional; argument further created tension between Jefferson's Democratic-Republicans and the now decreasing Federalists; Federalists didn't like the purchase, but most Americans liked it because it opened up a lot of land and the entire Mississippi River; *Philippines*: direct result from America's decisive victory in the Spanish-American War; American warships easily defeated the Spanish fleet in the Pacific; as the United States acquired and occupied the Philippines, they were met with bitter resistance from the Filipino people as they took up arms; more American lives were lost in the Philippines than in the Spanish-American War; also brought conflict to the American people at home as some sided with this new imperialism while others were against it; first major acquisition that was not considered for statehood)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: new nation; strict interpretation; doubled the size; more resources; *Philippines*: Jane Addams; anti-imperialists; Theodore Roosevelt; civilize the "savage" people)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that takes the position that the Louisiana Purchase was positive while the acquisition of the Philippines hurt the United States

**Conclusion:** Overall, the response fits the criteria for Level 3. While the response demonstrates an understanding of the internal conflicts created by each acquisition, the discussion lacks the development of a higher level paper. Further development of the effects related to the Louisiana Purchase and the historical circumstances related to the acquisition of the Philippines would have strengthened the response.

Throughout the nation's history, the United States has expanded through the acquisition of new territories. These acquisitions have had both positive and negative effects on the United States. Two in particular have had very positive effects on the country. The first was the addition of California in 1848. The second was the addition of Hawaii in 1898.

The addition of California was very important in United States history. It was added in the year 1848, a little while after declaring itself the Republic of California. It was part of the Mexican Cession, following the U.S.-Mexican War. Not many people planned on moving out to California until the discovery of gold. This "gold rush" led thousands of settlers to move to California. After a while so many moved there, it allowed the territory to apply for statehood, which it did end up getting as part of the Compromise of 1850. In the aftermath of the gold rush, the new, young state grew tremendously. Cities like San Francisco and Los Angeles flourished. With all of this, the state of California was able to bring a lot of money into the federal government. On top of this, the location was strategic. One city, San Francisco had an extremely large bay. This paved the way for harbors on the west coast that the United States could now use for the fishing industry and to trade with. Also, up until 1848, the United States had only one way to trade with Asia. That was to go around South America, back up to Asia, which obviously took too long. Later, goods were shipped across the country by railroads then straight to Asia, right from San Francisco. This saved the country time and money when they traded. Later, Los Angeles became the entertainment capital of the world. Hollywood attracted the movie and television industry

with all its wealth and influence. California was a vital part in the growth of the United States.

The other addition to the country, which many used to think was not as important as other additions is Hawaii in 1898. Hawaii is a small group of islands located in the Pacific ocean. One major purpose of these islands to the United States is a military base. Pearl Harbor, which is located in Hawaii, is the Pacific Fleet's main home base. After being attacked by Japan in World War II it helped deploy the Navy to numerous places in the Pacific. It also served as a buffer between the mainland United States and anyone wishing to attack. What this meant is, if you wanted to reach the West Coast, you have to hit Hawaii first. Hawaii has been an important acquisition of the United States and up to this day, it is still used as a main naval base for the Pacific Fleet and stands as a monument to the United States Navy's role in defeating the Japanese in World War II. Although other islands such as Midway have also become bases for the fleet.

In conclusion, both California and Hawaii have had very positive effects on the United States. California brings in tons of money for the country every year. Its large bays help trade for the United States grow constantly. Also it helps trade with Asia go faster and become cheaper than going around South America or through the Panama Canal. Hawaii's impact is good for the military. From here the United States Naval Pacific Fleet can deploy anywhere in the Pacific Ocean at any given time. Both states have positively affected the United States.

## Anchor Level 3-B

### **The response:**

- Develops most aspects of the task in some depth for California and for Hawaii
- Is more descriptive than analytical (*California*: part of the Mexican Cession following the United States-Mexican War; so many moved there it allowed the territory to apply for statehood, which it did end up getting as part of the Compromise of 1850; paved the way for harbors that the United States could now use for the fishing industry and to trade with; later, goods were shipped across the country by railroads then straight to Asia, right from San Francisco; Los Angeles became the entertainment capital of the world; Hollywood attracted the movie and television industry with all its wealth and influence; *Hawaii*: one major purpose of these islands to the United States is as a military base; Pearl Harbor, which is located in Hawaii, is the Pacific fleet's main home base; stands as a monument to the United States Navy's role in defeating the Japanese in World War II)
- Includes some relevant facts, examples, and details (*California*: Republic of California; Gold Rush; large bay; *Hawaii*: small group of islands; attacked by Japan; Pacific; Midway)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a repetitive conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response shows understanding of the process by which California became a state with brief historical circumstances and the contributions of its two largest cities. However, it neglects to describe the historical circumstances that led to the acquisition of Hawaii and considers only one effect of this acquisition on the United States.



Throughout the history of the United States the nation has expanded due to the numerous acquisitions of new territory. As a result of the acquisitions, there have been both positive and negative consequences. In both acquisitions, the Louisiana territories, and Texas, had major consequences, that shaped the future of the United States.

The Louisiana territory, was purchased by President Thomas Jefferson, from France, in 1803. This purchase led to the United States acquiring a great deal of land, but was opposed by some Federalists in congress, who called Jefferson a hypocrite, explaining that it was unconstitutional for him to gain that land, due to the fact that it wasn't written as a presidential power in the Constitution. Jefferson explained that it was okay, because the constitution didn't forbid it. As a result, it allowed many Americans to begin moving westward, as well as gave the United States control of the Mississippi River and New Orleans, a major port city. Due to the acquisition of the Louisiana territories, there came the issue of if slavery would be allowed in the new states like Missouri. When Maine was added as a free state it saved the compromise but didn't end the debate over slavery. But overall, the acquisition of the Louisiana territories, led America to a brighter future due to the many new resources, especially farmland, and opportunities in the newly gained west.

The acquisition of Texas into the United States was quite controversial. The American people in Texas were rebelling against their Mexican government, and wanted to be recognized as a free territory separate from Mexico, in order to be annexed into the United States as a new state. Although the United States recognized Texas, as

a separate republic from Mexico, the Mexican government still viewed Texas as their property. After the US gained Texas as a state, there were hostile relations between the United States and Mexico, making war with Mexico inevitable. The annexation of Texas, had major effects for the United States, due to it being pro-slavery, its population caused it to give more representation in Congress to slave states, causing an increase in tensions between the North and South, and making the future Civil War, almost inevitable.

The acquisition of both the Louisiana Territories, as well as Texas, created new problems, and tension between the North and South regarding the expansion of slavery. But overall were necessary in the future success of the United States, allowing the nation access to new land and resources.

### Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth for the Louisiana Territory and for Texas
- Is more descriptive than analytical (*Louisiana Territory*: purchased by President Thomas Jefferson from France; opposed by some Federalists in Congress who called Jefferson a hypocrite, explaining that it was unconstitutional for him to gain that land due to the fact that it was not written as a presidential power in the Constitution; gave the United States control of the Mississippi River and New Orleans, a major port city; there came the issue of if slavery would be allowed in the new states like Missouri; *Texas*: American people in Texas were rebelling against their Mexican government and wanted to be recognized as a free territory separate from Mexico, in order to be annexed into the United States as a new state; after the United States gained Texas as a state there were hostile relations between the United States and Mexico, making war with Mexico inevitable); includes faulty analysis (*Texas*: due to it being pro-slavery, its population caused it to give more representation in Congress to slave states, causing an increase in tensions between the North and South, and making the future Civil War almost inevitable)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: moving westward; Maine; free state; farmland; *Texas*: separate republic)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that notes both acquisitions created problems regarding the expansion of slavery

**Conclusion:** Overall, the response fits the criteria for Level 3. The response answers the task and explains the two acquisitions, but the discussion lacks the depth and detail normally seen in higher level responses.

The United States may have begun as an assembly of colonies, but throughout its history the USA has grown throughout the continent. Ideas like manifest destiny and the white man's burden have turned the United States into the powerhouse it is today. Land gains like the Louisiana Purchase or the annexation of Texas has given our country more room to settle and develop. However, these gains have had their disadvantages, often coming in the form of conflict with the aboriginal inhabitants.

The Louisiana Purchase, bought in 1803, was the single biggest expansion to the US ever made. Just about all of the middle-northern sections of this country come from that purchase. The Louisiana Territory was originally owned by Napoleon. However, during the Napoleonic Wars, Napoleon had to fight just about all of Europe at once. He was running out of money, and decided to sell the territory to the US so he could continue to fund the war. The ambassador, who had only expected to get a small piece, accepted the offer with President Thomas Jefferson's blessing. This purchase was extremely beneficial to the US, as we gained more area to settle. Lewis and Clark explored the area, and people began to move west in what was known as "westward expansion." This gave opportunities for social mobility, as those without resources could go west to make their own lives. However, this also had the negative of bringing the US into contact with more Native Americans. With the eastern US developed, American Indians were a small threat but in the west the US was actively moving into areas that had belonged to the natives. The French had always respected and traded with Native Americans, and these new invaders caused conflict.

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

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Another significant land gain that helped shape American history was that of Texas in 1845. Originally, Texas had been a part of Mexico. Eager to settle the region the Mexican government encouraged Americans to move to Texas. However, the plan went a bit too well. After some time, Texans began to resent the Mexicans and struggled for independence. They were able to break away and eventually join the U.S, but that new land came at a price. Mexican-American relations were ruined, and this incident helped lead to the bloody Mexican-American War.

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

- Develops some aspects of the task in some depth for the Louisiana Territory and for Texas
- Is primarily descriptive (*Louisiana Territory*: during the Napoleonic wars, Napoleon had to fight just about all of Europe at once; he was running out of money and decided to sell the territory to the United States so he could continue to fund the war; the ambassador accepted the offer with President Jefferson’s blessing; Lewis and Clark explored the area, and people began to move west; in the West, the United States was actively moving into areas that had belonged to the natives; the French had always respected and traded with Native Americans and these new invaders caused conflict; *Texas*: Mexican government encouraged Americans to move to Texas; Texans began to resent the Mexicans and struggled for independence; Mexican-American relations were ruined; helped lead to the bloody Mexican-American War)
- Includes few relevant facts, examples, and details (*Louisiana Territory*: single biggest expansion; *Texas*: part of Mexico)
- Demonstrates a general plan of organization; includes an introduction that mentions the ideas of Manifest Destiny and “White Man’s Burden” and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response minimally addresses the acquisition of Texas. The discussion of the Louisiana Purchase is more complete but would have been strengthened with more detail.

The United States expanded its territory through both purchases and war victories. While the Louisiana Purchase and Mexican Cession were both massive expansions of both land and social and economic growth during the nineteenth century, they also both intensified the increasing debate over slavery in America.

Under the Jefferson presidency, the Louisiana Territory was purchased by the United States from France in 1803. France was willing to sell the territory due to the Napoleonic Wars spreading in Europe. This area west of the Mississippi River doubled the size of America; this massive expansion came with multiple benefits. More land allowed more people to move westward, easing overcrowded areas where jobs and living spaces were becoming more difficult to find. This area was also very good for farming. Because of this, farmers who couldn't compete with Southern plantations had a chance to move outward and grow new crops—this area would become part of the “bread basket” of the country. Also, this new territory further inspired the nation's feel for “Manifest Destiny,” the God-given right America had to expand. This new territory also came with many upsets and difficulties, however. Jefferson's purchase was a huge use of executive power. The American people were still very fearful of a tyrannical government with a strong executive like the British. Also, the issue of slavery was worsened since there were more possible states to form.

After the Mexican American War, the United States gained the Mexican Cession territory in 1848. Here under Polk's presidency, the United States completed its “Manifest Destiny.” Now, the continental United States had access to the Pacific Ocean via the West coast. This territorial gain also eliminated the threat of Mexican expansion. This

war victory allowed not only people to move westward, but also rising businesses like the railroad industry. Like the Louisiana Purchase, this gain also came with difficulty. The Mexican Cession greatly intensified the debate over slavery. The Democratic Party advocated for slavery while some Republicans and the Free-Soil Party argued against its expansion. The Compromise of 1850 and its eventual Failure, the Civil War, highlight the downsides of westward expansion. Territorial gains provided the United States with endless and priceless amounts of resources. These resources, however, contributed to huge and sometimes detrimental consequences that the country had to deal with and then recover from.

#### Anchor Level 2-B

##### The response:

- Minimally develops all aspects of the task for the Louisiana Territory and for the Mexican Cession
- Is primarily descriptive (*Louisiana Territory*: under the Jefferson presidency, the Louisiana Territory was purchased by the United States from France; France was willing to sell the territory due to the Napoleonic Wars spreading in Europe; would become part of the bread basket of the country; Jefferson's purchase was a huge use of executive power; issue of slavery was worsened since there were more possible states to form; *Mexican Cession*: under Polk's presidency, the United States completed its Manifest Destiny; continental United States had access to the Pacific Ocean via the west coast; greatly intensified the debate over slavery; Compromise of 1850 and its eventual failure, the Civil War, highlighted the downside of westward expansion); includes faulty and weak analysis (*Louisiana Territory*: easing overcrowded areas where jobs and living spaces were becoming more difficult to find; *Mexican Cession*: this territorial gain also eliminated the threat of Mexican expansion)
- Includes few relevant facts, examples, and details (*Louisiana Territory*: west of the Mississippi River; doubled the size; farming; feel for Manifest Destiny; fearful of tyrannical government; *Mexican Cession*: war victory; railroad industry; Republicans; Free-Soil Party)
- Demonstrates a general plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that acknowledges the acquisitions had negative effects but does not specifically identify the negative effects

**Conclusion:** Overall, the response fits the criteria for Level 2. While the response addresses the entire task, it does so in very general terms.

Throughout American history, we've acquired many lands on our continent, even some islands. Acquiring each territory had positive and negative effects on the U.S.

The Louisiana purchase in 1803 gave the U.S the Louisiana territory. This gave us access to the Mississippi river which allowed goods to be transported faster than before we had the River. Also, this allowed for expansion into the great plains. This Purchase had both positive and negative effects. A positive effect is that access to the Mississippi allowed for more efficient trade between states. A negative effect is that when Americans moved to the great plains, they pushed Native Americans off their land and killed almost all of the Buffalo.

The Gadsden purchase also let the U.S acquire territory. The Gadsden territory was a small piece of land in the South west. Acquiring this territory later helped rail roads be built out west, helping with westward expansion. This was a positive effect.

In conclusion, the U.S has bought and won a lot of land over the years. Each acquisition had positive and/or negative effects.

#### Anchor Level 2-C

##### **The response:**

- Minimally develops some aspects of the task for the Louisiana Territory and for the Gadsden Purchase
- Is primarily descriptive (*Louisiana Territory*: access to the Mississippi River which allowed goods to be transported faster than before; allowed for expansion into the Great Plains; allowed for more efficient trade between states; when Americans moved to the Great Plains they pushed Native Americans off their land and killed almost all of the buffalo; *Gadsden Purchase*: small piece of land in the Southwest; acquiring this territory later helped the railroads be built out west, helping with westward expansion)
- Includes no additional relevant facts, examples, and details
- Demonstrates a general plan of organization; includes a brief introduction and conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Knowledge of the topic is exhibited in the response; however, the essay fails to describe any historical circumstances and only briefly mentions specific effects, with no supporting details.



Throughout history, the United States has annexed many states and territories to expand America to what it is today. These territories include the Louisiana Territory and the State of Texas. Gaining these territories have had both positive and negative effects on the United States.

The State of Texas was just one of many new territories the United States annexed. There were many positives and negatives of the decision to annex Texas. One positive was the United States gained another southern state that would have slavery and vote to keep slavery in the United States. That's why it was good for the south, also the reason it was bad for the north. Plus, many people living in Texas at that time wanted to become a part of America. One negative included the fact that Mexico didn't want to lose Texas. Therefore the U.S. wanting Texas was one reason we joined the Spanish-American War. And in the end that's how we ended up getting Texas, by winning the Spanish-American War.

Another new territory acquired by the U.S. was the Louisiana Territory. We purchased the Louisiana Territory from France, that's how we ended up acquiring it. One major positive of the Purchase of the Louisiana Territory was that it gave direct access to the Mississippi River. With direct access to the Mississippi River, it gave the United States better and faster ways to trade throughout the country. It also offered more land for farming.

Throughout history, the United States expanded through the acquisition of territories. The Louisiana Territory and the State of Texas were just two of many acquisitions the U.S. made to make America what it is today.

## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task for Texas and for the Louisiana Territory
- Is descriptive (*Texas*: United States annexed; many people living in Texas at that time wanted to become a part of America; one negative included the fact that Mexico did not want to lose Texas; *Louisiana Territory*: purchased the Louisiana Territory from France; with direct access to the Mississippi River it gave the United States better and faster ways to trade throughout the country; offered more land for farming); includes faulty analysis (*Texas*: one positive was the United States gained another southern state that would have slavery and vote to keep slavery in the United States; the United States wanting Texas was one reason we joined the Spanish-American War)
- Includes no additional relevant facts, examples, or details; includes an inaccuracy (*Texas*: we ended up getting Texas by winning the Spanish-American War)
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The description of the Louisiana Purchase is brief. The discussion of Texas lacks understanding of the events surrounding its annexation and confuses the Mexican-American War with the Spanish-American War.

The United States has rapidly grown over the years. All new acquired land gave different effects on the nation. While some were positive, others were negative outcomes. Both the acquisition of Texas and Louisiana territory led to many changes in the United States.

In the early 1800's, the United States had the opportunity to buy land from the French for a very good deal. When the nation agreed to the Louisiana Purchase, the U.S. had to figure out what to do with the new western land. Originally, the new territory was inhabited by the Native Americans. When the President decided to pass the homestead act, and new land was being sold for \$3 and acre, many young Americans began moving west. Young men wanting to begin a new life saw the Louisiana territory as the best way to go. While there were positives to the new territory, there were also some negative effects. Because there was so much propaganda influencing people to move west, the Native Americans were being pushed further and further west, until they barely had any territory.

The acquisition of the Texas territory was more negative than positive. Prior to 1845, the South and North were uniformly cut into two sections. The South was home to slave states while the North was not. With Texas becoming a part of the South, the main debate was if it'd become a slave state or a free state. All southerners believed that if Texas was not a slave state it wouldn't fit in and deal well with its surrounding states. The North felt that it'd tip the balance that was present before. The result of the argument led to many other problems. It was decided that Texas would be a free state, and the slave states would be free of governmental intervention. This Laissez-faire attitude now being practiced in the South led the slaves to have no one to fight

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**Anchor Paper – Thematic Essay—Level 1 – B**

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for their rights. Segregation was allowed and racial discrimination grew rapidly and intensely.

With any major change, nations react differently there can be positive and negative effects. With Texas, the result led to many disputes. While the Louisiana purchases did cause some damage, it did create some advantages as well.

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

- Minimally develops some aspects of the task for the Louisiana Territory and for Texas
- Is descriptive (*Louisiana Territory*: United States had the opportunity to buy land from the French for a very good deal; Native Americans were being pushed farther and farther west until they barely had any territory; *Texas*: South was home to slave states while the North was not; North felt that it would tip the balance that was present before); includes faulty and weak analysis (*Louisiana Territory*: President decided to pass the Homestead Act, and new land was being sold for \$3 an acre; *Texas*: main debate was if it would become a slave state or a free state; Southerners believed that if Texas was not a slave state it would not fit in and deal well with its surrounding states; the laissez-faire attitude now being practiced in the South led the slaves to have no one to fight for their rights; segregation was allowed and racial discrimination grew rapidly and intensely)
- Includes no additional relevant facts, examples, or details; includes an inaccuracy (*Texas*: it was decided that Texas would be a free state)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. While the response includes some accurate information, the overall discussion demonstrates very limited knowledge about either acquisition.

After the revolutionary war the United States became a nation but they were weak. There were strong nations surrounding them which made a lot of Americans worried that their nation would not last that long. Then a man by the name of Thomas Jefferson heard that the French wanted to sell their land because they needed money for the Army of Napoleon. So Thomas Jefferson took swift action to buy this land from the French so that no other nation could buy the land. So some of the positives for acquiring the Louisiana Purchase is that the American nation was doubled in size and started to become a nation on the international stage. It also allowed Americans to breathe easier because a strong nation no longer controlled the mouth of the Mississippi. Also it led to better relations with the French and it helped spark the expedition sent by Thomas Jefferson for Lewis and Clark to explore the new territory they acquired. This allowed the expedition to get to the Pacific Coast and make a map so it was easier for Americans to travel. Some of the negative effects of acquiring the Louisiana territory in 1803 was that it cost the Americans millions of dollars which made Jefferson's opponents claim that America could go bankrupt. It also led to conflict with the Native Americans because Americans wanted to push out the Native Americans who resisted. Those are some of the positive and negative effects of the U.S. acquiring the Louisiana territory.

During the 1800's many Americans started to expand westward because of the idea of Manifest Destiny which was the divine right of America to expand westward so many Americans decided to move to Texas around the 1820's and 30's which was controlled by the Mexicans. So when the Americans moved to Texas they were expected to live the Mexican lifestyle and convert to their religion and speak

spanish if they wanted to live there. These rules angered the Americans that lived there so in 1836 a revolution happened in Texas between the American Texans and the Mexicans which would lead to the battle of San Jacinto which is where the Texans defeated the Mexican army and Santa Anna went into exile. Then Santa Anna tried to escape the Texans by making himself look like a Mexican prisoner but then one of his soldiers saluted Santa Anna and the Texans finally caught him. So then Santa Anna was forced to sign a treaty with the Texans and Mexico was forced to accept the new Republic of Texas which was formed in 1836. So after they became a nation they asked America if they could join the union. But America refused at first because Northerners felt if they would let Texas into the Union Texas would become a Slave State. Then in 1845, after Polk was elected, Texas became a slave state and join the union. Some of the positive effects of gaining Texas in 1845 was that America increased its agricultural land and America was able to grow stronger as a nation. Their economy grew bigger because in Texas there was so much land they could grow more cotton to send up North to trade and make a fortune. Some of the negative effects of gaining Texas in 1845 was that when Texas joined the Union they would become a Slave State in the Union. Also it quickly led to border disputes between Americans and the Mexicans which caused a war between them. It was also bad because in Texas they had slaves and would use them cruelly for labor. Also, before the Civil War started they would secede from the United States. Then when the Civil War began, after the firing on Fort Sumter, Texas would join the Confederates in the war against the Union. Those are some of the positive and negative effects of the United States acquiring Texas in (1845).

Throughout the history of the U.S, the nation has greatly expanded in terms of territory. For instance, through the Mexican-American War, the U.S gained the Mexican Cession and California, which had positive results, such as the Gold Rush, and negative results, such as the subjugation of Native Americans. Additionally, the Louisiana Purchase resulted in immense territorial expansion and had positive effects, such as economic prosperity, as well as well as devastating effects, such as the Trail of Tears.

When elected to the presidency in 1844, James K Polk set a plan in place to add the California territory to the growing bulk of the nation. Polk was backed by the sentiments of the nation, as Americans supported manifest destiny, or the idea that Americans were meant to control "their" continent. Polk proposed a plan to purchase California from Mexico but when it was rejected, he sent troops to the disputed territory above the Río Grande to stir tensions. His plans worked, as Mexican troops attacked the Americans. Polk responded by asking Congress for a declaration of war, stating that "American blood had been spilled on American soil." Congress agreed, and the military might of the U.S defeated Mexico in the Mexican American War. In the resulting Treaty of Guadalupe Hidalgo, the U.S bought California as part of the Mexican Cession, which was an enormous southwestern territory. This expansion had both positive and negative effects. On the positive side, the U.S recieved valuable territory with crucial resources. The most obvious resource was the rich fertile farmland that made California one of the country's greatest agricultural producers. These resources also included gold, which was discovered in 1848 in California. As a result, thousands of young men left their eastern

homes for California in search of wealth. While most people did not find gold, some were more lucky and amassed fortunes. Despite the fact that prospecting during the Gold Rush only benefitted a fortunate few, the hope and optimism that it instilled in many youthful men, who would develop California's thriving economy, proved that it had a positive effect. On the downside, the expansion had devastating effects for Native Americans. In the decades following the US acquisition of California, thousands of natives were pushed off the land or killed by those who wanted to open the land to white prospectors and farmers. By the 1870s, natives were subjugated even further, those who had survived placed onto reservations by force.

Another instance of territorial expansion in the US was the Louisiana Purchase. The young nation was looking to expand its agricultural power, and thus showed interest in purchasing the valuable port city of New Orleans from the French. New Orleans would be a gateway to European markets. However, after Napoleon's defeat in Haiti, instead of offering just New Orleans, the French sold the entire Louisiana territory to the US for just \$15 million, mere pennies an acre. In one simple treaty, the US doubled the size of its land. This expansion was enormously beneficial economically. First of all, the US added the thriving city of New Orleans with its strategic location at the mouth of the Mississippi River, securing entrance to the Gulf of Mexico for western farmers. Additionally, the US added land to be farmed by the small farmers running out of land in the East. Thomas Jefferson's dream of a country of simple yeoman farmers could be realized. This would be especially true after the Homestead Act offered free land to any who settled there for five years. However, the Purchase



had devastating consequences for the earliest Americans because westward expansion led to increased struggles and tensions with Native Americans and eventually contributed to the Trail of Tears. Thousands of natives like the Cherokee were evicted and forced on practically a death march from the Southeast to Oklahoma. For much of the century, Oklahoma was "Indian territory," until even it was opened in 1889 to land hungry white settlers. Furthermore, the purchase developed the debate over slavery, as it split the nation on whether or not the new territory would include slave or free states. This played out in the Missouri Compromise, when Missouri wanted to become a slave state and the dispute about the expansion of slavery exploded in Congress. The final compromise let Missouri in as a slave state and Maine as a free state, maintaining the U.S. Senate balance. The rest of the Louisiana Purchase above 36°30' would be free-but this would later be overturned by the Kansas-Nebraska Act in the 1850s. This issue was at the heart of what caused the sectional tensions and the Civil War.

The westward expansion of the U.S. with the Louisiana Purchase and California added to the growing mass of the U.S. and had both widespread positive and negative effects.

Throughout the nation's history, the United States has expanded through the acquisitions of new territories. These acquisitions have had both positive and/or negative effects on the United States. Two territories acquired by the United States were the Louisiana Territory in 1803 and California in 1848.

One of the territories acquired by the United States was the Louisiana territory. United States purchased approximately 828,000,000 square miles of territory from France. This stretched from the Mississippi River in the east to the Rocky Mountains in the west. One historical circumstance that led to the purchase of the Louisiana territory was the failure of France to put down a slave revolution in Haiti. France's impending war with Great Britain and probable British naval blockade of France created financial difficulties that led to Napoleon's offer of Louisiana for sale to the United States. President Jefferson was very concerned about France owning Louisiana because they were a strong power. Anyone who might close the Mississippi River would be our enemy. In mid April 1803, before Monroe's arrival the French had asked a surprised Livingston if the U.S was interested in purchasing all of the Louisiana territory. This was Jefferson's most notable achievements as president. There were both positive and negative effects of the acquisition of the Louisiana territory on the United States. Positive effects were that the United States population was able to expand and increase. The United States now controlled the Louisiana port of New Orleans on the Gulf of Mexico. This provided the major outlet for western farmers to transport agricultural goods to the east coast and Europe. Some negative effects this had on the United States was that the U.S had double the territory it had to protect. The more land increased, the more military power the United States

needed. The United States needed more money to upkeep the new land they now owned. This was especially true after the Civil War when the cavalry was sent west to subdue Native Americans.

Another territory that was acquired by the United States was California in 1848 with a victory in the Mexican-American war. War began in 1846 due to President Polk's decision to place troops in disputed land on the southern border, causing Mexicans to attack. Mexico was defeated, but America paid them over \$15 million dollars. California became the center of American trade with Asia as ports in Japan and China opened to American ships. California became a premier destination for settlers who were encouraged by discoveries of gold and opportunity fueling the settlement of the West. In the years following the California Gold Rush, over one hundred thousand Chinese fled famine in their homeland to seek riches in California. Their chance for wealth was defeated by racism. Another effect of the United States acquiring California was that the Compromise of 1850 admitted California as a free state. It also opened the other new territories to popular sovereignty. This also outlawed the slave trade in Washington D.C. It also strengthened the Fugitive Slave law, but this compromise did little to lower sectional tensions and a decade after California was admitted to the Union Civil War broke out.

In conclusion both Louisiana and California were important to the United States. Both influenced the United States today by encouraging migration and the spread of people to new lands. This is how the United States expanded through the acquisition of new Territory and how both the Louisiana territory (1803) and California (1848) impacted the United States.

Throughout the course of the United States' history, the country has expanded due to the acquisition of new territories that have had very positive effects on the United States. Two such territories are Alaska, acquired in 1867, and the Louisiana Territory, acquired in 1803.

In 1867 secretary of state Seward bought the Alaska territory from Russia for 7 million dollars. Instead of being praised for obtaining new land for his country, Seward was harshly ridiculed for buying what the American people believed to be a frozen wasteland. The purchase of this useless "icebox" came to be known as "Seward's Folly." It was not for many years later that opinions changed. Aside from keeping Russia out of America, Alaska seemed to be a waste of money. Much later, however, the territory proved to be very beneficial when an abundance of gold and oil deposits were found there. In the 1890s gold was discovered and there was a major gold rush to Alaska. Most importantly in the 20th century huge reserves of oil were found and oil became the basis for Alaska's economy. This purchase of Alaska became Seward's greatest achievement because it gave the United States a large supply of resources.

Along with Alaska, the purchase of the Louisiana territory proved to be a beneficial expansion for the U.S. In 1803 President Jefferson decided to purchase the Louisiana territory from Napoleon of France. Napoleon needed the money to aid his war against England and crush rebellions, so he sold the territory for \$15 million. Jefferson was accused of hypocrisy since he had preached previously that the constitution must be followed to the letter but then he purchased the territory, something that the constitution did not say whether the president could or could not do. He went against his previous beliefs

by interpreting it loosely and saying that the constitution didn't say he couldn't so he would. Despite this, his decision proved very Beneficial since the purchase of the Louisiana territory doubled the size of the U.S., gave them control of the Mississippi River, and expelled a powerful foreign force from the country. Not only was farmland suddenly made available, but this purchase was a huge first step in achieving the idea of Manifest Destiny because now the nation owned the land all the way to the Rocky Mountains.

While acquiring land does not always result in good effects, without it the positive effects would never have been realized and America would not have grown into the country it is today.

Throughout U.S. history, land acquisition has played a major role in shaping the country. Land acquisitions such as the Louisiana territory, California, Hawaii, Alaska and others have had an enormous effect in shaping domestic and foreign politics for the country. Two major land acquisitions that helped form U.S. politics are the Louisiana territory and the conquest of the Philippines.

The acquisition of the Louisiana territory had both positive and negative effects. The territory was offered to the U.S. from France in 1803. Napoleon had struggled to develop a colonial empire in America and chose to get rid of the lands instead in order to fund the French war efforts in Europe. Some positives of this purchase are that the U.S. gained access to a large amount of territory in the midwest. This territory offered potential for development of farmland, and it also allowed the population to expand further by continuing the expanse of the frontier. Some negatives of the purchase were its effects on domestic politics. In purchasing the territory Jefferson was conflicted with the constitutionality of the purchase. Since he was an Anti-federalist and a strict constructionist, he usually tended to abide by only what the constitution said explicitly. Since the constitution did not grant the executive branch the right to purchase land, he was unsure of the action he should take. Another negative was the displacement of Indians. As more and more Americans traveled west, more Indians were forced off their land.

Another land acquisition that had positive and negative effects on the U.S. was the conquering of the Philippines. The conquest occurred during the Spanish-American war. The U.S. conquered the Philippines with the help of rebelling natives under the impression they would be

given independence at the end of the war. The positive effects of this were that it increased US influence in the Pacific. It allowed for the develop of US naval bases in the Pacific. It also gave the US a station close to the economic opportunities of China. Negative effects of the conquest were the domestic political conflict developed as a result of this. Conflicts with Philippine natives were also a negative result of the conquest.

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

- Develops all aspects of the task in some depth for the Louisiana Territory and for Texas
- Is more descriptive than analytical (*Louisiana Territory*: there were strong nations surrounding them which made a lot of Americans worry that their nation would not last that long; Thomas Jefferson took swift action to buy this land from the French so that no other nation could buy the land; allowed Americans to breathe easier because a strong nation no longer controlled the mouth of the Mississippi; allowed the expedition to get to the Pacific coast and make a map so that it was easier for Americans to travel; Americans wanted to push out the Native Americans who resisted; *Texas*: many Americans decided to move to Texas around the 1820s and 1830s, which was controlled by the Mexicans; Santa Anna was forced to sign a treaty with the Texans and Mexico was forced to accept the new republic of Texas which was formed in 1836; America refused at first because northerners felt if they would let Texas into the Union, Texas would become a slave state; their economy grew bigger because in Texas there was so much land they could grow more cotton to send up north to trade and make a fortune; led to border disputes between Americans and Mexicans which caused a war between them; also bad because in Texas they had slaves and would use them cruelly for labor); includes weak application (*Louisiana Territory*: started to become a nation on the international stage)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: Revolutionary War; army of Napoleon; doubled in size; Lewis and Clark; led to conflict with the Native Americans; explore; *Texas*: Manifest Destiny; convert to their religion; speak Spanish; revolution; battle of San Jacinto; defeated the Mexican army; Polk was elected; Civil War; secede; Fort Sumter; Confederates)
- Demonstrates a general plan of organization; lacks an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the grammar is weak, the response demonstrates knowledge of the events leading to the annexation of Texas and the Louisiana Purchase. However, while the major effects of the Texas annexation are well developed, the discussion of the Louisiana Purchase lacks the same depth.

## Practice Paper B—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for California and for the Louisiana Territory
- Is more analytical than descriptive (*California*: Polk was backed by the sentiments of the nation as Americans supported Manifest Destiny, or the idea that Americans were meant to control their continent; Polk proposed a plan to purchase California from Mexico but when it was rejected he sent troops to the disputed territory above the Rio Grande to stir tensions; military might of the United States defeated Mexico in the Mexican-American War; most obvious resource was the rich, fertile farmland that made California one of the country's greatest agricultural producers; despite the fact that prospecting during the gold rush only benefited a fortunate few, the hope and optimism that it instilled in many young men who would develop California's thriving economy proved that it had a positive effect; thousands of natives were pushed off the land or killed by those who wanted to open the land to white prospectors; *Louisiana Territory*: young nation was looking to expand its agricultural power and thus showed interest in purchasing the valuable port city of New Orleans from the French; after Napoleon's defeat in Haiti, instead of offering just New Orleans the French sold the entire Louisiana Territory to the United States for just \$15 million, mere pennies an acre; added the thriving city of New Orleans with its strategic location at the mouth of the Mississippi River, securing entrance to the Gulf of Mexico for western farmers; Thomas Jefferson's dream of a country of simple yeoman farmers could be realized; especially true after the Homestead Act offered free land to any who settled there for five years; purchase had devastating consequences for the earliest Americans because westward expansion led to increased struggles and tensions with Native Americans; thousands of natives like the Cherokee were evicted and forced on practically a death march from the Southeast to Oklahoma; Missouri wanted to become a slave state and the dispute about the expansion of slavery exploded in Congress; would later be overturned by the Kansas-Nebraska Act in the 1850s)
- Richly supports the theme with many relevant facts, examples, and details (*California*: elected to the presidency in 1844; Mexican troops attacked; declaration of war; "American blood had been spilled on American soil"; Treaty of Guadalupe Hidalgo; Mexican Cession; reservations; *Louisiana Territory*: treaty; doubled the size; Trail of Tears; Indian Territory; opened in 1889; land hungry; debate over slavery; slave or free states; above 36°30' would be free; sectional tensions; Civil War)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions the major effects of each acquisition and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. The response demonstrates a very strong knowledge of the acquisitions selected, especially the information related to the economic benefits for the United States and the negative effects on Native American Indians.



## Practice Paper C—Score Level 4

### The response:

- Develops all aspects of the task but does so unevenly by discussing the Louisiana Territory more thoroughly than California
- Is both descriptive and analytical (*Louisiana Territory*: stretched from the Mississippi River in the east to the Rocky Mountains in the west; one historical circumstance that led to the purchase of the Louisiana Territory was the failure of France to put down a slave revolution in Haiti; Jefferson was very concerned about France owning Louisiana because they were a strong power; anyone who might close the Mississippi River would be our enemy; French had asked a surprised Livingston if the United States was interested in purchasing all of the Louisiana Territory; United States now controlled the Louisiana port of New Orleans on the Gulf of Mexico; this provided the major outlet for western farmers to transport agricultural goods to the east coast and Europe; United States had doubled the territory it had to protect; the more land increased, the more military power the United States needed; this was especially true after the Civil War when the cavalry was sent west to subdue Native Americans; *California*: war began in 1846 due to President Polk's order to place troops in disputed land on the southern border, causing Mexicans to attack; Mexico was defeated, but America paid them over \$15 million; in the years following the California Gold Rush, over one hundred thousand Chinese fled famine in their homeland to seek riches in California; chance for wealth was defeated by racism; Compromise of 1850 admitted California as a free state; did little to diminish sectional tension and a decade after California was admitted to the Union, civil war broke out)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: 828,000,000 square miles; war with Great Britain; probable British naval blockade; financial difficulties; Napoleon's offer; mid-April 1803; Monroe's arrival; Jefferson's most notable achievement; *California*: Mexican-American War; trade with Asia; ports in Japan and China opened; discoveries of gold; popular sovereignty; outlawed the slave trade in Washington, D.C.; Fugitive Slave Law)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states both acquisitions influenced the United States by encouraging migration

**Conclusion:** Overall, the response fits the criteria for Level 4. Good analysis and detail are used throughout the response. However, while the discussion of the Louisiana Purchase includes strong historical circumstances, the discussion of the historical circumstances for the acquisition of California is brief and would have been strengthened by more detail.

### Practice Paper D—Score Level 3

#### The response:

- Develops most aspects of the task with some depth for Alaska and for the Louisiana Territory
- Is more descriptive than analytical (*Alaska*: instead of being praised for obtaining new land for his country, Seward was harshly ridiculed for buying what the American people believed to be a frozen wasteland; aside from keeping Russia out of America, Alaska seemed to be a waste of money; in the 1890s, gold was discovered and there was a major gold rush to Alaska; huge reserves of oil were found and oil became the basis for Alaska's economy; *Louisiana Territory*: Napoleon needed the money to aid his war against England and crush rebellions, so he sold the territory for \$15 million; then he purchased the territory, something that the Constitution did not say whether the president could or could not do; doubled the size of the United States, gave them control of the Mississippi River, and expelled a powerful foreign force from the country; huge first step in achieving the idea of Manifest Destiny because now the nation owned the land all the way to the Rocky Mountains)
- Includes some relevant facts, examples, and details (*Alaska*: Secretary of State; 7 million dollars; useless icebox; Seward's folly; *Louisiana Territory*: President Jefferson; hypocrisy; interpreting it loosely; farmland)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that notes the acquisitions helped the country

**Conclusion:** Overall, the response fits the criteria for Level 3. The response recognizes the important positive effects of each acquisition but does not provide adequate historical circumstances. Additional detail and analysis would have strengthened the response.

### Practice Paper E—Score Level 2

#### The response:

- Minimally develops all aspects of the task for the Louisiana Territory and for the Philippines
- Is primarily descriptive (*Louisiana Territory*: offered to the United States from France; Napoleon had struggled to develop a colonial empire in America and chose to get rid of the lands instead, in order to fund the French war efforts in Europe; offered potential for the development of farmland; since the Constitution did not grant the executive branch the right to purchase land, he was unsure of the action he should take; as more and more Americans traveled west, more Indians were forced off their land; *Philippines*: conquest occurred during the Spanish-American War; increased United States influence in the Pacific; gave the United States a station close to the economic opportunities of China; conflicts with Philippines natives); includes weak analysis (*Philippines*: the United States conquered the Philippines with the help of rebelling natives)
- Includes few relevant facts, examples, and details (*Louisiana Territory*: frontier; strict constructionist; *Philippines*: naval bases); includes an inaccuracy (*Louisiana Territory*: anti-federalist)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response provides only brief descriptions of the historical circumstances that led to each acquisition and only mentions the effects for each.

# United States History and Government Specifications

## June 2018

### Part I Multiple-Choice Questions by Standard

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

### Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Places and Regions; Presidential Decisions and Actions; Diversity; Foreign Policy	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Constitutional Principles; Civic Values; Citizenship; Government; Reform Movements; Presidential Decisions and Actions; Change; Culture and Intellectual Life	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

### *Notes:*

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

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

**The *Chart for Determining the Final Examination Score for the June 2018 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, June 13, 2018 — 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 Examinations 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**  
**June 2018**

**Document 1**

In 1768 John Dickinson of Pennsylvania argued for a new colonial theory which limited the power of Parliament over the colonies.

. . . Then events in due course pushed the colonial theory [of limited Parliamentary power] to a final stage. Thomas Paine's *Common Sense*, appearing in January 1776, tore every shred of authority from both King and Parliament. The two years or so preceding had piled crisis upon crisis. The Bostonians had sunk the tea; Parliament had retorted with the Intolerable Acts; the First Continental Congress had instituted a program of intercolonial economic resistance; war had erupted on Lexington Green; and an American army under the Second Congress had shut up [surrounded] General Gage and his regulars in Boston. In stirring and violent rhetoric the English-born Paine, who had recently settled in Philadelphia with a heart full of rancor for his native land, addressed the emotions as well as the minds of his readers. The "period of debate is closed," he concluded, "TIS TIME TO PART." Although a half year was to elapse before Congress complied, Paine's trumpet call was a mighty factor in influencing the public as well as the delegates themselves to adopt the fateful step. No other work written in America, save perhaps *Uncle Tom's Cabin*, has ever had such crucial repercussions. . . .

Source: Arthur M. Schlesinger, *The Birth of the Nation*, Houghton Mifflin, 1968

**1 According to Arthur M. Schlesinger, what were *two* events that motivated Thomas Paine to write *Common Sense*?**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* event that motivated Thomas Paine to write *Common Sense* according to Arthur M. Schlesinger  
*Examples:* Bostonians sinking the tea/Boston Tea Party; Parliament passed the Intolerable Acts; First Continental Congress had instituted a program of intercolonial economic resistance; war erupted on Lexington Green/Revolutionary War began at Lexington and Concord; an American army under the Second Congress trapped General Gage and his regulars in Boston

**Note:** To receive maximum credit, two *different* events that motivated Thomas Paine to write *Common Sense* must be stated. For example, *war had erupted on Lexington Green* and *the Revolutionary War had begun at Lexington and Concord* is the same event expressed in different words. In this and similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* colonists passed the Intolerable Acts; every shred of authority was torn from the king and Parliament; the period of debate closed; war ended on Lexington Green; decision of Second Continental Congress to leave British Empire; Paine's trumpet call was a mighty factor in influencing the public
- Vague response  
*Examples:* an American army; a trumpet call; delegates were influenced; a new colonial theory; emotions/minds were addressed; a program was instituted; limited parliamentary power was at a final stage
- No response

## Document 2

. . . Paine published *Common Sense* in Philadelphia, and his Forester essays\* first appeared in that city's newspapers. His friends also chose Philadelphia newspapers, and so did his political enemies. But since the controversy involved the "continent," *Common Sense* was reprinted in all the major American cities and the minor ones as well. Of course the debate spread, drawing in big men, John Adams, for example, and small ones as well. Within a few months over 100,000 copies of *Common Sense* had appeared, and the debates between independence and reconciliation dominated the newspapers.

A part of the common sense offered by Thomas Paine was the observation that Britain's old enemies in Europe would be more likely to provide support to the colonies if they declared their independence. No European power wanted to meddle in an internal dispute which might be settled by Britain and her colonies joining forces, as they had in the past, against an external enemy. Declaring independence would reassure Europe, reassure in particular France, the nation that some in Congress looked to for money and arms. . . .

Source: Robert Middlekauff, *The Glorious Cause: The American Revolution, 1763–1789*, Oxford University Press, 2005 (adapted)

\* Paine's letters that expanded his arguments made in *Common Sense*

### 2 According to Robert Middlekauff, what is *one way* Thomas Paine's *Common Sense* promoted support for independence?

#### Score of 1:

- States a way Thomas Paine's *Common Sense* promoted support for independence according to Robert Middlekauff

*Examples:* its argument was reprinted in all the major and minor American cities; debates became more widespread; Americans were drawn into the debate; big men/John Adams/small men were drawn into the debate; its pro-independence argument debated after 100,000 copies of *Common Sense* appeared; debates between independence and reconciliation dominated the newspapers/newspapers carried the debate; Paine used the Philadelphia newspapers to write essays that continued to support his cause; if independence was declared, Paine observed that Britain's old enemies in Europe would be more likely to support the colonies; Paine argued that no European power wanted to meddle in an internal dispute/declaring independence increased the chance of foreign support/declaring independence would reassure Europe/France

#### Score of 0:

- Incorrect response  
*Examples:* Paine published *Common Sense* in Philadelphia; Britain and her colonies joined forces against an external enemy; France would supply money and arms; the controversy involved the continent
- Vague response  
*Examples:* it was involved; it was a part; they meddled; it happened in the past; Congress looked to France
- No response



### Document 3

... There is an exaltation, an excitement, about *Common Sense* that conveys the very uncommon sense of adventure Americans felt as they moved toward independence. With it would come new perils, but also new opportunities, new freedoms. They knew they were on the threshold of a great experience not only for themselves but perhaps for the whole world. "The cause of America," Paine told them, "is in a great measure the cause of all mankind." And they believed him.

On May 15, 1776, the Virginia House of Burgesses voted to instruct its delegates in Congress to propose independence, and on the same day the Congress adopted a resolution sponsored by John Adams, advising the various colonies to assume complete powers of government within themselves. On June 7 Richard Henry Lee, following the instructions of his Virginia constituents, moved a resolution formally declaring the colonies independent. On July 2 this resolution was adopted and two days later the famous declaration to the world, drafted by Thomas Jefferson. . . .

Source: Edmund S. Morgan, *The Birth of the Republic, 1763–89*, Fourth Edition, The University of Chicago Press, 2013

### 3 According to Edmund S. Morgan, what was *one* effect of Thomas Paine's *Common Sense*?

#### Score of 1:

- States an effect of Thomas Paine's *Common Sense* according to Edmund S. Morgan

*Examples:* it made Americans feel a sense of adventure as they moved toward independence; it caused exaltation/excitement; it made Americans believe that the cause of America was the cause of all mankind; it influenced the House of Burgesses to instruct its delegates in Congress to propose independence; Richard Henry Lee of Virginia was instructed to move a resolution in Congress formally declaring the colonies independent; it influenced Congress to advise the colonies to assume complete powers of government within themselves; it influenced the adoption of the Declaration of Independence; Thomas Jefferson drafted the Declaration of Independence; it influenced Americans to believe they were on the threshold of a great experience perhaps for the whole world; although there would be perils with independence, there would also be new opportunities/new freedoms; it made Americans feel there would be new opportunities/freedoms

#### Score of 0:

- Incorrect response

*Examples:* Virginia House of Burgesses voted against independence; Lee opposed formally declaring the colonies independent; Americans were not excited about independence

- Vague response

*Examples:* it was a threshold; sponsored by John Adams; instructions followed; new perils; a resolution

- No response

## Document 4

. . . Among the provisions of the Compromise of 1850 were the end of the slave trade, but not slavery, in Washington D.C., and the creation of a new, stricter, Fugitive Slave Law. Helping runaways had been illegal since 1793, but the 1850 law required that everyone, law enforcers and ordinary citizens, help catch fugitives. Those who refused to assist slave-catchers, or aided fugitives, could be fined up to \$1,000 and jailed for six months.

It also eliminated what little legal protection fugitives once had. Before 1850, some northern states had required slave-catchers to appear before an elected judge and be tried by a jury which would determine the validity of a claim. After the 1850 Fugitive Slave Law, anyone could be taken from the street, accused of being a fugitive from slavery, and taken before a federally appointed commissioner who received \$5 for every fugitive released and \$10 for every one sent south. Free blacks and anti-slavery groups argued the system bribed commissioners to send kidnapped people into slavery, and obliged citizens to participate in the slavery system.

[Harriet Beecher] Stowe was furious. She believed the country was requiring her complicity in a system she thought was unjust and immoral. Living in Brunswick, ME [Maine] while Calvin Stowe taught at Bowdoin College, Stowe disobeyed the law by hiding runaways. When she shared her frustrations and feelings of powerlessness with her family, her sister-in-law Isabella Porter Beecher suggested she do more: “. . . if I could use a pen as you can, Hatty, I would write something that would make this whole nation feel what an accursed thing slavery is.”

Moved by the letter, Stowe swore she would “if [she] lived.”. . .

Source: Harriet Beecher Stowe Center, 2011

### 4 Based on this document, why was Harriet Beecher Stowe concerned about the new Fugitive Slave Law?

#### Score of 1:

- States a reason Harriet Beecher Stowe was concerned about the new Fugitive Slave Law based on this document  
*Examples:* it required that everyone/law enforcers/ordinary citizens help catch fugitives; those who refused to assist slave-catchers/those who aided fugitives could be fined up to \$1,000 and jailed for six months; it eliminated the legal protection fugitives once had in some northern states; after passage of the law, anyone could be taken from the street and be accused of being a fugitive from slavery; federally appointed commissioners received \$5 for every fugitive released and \$10 for every fugitive sent south; the system bribed commissioners to send kidnapped people into slavery; it obliged citizens to participate in the slavery system; she thought the law was immoral/unjust; Stowe/her husband hid runaway slaves

#### Score of 0:

- Incorrect response  
*Examples:* the provisions of the Compromise of 1850 ended the slave trade; fugitives would no longer be caught; it would end slavery; she swore she would write if she lived
- Vague response  
*Examples:* she was moved by the letter; she was furious; it was eliminated; obliged citizens
- No response

## Document 5a

This poster was an advertisement for Harriet Beecher Stowe's *Uncle Tom's Cabin*.



Source: The Authentic History Center

## Document 5b

... Stowe is often credited with influencing the country to think differently about slavery. But what do we know about how Stowe influenced Lincoln?

A decade earlier, *Uncle Tom's Cabin* (1852) had been a publishing and propaganda phenomenon. Using stories to illustrate the human impact of slavery, Stowe's blistering pen lit the world on fire. The statistics remain record-breaking: 10,000 copies sold in the first week; a million and a half British copies in a year. The book was so successful it was immediately dramatized for the stage, where it became a theatrical icon. Massachusetts Senator Charles Sumner, leader of the radical Republicans, said, "Had there been no *Uncle Tom's Cabin*, there would have been no Lincoln in the White House." ...

But pro-slavery critics charged that Stowe had made it all up and that slavery was a humane system. So Stowe wrote a nonfiction retort, *The Key to Uncle Tom's Cabin* (1853), compiling the real-life evidence that had informed her fictional stories. ...

Source: Katherine Kane, "Lincoln and *The Key to Uncle Tom's Cabin*," *Connecticut Explored*, Winter 2012/2013

### 5 Based on these documents, what is *one* reason Southern slave owners were concerned about the publication of *Uncle Tom's Cabin*?

#### Score of 1:

- States a reason Southern slave owners were concerned about the publication of *Uncle Tom's Cabin* based on these documents

*Examples:* it exposed evils of slavery; exposed horrors of slavery; because many people read it; it was a publishing and propaganda phenomenon; because it was widely circulated; it used stories to illustrate the human impact of slavery; because it undermined the South's claim that slavery was a humane system; Stowe compiled real-life evidence to prove her stories were true; the popularity of the book brought the horrors of slavery to the everyday reader; over 135,000 sets/270,000 volumes had been sold; posters were advertising it as "the Greatest Book of the Age"; 10,000 copies sold in the first week; a million and a half British copies sold in a year; pro-slavery critics believed Stowe made it all up; it influenced the country to think differently about slavery

#### Score of 0:

- Incorrect response  
*Examples:* the book was not selling; few volumes had been sold; Stowe's work changed Lincoln's mind about slavery
- Vague response  
*Examples:* it is a cloth book; it has 6 plates; it is one volume; propaganda; so successful; a nonfiction retort
- No response

## Document 6

. . . It is not possible to measure precisely the political influence of *Uncle Tom's Cabin*. One can quantify its sales but cannot point to votes that it changed or laws that it inspired. Yet few contemporaries doubted its power. "Never was there such a literary *coup-de-main* [sudden attack] as this," said Henry Wadsworth Longfellow. In England, Lord Palmerston, who as prime minister a decade later would face a decision whether to intervene on behalf of the South in the Civil War, read *Uncle Tom's Cabin* three times and admired it not so much for the story as "for the statesmanship of it." As Abraham Lincoln was grappling with the problem of slavery in the summer of 1862, he borrowed from the Library of Congress *A Key to Uncle Tom's Cabin*, a subsequent volume by Stowe containing documentation on which she had based the novel. When Lincoln met the author later that year, he reportedly greeted her with the words: "So you're the little woman who wrote the book that made this great war."

*Uncle Tom's Cabin* struck a raw nerve in the South. Despite efforts to ban it, copies sold so fast in Charleston and elsewhere that booksellers could not keep up with the demand. The vehemence of southern denunciations of Mrs. Stowe's "falsehoods" and "distortions" was perhaps the best gauge of how close they hit home. "There never before was anything so detestable or so monstrous among women as this," declared the *New Orleans Crescent*. The editor of the *Southern Literary Messenger* instructed his book reviewer: "I would have the review as hot as hellfire, blasting and searing the reputation of the vile wretch in petticoats who could write such a volume." Within two years proslavery writers had answered *Uncle Tom's Cabin* with at least fifteen novels whose thesis that slaves were better off than free workers in the North was capsulized by the title of one of them: *Uncle Robin in His Cabin in Virginia and Tom Without One in Boston*. A decade later during the Civil War a South Carolina diarist with doubts of her own about slavery reflected the obsession of southerners with *Uncle Tom's Cabin* by using it as a constant benchmark to measure the realities of life in the South. . . .

Source: James M. McPherson, *Battle Cry of Freedom: The Civil War Era*, Oxford University Press, 1988 (adapted)

### 6 According to James M. McPherson, what were *two* effects of the publication of *Uncle Tom's Cabin*?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the publication of *Uncle Tom's Cabin* according to James M. McPherson

*Examples:* it influenced the prime minister of England in his decision about intervening in the Civil War; it influenced Abraham Lincoln's thinking about slavery/the Civil War; it had a political influence because it was powerful; it was reported that Lincoln told Stowe her book had started the war; it led to a follow-up book containing documentation of her claims; it struck a raw nerve in the South; Southern booksellers could not keep up with the demand; Southerners were vehement in their denunciations of Mrs. Stowe's "falsehoods/distortions"; the *New Orleans Crescent* declared Stowe was detestable and monstrous/the editor of *Southern Literary Messenger* instructed its book reviewer to blast/sear Stowe's reputation; proslavery writers wrote novels such as *Uncle Robin in His Cabin in Virginia and Tom Without One in Boston*/proslavery writers used the thesis that slaves were better off than free workers in the North/it encouraged more proslavery writing to justify slavery; some Southerners became obsessed with the book; some people used it as a constant benchmark to measure the realities of life in the South

**Note:** To receive maximum credit, two *different* effects of the publication of *Uncle Tom's Cabin* must be stated. For example, *proslavery writers wrote novels with the thesis that slaves were better off than free workers in the North* and *the title of a proslavery book was "Uncle Robin in His Cabin in Virginia and Tom Without One in Boston"* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* Abraham Lincoln dismissed it; most Southerners supported Harriet Beecher Stowe; it ended proslavery writing; it changed votes; it inspired laws
- Vague response  
*Examples:* sales can be quantified; condemned it; it cannot be measured; negative effects; it reflected obsession; detestable
- No response

## Document 7

. . . The freedom of big business seemed limitless. Drug companies sold patent medicines containing heroin, morphine, and cocaine that promised to cure all sorts of diseases, but actually cured none of them. Food companies sold children's candy colored with toxic heavy metals. Cheap margarine was routinely marketed as butter. Crude mixtures of apple scraps, glucose, timothy seeds, and food coloring made from coal tar were sold as strawberry jam. In the age of the great trusts, the gulf between the wealthy and the poor became enormous. Robber barons built their homes in imitation of European palaces, while millions of American workers lived in urban slums.

Upton Sinclair was moved by these injustices. During the fall of 1904 he left his home in New Jersey and traveled to Chicago, intending to write a novel about the plight of the city's meatpacking workers. The beef trust controlled the industry with an iron fist. It had recently crushed a strike by union members who were seeking a pay raise of less than three cents an hour. The meatpacking industry seemed to embody everything that was wrong with American society, operating largely in secret, wielding unchecked power, threatening the health of workers and consumers. As Sinclair later argued in *The Jungle*, the beef trust was "the incarnation [representation] of blind and insensate [insensitive] greed. . . the Great Butcher. . . the spirit of capitalism made flesh." . . .

Source: Eric Schlosser, Foreword to Upton Sinclair's *The Jungle*, Penguin Books, 2006

### 7 According to Eric Schlosser, what were *two* issues that concerned Upton Sinclair?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* issue that concerned Upton Sinclair according to Eric Schlosser

*Examples:* drug companies sold patent medicines containing heroin/morphine/cocaine that promised to cure all sorts of diseases; food companies sold children's candy colored with toxic heavy metals; cheap margarine was routinely marketed as butter; crude mixtures of apple scraps, glucose, timothy seeds, and food coloring made from coal tar sold as strawberry jam; the gulf between the wealthy and poor was enormous; millions of American workers lived in urban slums; Chicago meatpackers worked in bad conditions; the meatpacking industry operated largely in secret; freedom of big business seemed limitless/the meatpacking industry wielded unchecked power; the beef trust had crushed a strike by union members; the meatpacking industry threatened the health of workers and consumers; bad working conditions; the greed of the meatpacking industry; the injustices of capitalism

**Note:** To receive maximum credit, two *different* issues that concerned Upton Sinclair must be stated. For example, *freedom of big business seemed limitless* and *the meatpacking industry wielded unchecked power* are the same issue expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* meatpacking industry organized labor unions; robber barons lived in Europe; beef trusts supported a strike by union members
- Vague response  
*Examples:* freedom; patent medicines; pay raises
- No response

## Document 8a

. . . Upton Sinclair wrote “The Jungle” as a labor exposé. He hoped that the book, which was billed as “the ‘Uncle Tom’s Cabin’ of wage slavery,” would lead to improvements for the people to whom he dedicated it, “the workingmen of America.” But readers of “The Jungle” were less appalled by Sinclair’s accounts of horrific working conditions than by what they learned about their food. “I aimed at the public’s heart,” he famously declared, “and by accident I hit it in the stomach.” . . .

When “The Jungle” was published, the public reaction was instantaneous. Outraged readers deluged President Theodore Roosevelt with letters. Roosevelt was ambivalent, but he invited Sinclair to the White House for lunch, and promised to send his labor commissioner and assistant Treasury secretary to Chicago to investigate. . . .

Source: Adam Cohen, “100 Years Later, the Food Industry Is Still ‘The Jungle,’” *New York Times*, January 2, 2007

## Document 8b

. . . By the spring of 1906, both meat inspection and pure food and drugs legislation had many supporters. This was not a simple, black-and-white fight between the public on one side and big business on the other. But the pure food and drugs issue encouraged a broad range of Americans to think of their identities as consumers, as people who were imperiled by rotten meat or adulterated drugs. Physicians, federal experts, and women’s groups supported legislation. State officials, assiduously [persistently] courted by Harvey Wiley [a pioneer consumer activist], agreed that federal supervision was necessary. So did Westerners, angry at the “foreign” corporations from the East and Midwest. So, too, did more than a few of those corporations. Pabst, H. J. Heinz, and other producers, setting individualism aside, recognized the benefits of federal regulation: Washington’s supervision could bring order and stability to the business; it could protect the big companies from state supervision; it could make the business too expensive for potential competitors. At the least, regulation could rescue the corporations from their public predicament in 1906. Roosevelt’s investigators had largely confirmed the essentials of *The Jungle*; the meatpackers were unable to discredit Sinclair’s account. Under the circumstances, a crucial group of food and drug producers accepted the inevitability of regulation and tried to shape the legislation to protect their interests as much as possible. . . .

Source: Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870–1920*, Oxford University Press, 2005

## 8 Based on these documents, what were *two* effects of the publication of *The Jungle*?

### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the publication of *The Jungle* based on these documents  
*Examples:* meat inspection legislation/led to meat inspection legislation/it led to support for meat inspection; pure food and drug legislation/it led to support for pure food and drugs legislation/food and drug producers accepted inevitability of regulation/a crucial group of food and drug producers accepted the inevitability of regulation; readers were appalled/horrified by what they learned about food/people learned about their food; Sinclair hit the public in the stomach with his story; outraged readers deluged President Roosevelt with letters; President Roosevelt invited Sinclair to the White House to discuss the book; President Roosevelt promised to send his labor commissioner and assistant treasury secretary to Chicago to investigate; Roosevelt's investigators largely confirmed the essentials of the book; it encouraged Americans to think of their identities as consumers; encouraged people to think they were harmed/imperiled by rotten meat *or* adulterated drugs; physicians *or* federal experts *or* women's groups supported legislation; meatpackers were unable to discredit Sinclair's account; state officials *or* westerners *or* some corporations agreed that federal supervision was necessary; a crucial group of food and drug producers tried to shape the legislation to protect their interests

**Note:** To receive maximum credit, two *different* effects of the publication of *The Jungle* must be stated. For example, *President Roosevelt promised to investigate* and *Roosevelt sent his labor commissioner and assistant treasury secretary to investigate* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

### Score of 0:

- Incorrect response  
*Examples:* the book was billed as "The 'Uncle Tom's Cabin' of wage slavery"; it ended meat inspection; ended pure food and drug legislation; corporations agreed that federal supervision was not necessary; could make the business too expensive
- Vague response  
*Examples:* labor exposé; it was dedicated; a black-and-white fight; rescued the corporations; instantaneous
- No response

## Document 9

Upton Sinclair was present when President Lyndon B. Johnson signed legislation amending the Meat Inspection Act.

. . . “A man was wrapping pork shoulders. He dropped one in the sawdust, picked it up and wiped it off with a dirty, sour rag. . . Beef was being broken on an open dock, by a dirt road, in 95-degree weather. There were flies in the meat. Drums of bones and meat scraps were covered with maggots.”

What I just read to you was not from “The Jungle.” It did not happen 60 years ago when Upton Sinclair was writing his book. It happened in July 1967. It was written by a United States Federal Government inspector after a visit to one of our great, modern packing plants. . . .

This is an intolerable condition in the 20th century in a modern nation that prides itself on reputed leadership of the world. I have been urging and I have been asking for a strong meat inspection bill since 1964.

The Wholesome Meat Act of 1967—which has been brought to me by the good work of the Congress—will give something priceless, I think, to American housewives. It will give them assurance that the meat that they put on the dinner table for their husbands and their children is pure; that it has been packed and it has been processed in a sanitary plant. . . .

This Wholesome Meat Act is a landmark, we think, in consumer protection. It helps every American—by assuring him that the meat his family consumes has been inspected with their health and their safety in mind. . . .

Mr. Sinclair, we are so glad to have you here in the East Room with many of the distinguished Members of the Congress and people who are interested in this wholesome meat legislation.

This bill really crowns the crusade that you, yourself, began some 60 years ago.

We salute you, sir, and we thank you. . . .

Source: President Lyndon B. Johnson, Remarks Upon Signing Bill Amending the Meat Inspection Act, December 15, 1967

### 9 According to President Lyndon B. Johnson, what is the continuing influence of Upton Sinclair’s *The Jungle*?

#### Score of 1:

- States the continuing influence of Upton Sinclair’s *The Jungle* according to President Lyndon B. Johnson  
*Examples:* the crusade for stronger meat legislation continues; the Wholesome Meat Act of 1967 was passed by Congress; federal government inspectors still find/look for intolerable conditions; Americans are still concerned about meat being packed and processed in a sanitary plant; housewives still need to be assured that meat is pure; the crusade begun by Sinclair continued with the Wholesome Meat Act of 1967; consumer protection has expanded; meatpacking conditions as seen in *The Jungle* have continued to be a problem such as flies in the meat

#### Score of 0:

- Incorrect response  
*Examples:* Sinclair’s book ended the crusade for wholesome meat legislation; the Wholesome Meat Act repealed the Meat Inspection Act; federal inspectors no longer visit packing plants
- Vague response  
*Examples:* there were drums of bones/meat scraps; beef was broken; it was a landmark; it was amended
- No response



**United States History and Government**  
**Content-Specific Rubric**  
**Document-Based Essay**  
**June 2018**

**Historical Context:** Throughout United States history, individuals have used written works as a way to focus attention on issues facing American society. These written works have had a significant influence on the United States and American society. These written works include *Common Sense* by Thomas Paine, *Uncle Tom's Cabin* by Harriet Beecher Stowe, and *The Jungle* by Upton Sinclair.

**Task:** Choose *two* written works mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding the issue addressed by the author
- Discuss the influence of the written work on the United States and/or on American society

***Scoring Notes:***

1. This document-based question has a minimum of *four* components (discussing the historical circumstances surrounding the issue addressed by *each* of *two* authors and the influence *each* written work had on the United States and/or on American society).
2. The description of historical circumstances surrounding the issue addressed by the author may include information about the content of the written work, but this is not required.
3. The influence of the written work may be on the United States, on American society, or on both the United States and on American society.
4. The influence of the written work on the United States or American society may be immediate or long term.
5. The historical circumstances surrounding the issue addressed by the author may also be discussed as part of the influence of the written work.
6. The influence of the written work may be discussed from different perspectives as long as the position taken is supported by accurate historical facts and examples.
7. Only two written works should be chosen from the historical context. If three works are discussed, only the first two may be scored.
8. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 5a, 5b, 8a, and 8b 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 discussing the historical circumstances surrounding the issue addressed by **each** of **two** authors and the influence of each written work on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Stowe*: connects the growing concern over the morality of slavery with its possible expansion into the Mexican Cession and over the passage of the Fugitive Slave Law to the influence the book had on Northern attitudes about the message of abolitionists, growing Southern insecurities that led to their eventual secession, and the passage of the 13th amendment after the Civil War; *Sinclair*: connects the growing societal concern about the power of trusts and their disregard for short- and long-term safety and health issues to the influence of the book on President Theodore Roosevelt's endorsement of the Meat Inspection Act and the Pure Food and Drug Act that expanded the regulatory power of the federal government and established precedents for consumer-protection legislation into the 21st century
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Stowe*: Compromise of 1850; slave-catchers; Emancipation Proclamation; Frederick Douglass; William Lloyd Garrison; *Sinclair*: monopolies; employment of children in factories; long hours for workers; problems of union members; unhealthy conditions; Wholesome Meat Act
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one written work more thoroughly than for the second written work
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Stowe*: discusses the controversy surrounding the debate over the expansion of slavery into the Mexican Cession, Southern concerns about Northern reactions to the Fugitive Slave Law, the influence of the book on increasing sectional tensions that led to the Civil War, and the eventual end of slavery; *Sinclair*: discusses the corporate focus on profitability that ignored the health and safety concerns of consumers and workers and the influence of the book on the passage of federal legislation that expanded the power of the federal government to protect consumers and workers
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

- Develops **all** aspects of the task with little depth *or* develops *at least three* 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 **one** written work and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

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

***Common Sense* by Thomas Paine**

***Key Ideas from Documents 1–3***

Historical Circumstances	Influence
<p><b>Doc 1</b>—John Dickinson’s support for a new colonial theory limiting the power of Parliament over colonies</p> <p>Thomas Paine’s <i>Common Sense</i> tearing every shred of authority from King and Parliament</p> <p>Crisis after crisis in colonies (tea sunk by Bostonians, Intolerable Acts passed by Parliament, intercolonial economic resistance instituted by First Continental Congress, eruption of war on Lexington Green; Gage and regulars trapped in Boston by American army under Second Congress)</p> <p><b>Doc 2</b>—Paine’s belief that Britain’s old enemies in Europe were more likely to provide support to colonies if independence was declared</p> <p>Paine’s belief that no European power wanted to meddle in internal dispute that might be settled by Britain and colonies joining forces as in past</p> <p>Paine’s belief that declaring independence would reassure Europe and particularly France as some in Congress were looking for money and arms from there</p>	<p><b>Doc 1</b>—Appealed to emotions as well as minds of readers</p> <p>Influenced public to agree to part from the British Empire</p> <p>Delegates to Second Continental Congress made decision to leave British Empire</p> <p><b>Doc 2</b>—Controversy over future of America published in Philadelphia newspapers</p> <p><i>Common Sense</i> reprinted in all major and many minor American cities</p> <p>Spread of debate gained support of leaders (John Adams)</p> <p>Over 100,000 copies appeared in a few months</p> <p>Newspapers dominated by debates between independence and reconciliation</p> <p><b>Doc 3</b>—Americans felt an uncommon sense of adventure as they moved toward independence</p> <p>Americans knew that independence would bring new perils, new opportunities, new freedoms</p> <p>Americans knew they were on threshold of great experience for themselves and perhaps for the whole world</p> <p>Virginia House of Burgesses instructed delegates in Congress to propose independence on May 15, 1776</p> <p>Congress adopted resolution sponsored by John Adams advising colonies to assume complete powers of government</p> <p>Resolution adopted July 2, 1776 formally declaring colonies independent</p> <p>Declaration drafted by Thomas Jefferson adopted on July 4, 1776</p>

## ***Common Sense* by Thomas Paine**

### ***Relevant Outside Information***

(This list is not all-inclusive.)

<b>Historical Circumstances</b>	<b>Influence</b>
Growing political independence resulting from colonial legislative experience (Mayflower Compact, self-taxation, increased colonial power over governors) Colonial concerns in aftermath of French and Indian War (end of salutary neglect, Proclamation of 1763, new British taxation policies) British restrictions on colonial trade (mercantilism, enforcement of Navigation Acts) Strong colonial response to Stamp Act (“no taxation without representation”, Stamp Act Congress, non-importation agreements, violent protests, Sons and Daughters of Liberty) Promotion of grievances by colonial newspapers Effect of Boston Massacre on public opinion Details about Intolerable Acts Details about Lexington and Concord Rejection by King of Olive Branch Petition after Bunker Hill Strong leadership supporting independence (Patrick Henry, Sam Adams, Benjamin Franklin, George Washington)	Effectiveness of message increased by non-elitist, direct ordinary language More Americans convinced that British actions threatened American liberty Colonial confidence bolstered because of experience with self-government (republican government, town meetings) Immediate call for independence led to concerns (outnumbered, wealth of British Empire, military power of British Empire, Loyalists, benefits associated with membership in Empire) Details about influence of Declaration of Independence (increase in number of Americans seeing King as source of colonial grievances)

***Uncle Tom's Cabin* by Harriet Beecher Stowe**

***Key Ideas from Documents 4–6***

Historical Circumstances	Influence
<p><b>Doc 4</b>—New stricter Fugitive Slave Law part of Compromise of 1850</p> <p>Requirement of new Fugitive Slave Law that law enforcers and ordinary citizens help catch fugitives</p> <p>Possible fines and jail time for people who refused to assist slave-catchers or who aided fugitives (fines up to \$1,000 and jail time of six months)</p> <p>Elimination of little legal protection for fugitives (slave-catchers had been required to appear before an elected judge and be tried by a jury but now the law allowed taking anyone from the street, accusing them of being a fugitive from slavery, and taking them before a federally appointed commissioner)</p> <p>Federally appointed commissioners receiving \$5 for every fugitive released and \$10 for every fugitive sent south</p> <p>System of bribing commissioners to send kidnapped people into slavery and forcing citizens to participate in slavery system</p> <p>Belief of Stowe that country required her complicity in unjust and immoral system</p> <p>Disobedience of law by Stowe when she hid runaways</p> <p><b>Doc 5 and Doc 6</b>—Publication of Stowe's <i>A Key to Uncle Tom's Cabin</i> containing documentation for her novel</p>	<p><b>Doc 5</b>—Stowe often credited with influencing country to think differently about slavery (135,000 sets, 270,000 volumes of book sold; 10,000 copies sold in first week; advertised as “Greatest Book of the Age”; printed in German; 1,500,000 British copies sold in one year; book dramatized for stage, resulting in more exposure)</p> <p>Senator Charles Sumner believed Lincoln owed his presidency to book</p> <p>Critics charged that slavery was a humane system and Stowe had made it all up</p> <p>Stowe responded to proslavery critics by compiling real-life evidence to support her fictional stories</p> <p><b>Doc 6</b>—Influence of novel recognized by contemporaries (Longfellow, English Prime Minister Lord Palmerston, Abraham Lincoln)</p> <p>Influence spread as readers increased (booksellers unable to keep up with demand)</p> <p>Novel vehemently denounced by Southerners (efforts made to ban book in South; criticism voiced in media; response of proslavery writers with 15 novels claiming slaves were better off than free workers in the North; used by Southern diarist as benchmark to measure realities of life in South)</p>

***Uncle Tom's Cabin* by Harriet Beecher Stowe**

***Relevant Outside Information***  
*(This list is not all-inclusive.)*

<b>Historical Circumstances</b>	<b>Influence</b>
Inhumanity of slavery (oppressive living and working conditions, separation of families, no civil and political rights, limited opportunities for education) Role of cotton gin in entrenching the institution of slavery Surfacing of morality issues (Missouri statehood, Tallmadge Amendment, Missouri Compromise) Inspiration for abolitionist reform in Great Awakening (William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Harriett Tubman, Theodore Dwight Weld) Rejection of abolitionist message in North (jeopardy to unity of country, economic concerns) Development of support for free soil advocates (Free Soil Party, Liberty Party, Republican Party) Controversy over expansion of slavery into territories (Wilmot Proviso, Mexican Cession, popular sovereignty, Kansas-Nebraska Act, Dred Scott decision)	Support for abolitionist message increased in North while South became more defensive Antislavery sentiment increased as a result of emotional and personal depiction Sectional tensions increased Defiance of Fugitive Slave Law increased (personal liberty laws) Support increased for not extending slavery into territories (1860 Republican platform) Lincoln's thinking about abolition of slavery affected Possibility of European intervention in Civil War decreased

## *The Jungle* by Upton Sinclair

### *Key Ideas from Documents 7–9*

Historical Circumstances	Influence
<p><b>Doc 7</b>—Drug companies selling patent medicines containing heroin, morphine, and cocaine; food companies selling candy colored with toxic heavy metals; cheap margarine being marketed as butter; crude mixtures being sold as strawberry jam</p> <p>Enormous gulf between wealthy and poor (robber barons’ homes like European palaces; millions of Americans living in urban slums)</p> <p>Sinclair’s concern about plight of Chicago’s meatpacking workers</p> <p>Control of meatpacking industry by beef trust (crushing a strike of union members seeking a pay raise of less than three cents an hour)</p> <p>Concerns about meatpacking industry operating in secret and threatening health of workers and consumers</p> <p><b>Doc 8</b>—Sinclair’s hope that his book, a labor exposé of working conditions, would lead to improvements for workingmen of America</p> <p>Reaction of public to what they learned about their food</p>	<p><b>Doc 8</b>—Readers less appalled by accounts of horrific working conditions than by what they learned about food</p> <p>Meatpackers were unable to discredit Sinclair’s account</p> <p>President Theodore Roosevelt deluged with letters from outraged readers</p> <p>Roosevelt promised to send labor commissioner and assistant treasury secretary to Chicago to investigate; invited Sinclair to White House</p> <p>Americans encouraged to think of their identities as consumers (people imperiled by rotten meat or adulterated drugs)</p> <p>Meat inspection and pure food and drugs legislation supported by physicians, federal experts, women’s groups, westerners, state officials, pioneer consumer activist Harvey Wiley, some corporations (Pabst, H.J. Heinz)</p> <p>Producers recognized benefits of federal regulation (bringing order and stability, protecting big companies from state supervision, making business too expensive for potential competitors)</p> <p>Essentials of book confirmed by Roosevelt’s investigators</p> <p>Inevitability of regulation accepted by crucial group of food and drug producers who tried to shape legislation to protect their interests</p> <p><b>Doc 9</b>—Intolerable conditions continued despite federal monitoring</p> <p>Stronger legislation needed to combat the problem (passage of Wholesome Meat Act to assure Americans that the meat a family consumes is packed and processed in a sanitary plant and the meat is inspected with health and safety in mind)</p> <p>Meat Inspection Act amended by President Johnson (Wholesome Meat Act)</p>



## ***The Jungle* by Upton Sinclair**

### ***Relevant Outside Information***

(This list is not all-inclusive.)

<b>Historical Circumstances</b>	<b>Influence</b>
Social, political, and economic problems as result of unrestrained post-Civil War industrial expansion (Social Darwinism, robber barons)	Meat Inspection Act signed and endorsed by President Theodore Roosevelt
Progressive reform challenges to laissez-faire economics	Principle of governmental regulation reinforced
Long-term advocacy for government regulation (meat processing, patent medicines)	Sales increased as result of growing confidence in meat products (foreign markets, domestic markets)
Late 1800s rejection by some European markets of United States meat products; threat of ban on all United States meat products	Smaller companies faced difficulties in meeting higher standards
Role of tainted meat in causing illness among soldiers during Spanish-American War	Contributed to legislative support for Pure Food and Drug Act (truth in labeling)
	State and federal legislation protecting workers advocated by Progressives (working conditions, safety, children)
	Precedents established for consumer protection laws and expanded oversight of Food and Drug Administration
	Wholesome Poultry Products Act of 1968 passed
	Standards for meat inspection changed with use of advanced scientific technology for inspection
	Concerns for worker safety, processing, and conditions in meatpacking plants continues (recall of meat products, E. coli, salmonella)

**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.**

Authors were writing about important issues even before the United States became the United States. These works have encouraged the American people to take action so as to create a better tomorrow and a better future for American citizens. Thomas Paine's Common Sense and Harriet Beecher Stowe's Uncle Tom's Cabin are two examples of works that have greatly influenced the American public.

From the time America was settled the colonists were self-reliant. Living far from Europe allowed colonists to develop independently with strong viewpoints of their own. Most colonies developed their own democratic legislatures such as Virginia. Strong responses to British efforts to tax them after the French and Indian War and threats to their civil liberties demonstrated their hostility to being told what to do. Some colonists thought it was time to end Parliamentary rule. Before the U.S.' declaration of independence on July 4, 1776, many colonists were nervous about the consequences that would come when declaring independence. Some colonists were loyal to the mother country of Great Britain. These loyalists helped to persuade some colonists into believing only negative outcomes could be a result of becoming an independent country. A lack of colonial unity and a powerful British military would mean almost certain defeat. Oftentimes, those who supported independence spoke in language not common in the everyday speech of most colonists. Many colonists did not fully understand the persuasive messages hidden amongst the stylized language of Patrick Henry and John Adams. The publication of Thomas Paine's Common Sense in January of 1776 offered more effective messages influencing many of the delegates in a more understandable style of writing. After witnessing the increased

tensions between the colonies and Britain following the Boston Tea Party, intolerable acts, and skirmishes such as the Battle of Lexington and Concord, Paine felt encouraged to write his opinion on the subject (Doc. 1). Titled Common Sense because of his belief of the simplicity of the matter, Paine called into question the logic of the tiny island of Britain having control over the entirety of the thirteen colonies. Although Loyalists and others believed we benefited from our relationship with the British, Paine argued that America really did not. He was confident we would be a stronger and more economically successful nation without them. Paine also brought to attention the willingness of many of Britain's enemies, particularly France, in aiding the colonies in their quest for independence if they were convinced of our determination to fight for and win our independence. This eventually did happen after America's victory at Saratoga. (Doc. 2). After its publication, Common Sense sold thousands of copies. Americans throughout the colonies read the work and read newspapers which carried coverage of the debate. Following the support given to the arguments presented in Common Sense, the delegates, many of whom had been in favor of independence before Paine's pamphlet, were encouraged to move towards a final decision of independence. The Virginia House of Burgesses on May 15, 1776 decided to support a proposition for independence being debated at the Second Continental Congress. A resolution supported by John Adams was adopted by Congress that would lead to a decision to declare independence. The proposition was adopted on July 2 and a declaration was announced on July 4, 1776 (Doc. 3). Without the push given by Common Sense, the delegates might not have been given the same

support they received from the colonies to declare independence. The Declaration of Independence ended the colonial relationship America had with the British and led to a hard fought American Revolutionary War that became an inspiration to revolutionaries around the world. "Consent of the governed" would prevail in our national republican government and our economy would eventually become one of the strongest in the world just as Thomas Paine had predicted.

Although Paine's Common Sense had a large effect on the American people, another work that is thought to have had a large effect on the American people is Uncle Tom's Cabin by Harriet Beecher Stowe. While the first slaves were brought to Virginia as early as 1619, the question of the morality of slavery became more of an issue in the early nineteenth century. Tensions rose about extending slavery into the Louisiana territory during the congressional debate over Missouri statehood which led to the Missouri Compromise. Many Americans, specifically in the North, had long and incorrectly thought slavery would be temporary and would not spread. As it became obvious that slavery was not going to end, most Northerners remained complacent. There were abolitionists such as William Lloyd Garrison whose writing and speeches were not making much of a difference because many Northerners thought they were too radical. Some in the North thought that ending slavery would jeopardize the profit that businesses and banks made from Southern planters growing cotton. They feared it would also threaten the national unity that Webster spoke about in his speeches. Since the beginning of the U.S., the Founding Fathers and Congress had worked out compromises such as the 3/5ths and Missouri to appease both the

North and South. The Compromise of 1850 abolished the slave trade, in Washington DC but provided for a stricter Fugitive Slave Law. Americans who refused to aide in the capture of runaway slaves would be fined and even jailed. Supposed runaway slaves were given less legal protection before being sent back to the South. Harriet Beecher Stowe was disgusted that she, amongst other Americans, would be forced to partake in something as evil and morally incorrect as the slavery system (Doc. 4). Following its publication, Uncle Tom's Cabin sold millions of copies, not just in the U.S., but in Britain as well (Doc. 5b). People were shocked at the harshness of slavery and became less complacent. More Northerners began to listen to Frederick Douglass and Harriet Tubman who herself had been a victim of the harshness of slavery. Slave owners in the South were utterly disgusted by what they claimed were false portrayals of slavery. Many pro-slavery critics wrote responses to Uncle Tom's Cabin in which they claimed slaves who were housed, fed, and cared for were happier than free workers in the North who were forced to work long hours and take care of their own needs (Doc 6). In response to those critics, Stowe released The Key to Uncle Tom's Cabin in 1853, which compiled the evidence Stowe used in Uncle Tom's Cabin. Uncle Tom's Cabin had a big part in rallying support for not enforcing the Fugitive Slave Law and for some the abolition of slavery. The Kansas Nebraska Act, Dred Scott, and other issues of the 1850s pushed the nation even further apart and even closer to a Civil War. However, many Americans came to believe war was inevitable in order to completely end slavery. Stowe's book helped shift the attitude of Northerners. Her work led Americans throughout the country to

realize the possibility of a war that would decide the future of not only slavery, but the United States. As Lincoln reportedly said to Harriet Beecher Stowe, "So you're the little woman who wrote the book that made this great war." (Doc 6).

The works of Common Sense by Thomas Paine and Uncle Tom's Cabin by Harriet Beecher Stowe had a great impact on the U.S. After reading these works, many Americans were encouraged to oppose injustices and take action against colonialism and the institution of slavery.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Thomas Paine and Harriet Beecher Stowe
- Is more analytical than descriptive (*Paine*: before Declaration of Independence, colonists nervous about consequences of independence; pamphlet offered more effective messages in a more understandable style of writing; confident America would be more successful without British; brought to attention willingness of Britain's enemies to aid colonies in quest for independence; *Stowe*: morality of slavery became more of an issue; she would be forced to participate in something as evil as slavery system; proslavery critics claimed slaves who were housed, fed, and cared for were happier than free workers in North; rallied support for not enforcing Fugitive Slave Law and for abolition; many Americans came to believe war was inevitable to end slavery; helped shift attitude of Northerners)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Paine*: responses to British taxation after French and Indian War and threats to civil liberties demonstrated colonists' hostility; lack of colonial unity and powerful British military would mean almost certain defeat; called into question logic of tiny island having control over thirteen colonies; Loyalists believed colonies benefited from relationship with British; Revolution became inspiration to other revolutionaries; "consent of governed" prevailed and our economy became one of strongest in world; *Stowe*: tensions over extension of slavery into Louisiana Territory; many Americans thought slavery temporary and would not spread; some in North thought ending slavery would jeopardize profit made from Southern planters; compromises such as Three-fifths and Missouri appeased both North and South; Northerners began to listen to Frederick Douglass and Harriet Tubman; Kansas-Nebraska Act, Dred Scott, and other issues of 1850s pushed nation further apart and closer to a Civil War)
- Richly supports the theme with many relevant facts, examples, and details (*Paine*: Boston Tea Party, Intolerable Acts, and battle of Lexington and Concord; colonial newspapers covered debate; Second Continental Congress; John Adams; *Stowe*: Compromise of 1850 ended slave trade in Washington DC; refusal to aid in capture of runaway slaves meant fines or jail; *Key to Uncle Tom's Cabin*)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state Paine and Stowe encouraged many Americans to take action against colonialism and the institution of slavery

**Conclusion:** Overall, the response fits the criteria for Level 5. Historical details and numerous analytical statements support insightful document interpretation. Thoughtful conclusions reflect effective critical appraisals of each writer's work and the significant influence each writer had on American society.

Throughout U.S. history works of writing have served as powerful illustrative and informative texts, using this power to rally the public around important political and social issues. Two important examples of this phenomenon are The Jungle by Upton Sinclair and Uncle Tom's Cabin by Harriet Beecher Stowe which informed the public of poor conditions in industry and the brutality of slavery respectively, and which motivated progressives and abolitionists to action.

By the early 1900s the power of trusts had become incredible and their primary concern was usually to eliminate the competition and increase their profit margin, rather than to serve the public good. Rockefeller had perfected the trust and was able to get control of the oil industry becoming one of the world's richest men. Across many industries such as steel and railroads the power of wealthy industrialists increased as they justified their success using the Gospel of Wealth and Social Darwinism. Although their businesses benefited the United States in many ways their general mistreatment of workers in the absence of significant effective legislation to control business was a concern to Sinclair. The Sherman Antitrust Act was supposed to be used to restore competition, but it was often used against labor unions fighting for better wages and better conditions limiting its effectiveness. Progressive President Theodore Roosevelt was determined to limit the power of big business, but he had not taken on consumer abuse issues. Public ignorance and indifference to abuses in the meatpacking industry was shattered by The Jungle, a work which managed to expose that industry at its worst. It showed the unsafe practices that workers had to endure and the spoiled contaminated meat that affected much of society in that they were



consumers of meat. By educating the public muckraker Upton Sinclair's The Jungle managed to create a genuine push for reform as "Outraged readers deluged President Theodore Roosevelt with letters" and the President's investigators found truth in Sinclair's fiction leading to the federal Meat Inspection Act. At the same time, Roosevelt signed the Pure Food and Drug Act to protect consumers from the drug industry, which included "heroin, morphine, and cocaine" in its products. The food industry often sold impure or dangerous food without concern for consumer safety because they were more concerned with how much money they could make (doc 7). These reforms eventually led to the passage of stronger food and drug legislation over the next several decades, truly making a clear and lasting change to American society, and arguably beginning a greater push for regulation of the nation's once unchecked industries to protect the public good. (doc 8a). The continuing influence of Sinclair and his work on this process can be seen clearly in his presence at the signing of the 1967 Wholesome Meat Act, where he was credited by Lyndon B Johnson as having begun the struggle some 60 years beforehand (document 9). Since the Progressive Era and the work of muckrakers, a complete laissez-faire approach has been given up when it involves the nation's health and well-being. More regulations have been put in place to make eating meat and poultry safer. Beyond the work of the Federal Trade Commission more has been done by the federal government to make sure advertisements and labeling are honest. Federal inspectors continue working everyday in the meatpacking industry but the struggle to provide a safe food supply continues as recalls and food-borne illnesses continue to make headlines.

In the early 1850s the country was becoming increasingly divided by the slavery debate which had intensified with the Mexican Cession. The question of slavery spreading into new territories had earlier been an issue when Missouri wanted to become a state and then again in 1850 when California wanted statehood. After nearly a century of skirting the issue with slavery related compromises in the Constitution and in the 1820 compromise over Missouri, the slavery debate came to a pitch with the passage of a new Fugitive Slave Law of 1850 as part of the Compromise. This law, through its expansion of the power of slave hunters to arrest and sometimes kidnap freed blacks and fugitive slaves alike caused a great deal of outrage in the north and motivated activists like Stowe (document 4). Although penalties for helping fugitive slaves were harsher the underground railroad was busier and more people in the North were willing to help. Some northern states ignored the law basically nullifying it which infuriated the South. This fugitive slave situation was intensified and revolutionized by the publication of Uncle Tom's Cabin, a novel which revealed the brutality of slavery and convinced more in the north that abolition, rather than containment, was the best solution to the territorial slavery debate. At the same time, the book and its positive reception convinced many in the south that the rest of the country had turned against them and their traditions. For many in the North Uncle Tom's Cabin convinced them that slavery was not simply politically divisive, but an evil and morally dangerous institution, giving something of a second wind to the struggling abolitionist movement and changing northern and national politics in an ultimately critical way. Increasing opposition to extending

slavery into new territories led to increased support for the Free Soil Party and later Lincoln's Republican Party in the 1860 election. It also influenced many political opinions in both America and Europe about slavery, a fact that would prove crucial because those political opinions helped to decide the fate of the union in the 1860s (document 6). In addition to influencing many northerners the book alienated many southerners, who became more defensive of slavery arguing it was a humane institution in which "slaves were better off than free workers in the North" (document 6). These two opposite reactions served to irreparably worsen relations between north and south. The South began believing it would be better off outside the union away from the North, abolitionists, and attacks on their "peculiar institution." With Lincoln's election to the presidency which Massachusetts Senator Sumner said was a result of Uncle Tom's Cabin (document 5), South Carolina seceded and other southern states followed. Almost certainly Uncle Tom's Cabin was one of the factors that contributed to the outbreak of the civil war, a truly massive and lasting change to the nation that ended the system that Stowe believed was "unjust and immoral" and the South thought was a "positive good."

Both The Jungle by Upton Sinclair and Uncle Tom's Cabin by Harriet Beecher Stowe succeeded in rallying the public around a cause, with each creating long lasting ramifications that would change American culture, and bring new social and political issues to the forefront of the discussion on what it is our nation should stand for.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Upton Sinclair and Harriet Beecher Stowe
- Is more analytical than descriptive (*Sinclair*: mistreatment of workers in absence of effective legislation; public ignorance and indifference to abuses in meatpacking was shattered; Roosevelt's investigators found truth, leading to Meat Inspection Act; food industry often sold impure or dangerous food because they were more concerned with money; greater push for regulation of nation's industries to protect public good; *Stowe*: slavery debate came to a pitch with new Fugitive Slave Law; some Northern states ignored the law, which infuriated South; revealed brutality of slavery and convinced some that abolition not containment was best solution; changed national politics in critical way; influenced political opinions in America and Europe, which proved crucial in deciding fate of Union; many Southerners argued slavery was a humane institution)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Sinclair*: primary concern of trusts was to eliminate competition and increase profit; wealthy industrialists justified success using *The Gospel of Wealth* and Social Darwinism; Sherman Antitrust Act supposed to restore competition but often used against labor unions; since Progressive Era and work of muckrakers, complete laissez-faire approach given up when nation's health involved; more done by federal government to make sure advertisements and labeling honest; federal inspectors continue working in meatpacking industry but struggle to provide a safe food supply; recalls and food-borne illnesses continue to make headlines; *Stowe*: slavery debate intensified with Mexican Cession; question of slavery spreading into new territories an issue when Missouri wanted to become a state and again in 1850 when California wanted statehood; increasing opposition to extending slavery led to increased support for Free Soil Party and later Lincoln's Republican Party in 1860 election; South would be better off outside Union away from North, abolitionists, and attacks on their "peculiar institution"; South Carolina seceded and other Southern states followed)
- Richly supports the theme with many relevant facts, examples, and details (*Sinclair*: unsafe practices workers had to endure; Pure Food and Drug Act; Wholesome Meat Act; Lyndon B. Johnson; Federal Trade Commission; *Stowe*: Compromise of 1850; underground railroad; Civil War)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state written works have been used to rally the public around important political and social issues

**Conclusion:** Overall, the response fits the criteria for Level 5. Substantive relevant historical details establish a good economic context for a discussion of Sinclair's work and provide effective segues to the Progressive response. Analytical statements are employed to discuss the political influence of each work, particularly in the treatment of Stowe's work.

Many Great writers in American History have left a major impact on society not only in their time but for generations later. Throughout American History, there have been many problems that led writers to publish their concerns in order to help shape and change public opinion. Two works that have greatly influenced the United States and American Society includes Common Sense by Thomas Paine and The Jungle by Upton Sinclair. These works changed public opinions on issues which sometimes led to changes in society.

Common sense was written during the time period of British rule of the colonists. Throughout much of British rule, Britain did not strictly enforce the Navigation Acts which was known as salutary neglect. The colonists also had a lot of political independence. Each of the 13 colonies had legislatures that often had “power of the purse” and operated without much interference from Britain. The colonists however, experienced Britain playing a more hands on role in the colonies after the French and Indian war when the British banned settlement west of the Appalachian mountains. The colonists became frustrated with British enforcement of mercantilism and more direct involvement in colonial political affairs and began to disobey British rule. The British imposed a stamp tax on the colonists without their representation in Parliament to raise money to pay off its debts. This led to the Stamp Act Congress deciding to boycott British goods. Although Britain backed down for a while, Parliament later passed more taxes including a tax on tea that led to some Bostonians tossing tea into the harbor which angered the British. When the British responded with the Intolerable Acts that closed the harbor, many of the other colonies worried that the same thing could happen to them and decided to meet

at the First Continental Congress. However, war soon erupted in Lexington and Concord with the deaths of several Americans and the army of the Second Congress surrounded General George Gage and his regulars in Boston (Document 1). Independence from Britain was declared at the Second Continental Congress. Many believe Common Sense influenced that decision.

Since many colonists did not want total independence, Thomas Paine wrote about what the British had done to the colonists in a emotional and simple way. The result of Common Sense was it encouraged colonists to support declaring independence from Great Britain. Common Sense was such an important influence because it was printed in newspapers in all major American cities and minor ones as well making readers think about independence (Document 2). In addition, 100,000 copies of the pamphlet became available leading to more public debate about independence. (Document 2). Along with being an influence, on the public it might have convinced more political leaders to take action. Action was taken by the Virginia House of Burgesses who instructed its delegates to Congress to propose independence (Document 3). In addition, that resolution later allowed for Thomas Jefferson to write the Declaration of Independence thus leading to the Revolutionary war with the British. These factors were a result of the colonists believing that with independence would come exciting new opportunities and freedoms (Document 3). Common Sense by Thomas Paine helped them believe this.

The circumstances surrounding the writing of The Jungle by Upton Sinclair was a time period dominated by big business and a lack of government regulation over the way many goods were produced. As

trusts and monopolies became more powerful *laïzeez faire* economics was being questioned by many in America who felt they were being taken advantage of. The food and drug industry in the 1800s and early twentieth century were primary concerns to those who believed that products being sold should be safe and not a risk to the health of families. Some examples of problems that concerned Sinclair were “food companies that sold children’s candy colored with heavy metal,” “food coloring made from coal tar” and “cheap margarine marketed as butter” (Document 7). In addition there was little regulation on drug companies that were putting dangerous substances into drugs that were supposed to cure diseases but did not. Other problems Sinclair thought about were the bad conditions faced by workers in meatpacking plants. Unionized meatpacking workers were denied three cents an hour pay raises while working in unhealthy, unsafe conditions in dirty Chicago meatpacking plants handling low quality meats containing impure ingredients (Document 7). Upton Sinclair’s *The Jungle* exposed these problems.

Other effects of *The Jungle* by Upton Sinclair included outraged readers sending letters to Theodore Roosevelt thus causing Roosevelt to send his labour commissioner and assistant Treasury secretary to investigate and they found that Sinclair’s research was accurate (Document 8a). As a result, many people, including some corporations, supported legislation in favor of meat inspection and pure food (Document 8b). Importantly *The Jungle* paved the way for a consumer protection movement that has demanded even more government regulation. The Wholesome Meat act of 1967 was to ensure that meat was sanitized before being packaged. It was one of

the many laws passed to improve the safety of food since The Jungle was written (Document 9). In addition, it paved the way for the FDA and other government agencies to monitor food regulation standards. Despite actions taken by the government, problems continue for the consumer. Food recalls are not uncommon when the FDA finds a problem.

In conclusion, throughout history there are many inspirational ways one can have a large impact on society. Directly through these examples of Common Sense by Thomas Paine and The Jungle by Upton Sinclair, one sees the large impact writers have on society.



## Anchor Level 4-A

### The response:

- Develops all aspects of the task for Thomas Paine and Upton Sinclair
- Is both descriptive and analytical (*Paine*: Parliament passed more taxes including tax on tea; Thomas Paine wrote about what the British had done to the colonists in an emotional and simple way; might have convinced more political leaders to take action; resolution later allowed Jefferson to write Declaration of Independence leading to Revolutionary War; helped colonists believe independence would bring exciting new opportunities and freedoms; *Sinclair*: time period dominated by big business and lack of government regulation; some believed products being sold should be safe and not a risk to health of families; drug companies putting dangerous substances into drugs supposed to cure diseases but did not; unionized meatpacking workers denied three cents an hour pay raises while working in unhealthy unsafe conditions in dirty Chicago meatpacking plants; labor commissioner and Assistant Treasury Secretary found Sinclair's research to be accurate; many people, including some corporations, supported legislation in favor of meat inspection and pure food; paved way for consumer-protection movement)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Paine*: Britain did not enforce Navigation Acts, known as salutary neglect; colonial legislatures often had "power of the purse"; colonists frustrated with British enforcement of mercantilism and more direct involvement in colonial political affairs; British imposed a stamp tax on colonists without representation in Parliament; Stamp Act Congress decided to boycott British goods; British responded with Intolerable Acts that closed Boston Harbor and other colonies worried same thing could happen to them; *Sinclair*: as trusts and monopolies became more powerful, laissez-faire economics questioned; paved way for FDA and other government agencies to monitor food regulation standards; problems continue for consumer)
- Supports the theme with relevant facts, examples, and details (*Paine*: French and Indian War; Second Continental Congress; Virginia House of Burgesses; *Sinclair*: outraged readers; President Theodore Roosevelt; Wholesome Meat Act of 1967; food recalls not uncommon)
- Demonstrates a logical and clear plan of organization; includes an introduction that states these works have changed public opinion on issues and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Good relevant outside information is effectively used to support document interpretation, especially in the discussion of *Common Sense*. Thoughtful conclusions are included but lack the detail and depth of a Level 5 response.

Throughout American history, writers have sparked great controversy and action by the people. These actions were taken as a result of famous literary works by writers who wished to see a change. Included in these works are Harriet Beecher Stowe with *Uncle Tom's Cabin* and *The Jungle* by Upton Sinclair. Although written years apart, the issues they discussed caused awareness and their works led to great change.

The North gradually ended slavery after the Revolutionary War and the South continued using it. Delegates at the Constitutional Convention passed a 3/5ths compromise and ended the slave trade but not slavery. Unfortunately the number of slaves increased, plantations moved west, and arguments about how far west slavery should go started. When manifest destiny was completed, the question about slavery was at its peak. The North and South were on opposite sides of this debate every time it came up. Northern abolitionists viewed the practice as immoral while southerners utilized slavery as the support of its economy. Without slaves, plantations would not be run the same and would be far less profitable. The issue continued to grow in the 1850s with the Mexican Cession, the *Dred Scott v. Sanford* decision, and the Kansas Nebraska Act. The abuse and cruelty faced by slaves led abolitionists to want to put an end to it, but it did not gather much momentum until the release of *Uncle Tom's Cabin*. Stowe's novel took the world by storm after her novel "[used] stories to illustrate the human impact of slavery" (Document 5b). Her book sold 10,000 copies in the first week and a million and a half British copies in one year (Document 5b). By exposing injustices and harsh treatment fewer Northerners wanted anything to do with returning

fugitive slaves to their masters. The support to put an end to slavery increased as more people sided with abolitionists such as Frederick Douglass and broke the Fugitive Slave Law to help slaves escape the South. Tensions increased. The South was infuriated by Stowe's claims and even try to ban the selling of the book, but it failed. Southerners claimed that Stowe's novel was full of "falsehoods" and "distortions" (Document 6). They claimed that slaves were often treated like family members. Most were not as Stowe documented in her "Key". It led to further tensions within the Union when slavery could possibly spread into Kansas and Nebraska and when the Supreme Court decided in Dred Scott that slave owners could take their "property" into new territories. These events eventually led to the election of Lincoln, which led to the South seceding and forming the Confederacy. The Civil War went on for four years until finally the North won, leading to the emancipation of all slaves. The change that Stowe wanted to accomplish had been achieved.

In the late 19th century an era of Progressivism occurred. After years of corruption and establishments of trusts and monopolies such as institutions like the Standard Oil Company, and the Carnegie Steel Company, people began to grow frustrated by the inactiveness of the government to investigate matters of great concern to the public. A group of individuals, referred to as muckrakers, began to expose the issues and inform the public through their writing that reform was needed and that the government had to get more involved in addressing these issues. One of those muckraking writers being Upton Sinclair with his novel The Jungle. Sinclair was appalled at the meat packing industry's working conditions. Jobs in the meat packing

industry were hard, dangerous, and not healthy. After working long hours in unsanitary conditions, workers went to crowded tenements where they also experienced desperate conditions. Unions were almost never successful and were not protected by law. Aiming at the public's heart he accidentally hit them in the stomach (Document 8a). Sinclair wanted to fully expose the meat packing industry due to it "operating largely in secret, wielding unchecked power, [and] threatening the health of workers and consumers" (Document 7). Consumers were also in danger of sickness because they were eating meat that was processed in unsanitary rodent infested conditions by sometimes sick and exhausted workers. There were no standards for anything or anyone. The details he discussed about the horrific chemicals and unbelievable conditions of the meat shipped out to the public were thought by some to be exaggerated but they were not. Theodore Roosevelt and almost everyone else came to believe that despite our system of capitalism, regulation of business was needed to protect the public. This pressure led government to intervene and pass legislation such as the Meat Inspection Act regulating the meat packing industry. Although the Meat Inspection Act did not solve all food safety issues, it helped a lot. Congress has had to pass more legislation to amend the Meat Inspection Act to raise standards for consumer protection. The Wholesome Meat Act which was passed in 1967 was considered another landmark in consumer protection but certainly not the last.

Due to the overwhelming support of the public after reading these novels, there was great change and reform took place that benefited the nation.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task for Harriet Beecher Stowe and Upton Sinclair
- Is both descriptive and analytical (*Stowe*: abolitionists did not gather much momentum until the release of *Uncle Tom's Cabin*; with exposure of harsh treatment of slaves, fewer Northerners wanted anything to do with returning fugitive slaves; South tried to ban selling of book but failed; Southerners claimed slaves often treated like family members, but most were not as documented in *Stowe's* "Key"; *Sinclair*: jobs in meatpacking industry hard, dangerous, and not healthy; unions almost never successful and not protected by law; horrific chemicals and unbelievable conditions thought to be exaggerated but were not; regulation of business needed to protect public; Meat Inspection Act did not solve all food safety issues; more legislation passed to amend Meat Inspection Act to raise standards for consumer protection; Wholesome Meat Act considered another landmark in consumer protection)
- Incorporates relevant information from documents 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Stowe*: North gradually abolished slavery after Revolutionary War and South continued using it; constitutional convention agreed on Three-fifths Compromise and ended slave trade but not slavery; number of slaves increased, plantations moved west, and arguments about how far west slavery should go started; Northern abolitionists viewed practice of slavery as immoral while Southerners utilized slavery as support for its economy; slave issue continued to grow with Mexican Cession, *Dred Scott* decision, and Kansas-Nebraska Act; election of Lincoln led to the South seceding and forming Confederacy; North won Civil War; *Sinclair*: after years of corruption and establishment of trusts and monopolies, people began to grow frustrated by inactiveness of government; muckrakers began to expose issues and inform public; consumers in danger of sickness because they ate meat processed in unsanitary rodent-infested conditions by sick and exhausted workers)
- Supports the theme with relevant facts, examples, and details (*Stowe*: Manifest Destiny; Fugitive Slave Law; Frederick Douglass; emancipation of slaves; *Sinclair*: Standard Oil; Carnegie Steel)
- Demonstrates a logical and clear plan of organization; includes an introduction and a brief conclusion that state issues discussed by Stowe and Sinclair caused awareness and led to change

**Conclusion:** Overall, the response fits the criteria for Level 4. Good relevant outside information supports the discussion of the historical circumstances, especially in the treatment of Stowe. Analytic statements would have benefited from the inclusion of additional facts and details, especially in the discussion of Sinclair.

Few written works in history have left such a mark that the words still resonate in the ears of Americans to this very day. However, these few do exist, and they do so in the forms of “Common Sense” by Thomas Paine and “Uncle Tom’s Cabin” by Harriet Beecher Stowe.

“Common Sense” is the epitome of American Freedom; this pamphlet encouraged Americans to “[tear] every shred of authority from both King and Parliament” (Doc 1) and become our own independent nation. With the proclamation that limited our expansion westward beyond the Appalachians and taxation without representation in Parliament, colonists began their opposition to new British policies. The colonists went westward anyway and they were not going to accept a direct tax without protest which occasionally turned violent. Colonists organized and boycotted British goods. Reacting to protests in cities such as Boston more British troops were sent and were not well received. After the Boston Massacre and harsh punishments for the tea party, some Americans seemed up for a revolution but many others needed to be convinced. The British response to the actions of the Continental Congress left many Americans disappointed. “Common Sense” was one of the last ticks on the timebomb for many to finally see freedom from Britain and the monarchy would be better for American democracy. Suggesting that “Britain’s old enemies in Europe” might “provide support for the colonies” (Doc 2), Paine made many readers realize that it was only common sense to break away from Britain because it was holding us back and could be defeated—thus the name. Paine helped Americans believe that they definitely had the ability to achieve independence because they had been practicing economic and political independence

since they arrived. By July 4, 1776 the Declaration of Independence with its emphasis on natural rights and consent of the governed was adopted (Doc 3). Paine's ideals eventually helped lead to the American Revolutionary War, which the colonists came out of victorious with the French aiding their mission. America would be a model for freedom and revolution around the world.

"Uncle Tom's Cabin" was just as impactful, if not more so, on American history, only this written work focused on the issue of slavery. Jefferson's Declaration and his statement that "all men are created equal" never applied to the slave population that had been growing since colonial times. Despite slave rebellions and an abolitionist movement, slavery became entrenched and slaves became more valuable. Although many slave owners claimed slavery was a humane system, it mostly was not which was why some slaves chose to run away. A new, stricter Fugitive Slave Law (Doc 4) came about due to the Compromise of 1850, and Harriet Beecher Stowe was not going to sit around, feeling powerless. She would write a book to try to make the country understand how bad slavery was. Learning from personal research, she wrote that southern plantations were home to the inhumane institution of slavery where kind good men like Uncle Tom were whipped and beaten by ruthless Simon Legrees. There were plantations where men and women old and young worked under the hot sun for hours while being forced to live a life without hope just because of the color of their skin. Southerners wanted slavery to make sure "King Cotton" and their way of life continue to thrive, but "Uncle Tom's Cabin" attacked this. Stowe's words had such a huge impact on Northern attitudes about slavery's immorality that not helping

fugitive slaves seemed wrong. She helped bring about the further division of the North and South as the response to abolitionists became more positive in the North. This "struck a raw nerve in the South" and they threatened to leave the Union if Lincoln was elected President. The South wanted their independence from the North just as the colonists had wanted their independence from the British. With the fighting of the Civil War raging, Lincoln has been quoted saying to Stowe: "So you're the little woman who wrote the book that made this great war" (Doc 6). Stowe's emotional pathos hit Americans hard, and the repercussions of her work were crucial in the history of the United States.

As can be seen, both "Common Sense" by Thomas Paine and "Uncle Tom's Cabin" by Harriet Beecher Stowe are very important works in American history. Whether it be about breaking away from the tyrant Britian or the eventual end of slavery, American society was changed forever.



## Anchor Level 4-C

### The response:

- Develops all aspects of the task for Thomas Paine and Harriet Beecher Stowe
- Is both descriptive and analytical (*Paine*: encouraged Americans to become independent; British response to actions of Continental Congress left many Americans disappointed; freedom from Britain and monarchy would be better for American democracy; made many readers realize Britain was holding us back; Americans had been practicing economic and political independence since they arrived; America model for freedom and revolution around the world; *Stowe*: many slave owners claimed slavery humane system; words had such an impact on Northern attitudes about slavery's immorality that not helping fugitive slaves seemed wrong; helped bring about further division of North and South; South wanted its independence from North just as colonists had wanted their independence from British)
- Incorporates relevant information from documents 1, 2, 3, 4, and 6
- Incorporates relevant outside information (*Paine*: with Proclamation limiting expansion westward and taxation without representation in Parliament, colonists began opposition to new British policies; colonists were not going to accept a direct tax without protest; reacting to protests in cities, more British troops sent; Declaration of Independence with emphasis on natural rights and consent of governed adopted; *Stowe*: Jefferson's statement that "all men are created equal" never applied to slave population; despite slave rebellions and an abolitionist movement, slavery became entrenched and slaves more valuable; men were whipped and beaten; men and women forced to live a life without hope just because of color of skin; Southerners wanted slavery to make sure "King Cotton" and their way of life continued to thrive; South threatened to leave Union if Lincoln elected president)
- Supports the theme with relevant facts, examples, and details (*Paine*: Boston Massacre; harsh punishments for Tea Party; July 4, 1776; American Revolutionary War; *Stowe*: new stricter Fugitive Slave Law; Compromise of 1850; Uncle Tom; ruthless Simon Legree)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that states Paine and Stowe's written works are among the few that have changed society forever

**Conclusion:** Overall, the response fits the criteria for Level 4. Document interpretation is supported by good relevant outside information and analytic statements. Conclusions reflect good historical insights; however, additional facts and details would have strengthened the response.

Throughout United States history, individuals have used written works to help focus attention on issues facing society. Two examples of this are Thomas Paine's "Common Sense" and Harriet Beecher Stowe's "Uncle Tom's Cabin". Common Sense was published around the time of American Revolution while Uncle Tom's cabin was published before the Civil War.

Common Sense was written by Thomas Paine in order to help convince the people in the 13 colonies to be independent. Without this pamphlet the Virginia House of Burgesses as well as other colonial legislatures might not have sent representatives to congress who months later would propose and support independence (Doc. 3). Thomas Paine had emigrated from Britain and was angry at the authority the British had over the colonies. He wrote Common Sense in response to the Boston Tea Party, Intolerable Acts, and the fighting on Lexington Green (Doc. 1.). Loyalty to the King was becoming harder to maintain when British soldiers were shooting and killing colonists. These events influenced the colonies beyond Massachusetts as well as Thomas Paine to question why a monarchy thousands of miles away was controlling the colonies. Since the first settlers arrived in Jamestown, they had to work to survive, had a strong role in their governments, and had a growing economy with lots of freedom from Britain. Some colonists had begun to believe we didn't need the British anymore. Paine felt that if we (13 colonies) were able to officially declare our independence from Britain that some European nations would consider helping us. (Doc. 2.). Nations like France didn't want to help us before because they didn't want to get involved in Britain's internal affairs seeing as we were still their colonies.

Paine's pamphlet *Common Sense* helped the colonies understand the reasons why declaring independence was the right thing to do. Delegates in Congress, some of whom might have read *Common Sense*, chose to become independent in July 1776. Paine convinced many people to think about what they had gone through under British rule and consider whether they would be better off free from Britain.

Another way that a piece of literature was able to influence us in our history was with Harriet Beecher Stowe's *Uncle Tom's Cabin*. In the 1850s as the country moved west and slave owners wanted to take their slaves with them into new territories, there was a deepening split between pro slavery and anti slavery opinions. Stowe wrote the novel because the Compromise of 1850 included a new Fugitive Slave Law which said that everyone, police and ordinary citizens, had to help catch runaways (Doc 4.) Stowe was upset because she and others might be forced to help return fugitive slaves to slavery, a system that she found to be immoral and unjust. The publication of *Uncle Tom's Cabin* had a big impact on society at that time. Although she had never lived on a plantation to see slavery for herself, she understood how bad it was. She wanted others to see how bad it was too and she was successful. It made more Northern people anti-slavery. Not only did more people not want it to spread but some became abolitionists. In some ways her book helped contribute to the North and South fighting the Civil War (Doc. 5.) It was stated by a Massachusetts Senator that without that book Lincoln, who did not want slavery to spread any further and who was concerned about a "House Divided," might not have been elected president. In response to *Uncle Tom's Cabin* pro slavery people in the south wrote about the harsh conditions faced by

exploited workers in factories in the North. None of these writings were quite as successful or as well known as Uncle Tom's Cabin at getting the nation's attention as Stowe was. Many Southerners were upset about the popularity of the novel and called Stowe "detestable and monstrous." Slaveowners feared for their future and feared Lincoln's election. Seceding from the Union was the South's answer. Stowe's novel helped further shape Northern society's attitudes about slavery. The arguing over slavery led to the Civil War. Stowe's book helped shape history as it contributed to irreconcilable differences between the North and South and a four year Civil War that finally ended slavery.

Different literary pieces have helped shape history into what it is today. Common Sense helped the colonies decide to fighting for their independence while Stowe's novel, Uncle Tom's Cabin, helped convince many people that fighting for slavery was the right thing to do. Without these writings the country might not be where it is today-an independent nation without slavery.

### Anchor Level 3-A

#### The response:

- Develops all aspects of the task for Thomas Paine and Harriet Beecher Stowe
- Is more descriptive than analytical (*Paine*: wanted to convince people in colonies to be independent; without pamphlet, colonial legislatures might not have sent representatives to Congress to propose and support independence; if colonies officially declared independence, some European nations would consider helping us; delegates in Congress chose to become independent in July 1776; convinced many people to consider whether they were better off free from Britain; *Stowe*: might be forced to help return fugitive slaves to slavery; wanted others to see how bad slavery was; made more Northern people antislavery; contributed to North and South fighting Civil War; Massachusetts senator stated that without book, Lincoln might not have been elected president; proslavery people in South wrote about harsh conditions faced by exploited workers in factories in North; slave owners feared for their future and Lincoln's election)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Paine*: loyalty to King harder to maintain when British soldiers were shooting and killing colonists; questioned why monarchy thousands of miles away was controlling colonies; first settlers in Jamestown had a strong role in their governments and had a growing economy with lots of freedom from Britain; *Stowe*: in 1850s as country moved west, slave owners wanted to take their slaves with them deepening split between proslavery and antislavery; Lincoln concerned about a "House Divided"; South's answer was to secede from Union; contributed to irreconcilable differences between North and South)
- Includes some relevant facts, examples, and details (*Paine*: House of Burgesses, colonial legislature in Virginia; Boston Tea Party, Intolerable Acts, and fighting on Lexington Green; *Stowe*: Compromise of 1850; Fugitive Slave Law; Civil War)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond 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 historical circumstances surrounding the issues addressed by both authors. Additional facts and details would have benefited the discussion of the influence of both written works, especially in the treatment of Paine.

Throughout United States History, written works have been a major tool in the spread of information relating to relevant issues in society. Two works that have had a large impact on American society are "Common Sense" by Thomas Paine and "The Jungle" by Upton Sinclair. The power of words is often immeasurable, as illustrated by these compositions.

"Common Sense" is a pamphlet that was written by Paine to inform the American colonists about why it was important to break away from Britain, the mother country. There were several indications that seeking independence was the right move. For one, the colonists thought that Britain had harshly governed them under what they saw as oppressive acts. The colonists didn't like having troops in their homes and didn't want to be taxed by Parliament without representation. A tax on tea which led to the Boston Tea Party and Britain's retaliation with the Intolerable Acts led to a colonial congress whose complaints were ignored by Parliament. (Document 1). Another reason for independence was that it was thought America could gain the alliances of France and other enemies of Britain by breaking away. (Doc. 2) Finally, America could support itself politically as a country because it had already learned lessons about self-government through the Mayflower Compact, town meetings, and colonial assemblies. Whether or not to become an independent country was on almost every colonist's mind—many just needed someone to come out and make "common sense" of independence, which is exactly what Thomas Paine did. "Common Sense" had a great impact on colonial society because it got more people who were undecided to support the Revolution and it ultimately helped lead to American independence.

Paine's work made people think differently about independence just as "Uncle Tom's Cabin" made people think differently about slavery.

(Doc 1) From the House of Burgesses delegates to Congress making a motion supporting independence and the adoption of the motion on July 2, 1776 to Thomas Jefferson's writing of the Declaration of Independence, Paine's writings had an important impact on the decision to break away from Britain (Document 3).

"The Jungle" is an exposé of the unsanitary conditions of the meatpacking industry written by Upton Sinclair, who was a muckraker, someone who publicized the corrupt practices of government and industry in the early twentieth century. This was an era where big business was booming, and government did not do much to regulate its growth or promote safe working conditions for their employees. Sinclair was upset that many large corporations got away with awful things, such as kids candy being colored with toxic metallic substances. Eating strawberry jam could also be unhealthy because of the addition of coal tar (Doc. 7). He was also upset by the injustices he saw in the meatpacking industry. The meatpacking "robber barons" exploited their workers while they lived in luxury (Doc. 7). Sinclair told that story but most of his readers were more interested in information about old meat scraps that would be used and packaged so as not to waste any material. Beef that would be consumed on the tables of families could be infected with bacteria because the tables where meatpackers worked were not properly washed and could contain bits of vermin from the factories. In writing this book Sinclair took it upon himself to convince the nation that workers and consumers had to be protected from these impure and toxic

conditions. "The Jungle" had a huge impact then and continues to affect American society to this day. After reading his account, many outraged citizens wrote to the president (Doc. 8a). Meat-producing corporations worried they might lose business (Doc. 8b). Thereafter, legislation that mandated federal inspection was introduced and passed by Congress (Doc. 8b). Sinclair's "The Jungle" inspired later legislation for consumer protection as well. Under Lyndon B. Johnson, the Wholesome Meat Act of 1967 which was passed called for stronger meat inspection than the original Meat Inspection Act. We now have the FDA as a long-term result of Sinclair's work protecting consumers from dangerous drugs and food.

In conclusion, writing can have limitless power. Through the works of Paine and Sinclair as well as other authors throughout history and now, one can see the impact that written works can have on society. They can incite war, bring about change, call for rebellion, or even just reflect on national accomplishments. Whatever the cause, literature has and will probably continue to have a lasting impact on America.



### Anchor Level 3-B

#### The response:

- Develops all aspects of the task for Thomas Paine and Upton Sinclair
- Is more descriptive than analytical (*Paine*: wrote to inform colonists why important to break away from Britain; Britain harshly governed colonies under what colonists saw as oppressive acts; Intolerable Acts led to a colonial congress whose complaints were ignored by Parliament; thought America could gain alliances with France and others by breaking away; got more undecided people to support Revolution and independence; made people think differently about independence as *Uncle Tom's Cabin* made people think differently about slavery; *Sinclair*: exposé of unsanitary conditions in meatpacking industry; era where big business was booming and government did not do much to regulate its growth or promote safe working conditions; robber barons exploited meatpacking workers; wanted to convince nation that workers and consumers had to be protected from impure and toxic conditions; legislation that mandated federal inspection for meat passed; inspired later legislation for consumer protection)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Paine*: colonists did not like having troops in their homes and did not want to be taxed by Parliament without representation; America had learned lessons about self-government through Mayflower Compact, town meetings, and colonial assemblies; *Sinclair*: muckraker; publicized corrupt practices of government and industry in early 20th century; old meat scraps used and packaged so as not to waste material; beef consumed on tables of families could be infected with bacteria because tables where meatpackers worked not properly washed and could contain bits of vermin; Food and Drug Administration long-term result of his work)
- Includes some relevant facts, examples, and details (*Paine*: Boston Tea Party; House of Burgesses delegates to Congress supported independence; Jefferson wrote Declaration of Independence; *Sinclair*: outraged readers wrote the president; Lyndon B. Johnson; Wholesome Meat Act of 1967)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Important economic and political concepts are included in the treatment of both writings and lead to some good conclusions. Additional supporting facts and details for both authors would have strengthened the discussion.

Harriet Beecher Stowe's "Uncle Tom's Cabin" and Upton Sinclair's "The Jungle" arguably are two of the most influential books in American history. They inspired movements and major change in American society in two different Eras.

Stowe, infuriated by the institution of slavery and demands placed on citizens by a new Fugitive Slave Law (Doc 4), decided to take a stand. She did not obey the law, she hid runaway slaves, and she wrote a book, a book that would sell over 10,000 copies in the first week (Doc 5b). The time in which she wrote was as polarized a time as today, maybe even more so. We were a country divided by sectional tensions that were created by economic and political differences. While citizens argued over tariffs and states rights, the major point of contention during that time was slavery. New territories although good for the United States led to more arguing over whether they should allow slavery or be free. In the North movements like the Free Soilers argued against slavery in the territories and abolitionists wanted to end slavery altogether. In the South pro-slavery citizens argued for the humanity of slavery in response to what they considered Stowe's "falsehoods" about its inhumanity. They argued that it was for the good of the slaves and better than Northern industrial workers were treated. Harriet Beecher Stowe ripped the veneer of humanity off of slavery. Her book detailed the atrocities the institution of slavery fathered. She effectively drove another wedge between the North and the South but it would not be the last. More Northerners disobeyed the new Fugitive Slave Law and the abolitionists gained more followers, infuriating southerners and contributing to not only worrying more about the abolition of slavery but to their rejection of Lincoln's

election which led to the start of the Civil War.

Sinclair's book "The Jungle" is not compared to Stowe's work for nothing (Doc 8a). Just as Stowe wanted her readers to have a better understanding of how bad slavery was, Sinclair wanted his readers to understand how hard life was for the "workingmen of America".

However, what his readers really learned was how bad the meat they were eating really was. Similar to the effects Stowe's book had,

Sinclair's book also marked a major change in American history. The government would become more involved in the regulation of business. Sinclair was a muckraker, exposing the social and economic flaws of the gilded age by way of rhetoric and facts. His novel

effectively removed some of its gilded coating. His book detailed the atrocities of the Meat packing industry. Rancid meat, dung,

maggots, and more were all mixed in with the dinner many

Americans put on their table. This book justly inspired outrage and finally reform in the form of the Meat Inspection Act and Pure Food

and Drug Act. But his influence on presidents did not end with

Theodore Roosevelt because although The Food industry was somewhat reformed it was later reformed again (Doc 9). More regulations would

be needed as more problems were found. When President Lyndon

Johnson signed the Wholesome Meat Act in 1967 he said it was

Sinclair who began the consumer protection crusade. Effectively

Sinclair's writing helped get one of the first big limits placed on big businesses. The passing of the Meat Inspection and the Food and Drug

act, and by extension Sinclair's work, marked a turning point in the history of America with movement away from Laissez-faire policies.

Regulations on food and drugs continue to be an area where federal

government intervention is required.

"Uncle Tom's Cabin" and "The Jungle" were two of the most influential books in American history.

### Anchor Level 3-C

#### The response:

- Develops all aspects of the task for Harriet Beecher Stowe and Upton Sinclair
- Is more descriptive than analytical (*Stowe*: infuriated by institution of slavery and demands placed on citizens by new Fugitive Slave Law; country divided by sectional tensions created by economic and political differences; proslavery citizens argued for humanity of slavery in response to what they considered Stowe's "falsehoods" about its inhumanity; drove a wedge between North and South; *Sinclair*: wanted his readers to understand how hard life was for "workingmen of America"; readers learned how bad the meat they were eating was; government would become more involved in regulation of business; detailed atrocities of meatpacking industry; inspired outrage and reform; influence on presidents did not end with Theodore Roosevelt; President Johnson said Sinclair began consumer protection crusade; helped get one of first big limits placed on big business)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Stowe*: new territories led to more arguing over whether they should allow slavery or be free; in North, movements such as Free Soilers argued against slavery in territories; detailed atrocities institution of slavery fathered; more Northerners disobeyed new Fugitive Slave Law and abolitionists gained more followers; infuriated Southerners and contributed to their rejection of Lincoln's election which led to start of Civil War; *Sinclair*: a muckraker exposing social and economic flaws of Gilded Age; helped move America away from laissez-faire policies; regulations on food and drugs continue to be area where federal government intervention is required)
- Includes some relevant facts, examples, and details (*Stowe*: hid runaway slaves, sold over 10,000 copies in first week; Northern industrial workers; *Sinclair*: Meat Inspection Act; Pure Food and Drug Act; Wholesome Meat Act)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the response includes some good statements and attempts at comparison, additional facts and details would have strengthened the discussion. Conclusions about the influence of both written works would have benefited from further development.

A significant influence on the United States of America and on American society has been written works. Two works of literature, "Uncle Tom's Cabin" by Harriet Beecher Stowe and "The Jungle" by Upton Sinclair, have been used as a way to focus attention on issues being faced by American society.

Harriet Beecher Stowe was furious about the passing of the Compromise of 1850. The United States had been dealing with the issue of slavery and deciding whether it was right or wrong. The North had already declared their position, in which they assured freedom in that part of the country. On the other hand, the South had a permanent mindset about the need for slavery. When the Compromise of 1850 was passed, it created a new and stricter "Fugitive Slave Law." This law required everyone to help catch runaway slaves; those who didn't help could be fined large amounts of money or could be jailed for months. According to Document 4, Harriet Beecher Stowe believed that "the country was requiring her complicity in a system she thought was unjust and immoral". This is what led her to make the decision to write about the horrifying conditions of slavery and the human impact of it. "Uncle Tom's Cabin" included stories to illustrate the inhumane system and it became a huge phenomenon. The influence of this written work was over the roof. According to Document 5a, "(T)he statistics remain record-breaking: 10,000 copies sold in the first week; a million and a half British copies in a year. This book written by Harriet Beecher Stowe was a great success; it even became a theater production. The influence it had on the American society was immense. Since so many people read this book, both in the country and globally, they were enlightened about the conditions the slaves faced and the hardships they had to take on. People started to

fight for abolition and this book even influenced President Abraham Lincoln.

Another work of literature that had a huge impact on American society was Upton Sinclair's "The Jungle." This work of literature was about the awful conditions in the meat packing industry of the 1900's. At this time, big businesses were booming and many were becoming corrupt. According to Document 7, "the meatpacking industry seemed to embody everything that was wrong with American society". This moved Upton Sinclair to write about the injustices of big businesses that were threatening the health of workers and consumers. "Upton Sinclair wrote "the Jungle" as a labor exposé" (Document 8a). This shows how greatly he felt about the secretive, unchecked power that big businesses were abusing. The American society was appalled when they read about the conditions their food was being made. "The Jungle" influenced changes in laws about the meat packing industry and influenced President Theodore Roosevelt to have a great impact on big businesses

In conclusion, works of literature throughout history have influenced American society and the nation as a whole. Presidents such as Lincoln and Theodore Roosevelt have been impacted and therefore have made laws to make the society better.

## Anchor Level 2-A

### The response:

- Develops some aspects of the task in some depth for Harriet Beecher Stowe and Upton Sinclair
- Is primarily descriptive (*Stowe*: United States dealing with issue of slavery; those who did not help catch runaway slaves could be fined large amounts of money or jailed; system she thought was unjust and immoral; wrote about horrifying conditions of slavery and the human impact; many people enlightened about conditions and hardships slaves faced; people started to fight for abolition; *Sinclair*: terrible conditions in meatpacking industry in 1900s; big businesses booming and many becoming corrupt; injustices of big business threatening health of workers and consumers; secretive unchecked power of big business; American society appalled; influenced changes in laws for meatpacking industry); includes weak application (*Stowe*: furious about passing of Compromise of 1850)
- Incorporates limited relevant information from documents 4, 5, 6, 7, and 8
- Presents little relevant outside information (*Stowe*: North already declared its position in which freedom was assured in that part of country)
- Includes few relevant facts, examples, and details (*Stowe*: new Fugitive Slave Law; influenced Lincoln; *Sinclair*: labor exposé; influenced Roosevelt)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that refers to the influence of written works on presidents

**Conclusion:** Overall, the response fits the criteria for Level 2. Although the historical circumstances surrounding each issue are developed, the influence of each work lacks supporting facts and details.

Throughout American history, writers have used their works to bring light on to issues within the country. Many of these works, like 'Common Sense', and 'The Jungle', written by Thomas Paine and Upton Sinclair respectively, had great influence both on the public, and in the eyes of leaders and legislation alike. Even long after their publication, these works often still influenced the ever changing society, and the events that shaped it.

The greatest example of this would have to be the publication of 'Common Sense' during the late colonial period. As document one states, the colonies in America had faced influence from two conflicting perspectives, an imperialistic Great Britain, who passed legislation like the Intolerable Acts, and those who fought against this power, those who participated in the Boston Tea Party. From a handful of events like these, a writer and English native named Thomas Paine wrote 'Common Sense', outlining concepts and ideals regarding the tyranny of Great Britain, and the colonies' rights for independence. Once the work was published, its influence was clear. 'Common Sense' stirred the ideas of independence among the colonies, even in the eyes of figures like Thomas Jefferson, and would eventually help lead the country to secure this independence [document 3].

Though considerably less radical, the industrial issues that plagued the nation centuries later proved to be a substantial problem. During this time, the level of poverty was extreme, workers were paid little, conditions were terrible, and worst of all consumer goods were poor quality, and an extreme hazard to the health and well being of others [document 7]. A man by the name of Upton Sinclair quickly took notice to the conditions that he faced, and specifically targeting



the MeatPacking industry, wrote 'The Jungle', which he then published. The book was exstremely influental, to say the least, in bringing to light the industrial practices of those willing to jepurdize quality over quantity and profit. Following The Jungle's publication an public influence, a new wave of legislation was eventually formed, insureing the quality of most to consumer goods, and making conditions in general more sanitary [document 8].

To summerize, the many works of American writers have influence the country as a whole. Those like Thomas Paine, and Upton Sinclair had noticed the flaws in American Politics and Society, and took action through written works. Their influence often reached farther than expected, causing radical changes over both a short and long period of time. The influence of such works had the power to change the country as a whole, and in many ways continuy to many years after their publication.

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

- Minimally addresses all aspects of the task for Thomas Paine and Upton Sinclair
- Is primarily descriptive (*Paine*: colonies in America faced influence from conflicting perspectives; outlined concepts and ideals regarding tyranny of Great Britain and colonies' rights for independence; stirred ideas of independence among colonists; *Sinclair*: level of poverty extreme, workers paid little, and consumer goods of poor quality, an extreme hazard to health; brought to light industrial practices of those willing to jeopardize quality over quantity and profit; legislation passed to ensure quality of consumer goods and making conditions more sanitary)
- Incorporates limited relevant information from documents 1, 3, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Paine*: Intolerable Acts; Boston Tea Party; *Sinclair*: targeted meatpacking industry)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state these written works have influenced the country long after their publication

**Conclusion:** Overall, the response fits the criteria for Level 2. A few analytical statements are included in a discussion that would have benefited from additional supporting facts and details. Although the summary refers to the far-reaching and radical influence of each work, that concept lacks development within the discussion.

Throughout United States history, individuals have used written works as a way to focus attention on issues facing American society. These works have proven to have a large impact on America in many ways. Two of these written works are Uncle Tom's Cabin by Harriet Beecher Stowe, and The Jungle by Upton Sinclair. Both of these famous works have had a profound impact on America's history.

Uncle Tom's Cabin was written during the time when slavery was practiced in America. As an anti-slavery writer, Stowe wrote this fictional story that expressed how slavery actually was. The story illustrated to the readers unfair the slaves were treated. Slavery was a growing problem when the book was written, and something needed to be done about it.

Stowe's work caused an instantaneous reaction soon after it was published. It was considered "a literary sudden attack" (Doc. 6). Her views of "a system she thought was unjust and immoral" caused conflicts between people with opposing views of slavery (Doc 4). The book contributed to the Civil War because it fueled this conflicts. These are just a few of the many ways that Uncle Tom's Cabin affect America.

Another famous written work is The Jungle by Upton Sinclair. When this work was written, there was no federal government regulation of businesses, companies, and industries. This allowed the owners to practice very unclean, unhealthy ways of running the businesses. The robber barons gained extreme wealth while the poor became poorer. "Upton Sinclair was moved by these injustices" (Doc. 7). He then wrote about a meat-packing business and its unhealthy practices.

Sinclair's work impacted American in many ways. The public was appalled not only by the "horrific working conditions", but also by what they consumed from the companies" (Doc. 8a). Many people began to support the inspection of food and drugs and the legislation to protect consumers from the unhealthy practices. (Doc. 8b). The Jungle caused these changes to come about, and eventually, the government did have to regulate the business practices.

This evidence shows how written works about problems in America have caused and brought about many changes to the country. These written works have had many profound impacts on the United States.

#### Anchor Level 2-C

##### The response:

- Minimally addresses all aspects of the task for Harriet Beecher Stowe and Upton Sinclair
- Is primarily descriptive (*Stowe*: antislavery writer who wrote fictional story that expressed how slavery actually was; slavery growing problem when book written; views caused conflicts between people with opposing views; contributed to Civil War; *Sinclair*: wrote about meatpacking business and unhealthy practices; public appalled by what they consumed; many people began to support inspection of food and drugs and legislation to protect consumers)
- Incorporates limited relevant information from documents 4, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Stowe*: illustrated how unfair slaves treated; instantaneous reaction; *Sinclair*: robber barons, poor became poorer); includes an inaccuracy (*Sinclair*: no federal government regulation of businesses, companies, and industries before his book)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Although the interpretation is general, a basic understanding of all aspects of the task is demonstrated. Additional facts and details would have strengthened the discussion.

In the United States there have been issues that certain individuals have become famous for writing about these issues. One famous person is Upton Sinclair, also Harriet Beecher Stowe. Their writings are what changed American history.

Harriet Beecher Stowe was famous for writing "Uncle Tom's Cabin". One reason for writing her book was that the fugitive slave law was supporting the slavery system. In Document 4 it supports her reason for writing the book by stating "if I could use a pen as you can, Hatty I would write something that would make this whole nation feel what an accursed thing slavery is." Because of this it gave Stowe motivation to write the book and she swore she would if she lived (Doc 4). Uncle Tom's Cabin was a sensational book and just 10,000 copies were sold in the first week (Doc 5a). Harriet Stowe's book was so inspiring President Lincoln invited her to the White House (Doc 5a). In a way her book changed the view on the Civil War because not only was the war gonna be about unifying the Union but also ending slavery also.

Thomas Paine's "Common Sense" was another important writing of his time. Mr. Paine wanted independence from Britain and wanted people to fight with him. Two important factors for writing Common Sense was the Bostonians dumping the tea into the harbor and Parliament retorting with the Intolerable Acts (Doc 1). Thomas Paine achieved his goal by 1776 because the Virginia House of Burgesses voted to have Congress propose independence (Doc 3). Which led to one of the most important events in U.S. History, The Declaration of Independence.

These events are important to U.S. History and the people that made

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**Anchor Paper – Document-Based Essay—Level 1 – A**

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them happen. These works done by Harriet B. Stowe and Thomas Paine are what changed the History for a better future.

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

- Minimally addresses all aspects of the task for Thomas Paine and Harriet Beecher Stowe
- Is descriptive (*Stowe*: Fugitive Slave Law supported slavery system; *Paine*: wanted independence from Britain; Bostonians dumping tea into harbor and Parliament retorting with Intolerable Acts; Virginia House of Burgesses voted to have Congress propose independence); includes faulty application (*Stowe*: book changed view on Civil War as it not only became a war about unifying Union but also about ending slavery)
- Includes minimal information from documents 1, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes very few relevant facts, examples, and details (*Stowe*: 10,000 copies of book sold; *Paine*: Declaration of Independence); includes an inaccuracy (*Stowe*: book so inspiring President Lincoln invited her to the White House)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state the written works have changed history

**Conclusion:** Overall, the response fits the criteria for Level 1. Unexplained statements based on document information indicate a limited understanding of the task. Although all aspects are mentioned, the development is simplistic and lacks details.

Throughout U.S. history, individuals have written works as a way to focus attention on issues facing American society. These works have had significant influence on the U.S. and American society. *Uncle Tom's Cabin* by Harriet Beecher Stowe and *The Jungle* by Upton Sinclair have had major impacts on society.

*Uncle Tom's Cabin* by Harriet Beecher Stowe was written during the horrors of slavery. The Fugitive Slave Law was just passed which worried her. The limited freedom blacks had was now lost (Doc 4). This book opened the world to the horrors of slavery (Doc 5b) copies sold everywhere as people could not believe the cruelty (Doc 6) slave owners tried to deny it but Beecher backed up her novel with real evidence (Doc 6b) Her book helped advocate the end of slavery.

Upton Sinclair wrote *The Jungle* because of the horrors in the food company. For example, food companies sold children's candy with toxic heavy metals (Doc 7) Readers were outraged & wrote letters to Teddy Roosevelt hoping for a change (Doc 8a) His book helped expose the disgusting conditions in factories & made changes that are still beneficial today.

## Anchor Level 1-B

### The response:

- Minimally addresses all aspects of the task for Harriet Beecher Stowe and Upton Sinclair
- Is descriptive (*Stowe*: Fugitive Slave Law worried her; limited freedom of blacks now lost; opened world to horrors of slavery; slave owners tried to deny it but she backed up novel with real evidence; helped advocate end of slavery; *Sinclair*: horrors in food industry; readers outraged and wrote letters to Roosevelt; helped expose disgusting conditions in factories and made changes that are still beneficial)
- Includes minimal information from documents 4, 5, 6, 7, and 8
- Presents no relevant outside information
- Includes very few relevant facts, examples, and details (*Sinclair*: food companies sold children's candy with toxic heavy metals)
- 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. Some good, but unexplained, statements from the documents are used in the discussion of *Uncle Tom's Cabin*. Although the discussion of *The Jungle* mentions all aspects of the task, development is very limited.

The written works of Thomas Paine's "Common Sense" and Upton Sinclair's "The Jungle" have both had significant influences on the history of the United States. "Common Sense" marked a monumental turning point by leading to colonial calls for independence from Great Britain. "The Jungle" led to new legislation regarding food inspection and manufacturing.

"Common Sense," written by Thomas Paine, was an influential pamphlet calling for the independence of the American colonies from Great Britain. At the time of "Common Sense"'s publication, colonists were continuing to express discontent with and opposition to Britain's colonial rule. At a time when a new colonial theory limiting Parliamentary power over the colonies was being discussed, Parliament was exerting even more power over the colonies. For example, to protest Britain's tax on tea in the colonies, a group of colonists dressed as Native Americans and dumped boxes of tea into the Boston harbor. Great Britain retorted by passing the Intolerable Acts which restricted Massachusetts town meetings and shut down the Boston harbor (document 1). Colonists in America opposed this act because they thought it violated their liberties. They had opposed previous forms of taxation by Parliament because the colonists did not have any representation in the British parliament. At the First Continental Congress they expressed their opposition to this "tyranny" by boycotting British goods in attempt to hurt Britain's economy but not calling for independence from Britain. However, in his work, Thomas Paine promoted colonial independence by observing that Britain's European enemies would likely provide support to the colonies in their efforts. (document 2). In response to this and other points made in



"Common Sense", that were read and debated throughout the colonies, the Virginia house of Burgesses voted to instruct its Congressional delegates to propose independence (document 3). The ideas expressed in "Common Sense" as well as the colonies' later Declaration of Independence were inspired by the Enlightenment. This movement emphasized natural rights and the idea that the government gets its power from the consent of the governed. John Locke, a prominent Enlightenment thinker, argued that a government could be overthrown by the people if it did not protect the rights of the people. These ideas all contributed to the movement for colonial independence from Britain and later the American Revolution.

"The Jungle" by Upton Sinclair was another written work that had a major impact on the American society. Upton Sinclair was a muckraker, a progressive investigative journalist who wrote about corruption in business and politics. Sinclair was appalled by the condition of food production in the United States at the time. For example, the presence of toxic heavy metals in the production of candy for children was an injustice that he was concerned about (document 7). In his novel, Sinclair wrote about the horrifying conditions at meat packing plants. He wrote about severe injuries to the workers such as the loss of limbs or fingers. He also wrote about the possible harmful chemical ingredients in the meat. In response to the novel, many outraged readers wrote to President Roosevelt, demanding improvement and change (document 8). In response to an investigation that proved Sinclair's work to be accurate, the United States passed legislation such as the Meat Inspection Act and the Pure Food and Drug Act to help improve the quality of food and drugs in

the United States. The Wholesome Meat Act, was a more recent attempt to continue the improvements started by Sinclair in "The Jungle." Protecting the health and safety of American consumers continues to be a difficult challenge for local, state, and federal governments (document 9). The profound impact of "The Jungle" shows how greatly the work of muckrakers and investigative journalists like Upton Sinclair and Jacob Riis influenced legislation in the United States during the political career of Roosevelt. The research done by writers in the late 19th and early 20th centuries often chronicled the corruption or poor conditions in the country following the rapid industrialization and urbanization of the United States. They were often successful in convincing the government to get involved to help make life better for the people.

Both "The Jungle" by Upton Sinclair and "Common Sense" by Thomas Paine had profound influences on American society. "Common Sense" helped to promote and facilitate the movement for colonial independence from Great Britain. It ultimately helped gained support for the Declaration of Independence from Britain on July 4, 1776. "The Jungle" called attention to the horrific conditions of the meat industry after which legislation that helped improve conditions and protect the health and safety of American consumers was passed.

When Americans look back on our history, some think about presidential elections, wars, or supreme court rulings as the “shapers” of the United States. What some fail to recognize, though, is the power of literature and how it can effect American society as well as the way other nations view the United States. Literature brings about emotion, and emotion can lead to change. Two outstanding pieces of literature that have had significant amounts of influence on American society are Thomas Paine’s Common Sense and Harriet Beecher Stowe’s Uncle Tom’s Cabin.

After the French and Indian War in 1763, the relationship between Great Britain and their 13 American colonies gradually became tenuous. Britain paid for most of the war and was in debt. Britain wanted tax money from their colonists so Parliament decided to tax them without their representation. When colonists objected to the Stamp tax, problems ensued. Most of the colonies sent representatives to the Stamp Act Congress and agreed to boycott British goods, and rebel against Parliament. Besides boycotting, some violent acts led by the Sons and daughters of Liberty convinced Parliament to change course. The British Parliament, in response, ended the tax on stamps but soon passed others. When the Boston colonists rejected the tax on tea and threw tea into the harbor, Parliament punished the colonists with more restrictions like those implemented in the Intolerable Acts. It was becoming apparent that this mother country-colony relationship was no longer as beneficial to the American colonies as it was earlier, when the Americans were basically left alone. Colonists, however, were not unified enough to make the decision of independence because being part of the British empire was

a source of pride and security to many. The colonists would have to fight and win a war against almost impossible odds. Therefore colonist Thomas Paine published Common Sense. Common Sense was Paine's opinion on the problems the 13 colonies were facing with Great Britain, and the reasons why Americans needed to push for independence. Independence would probably mean help from France, new trade opportunities, and the excitement of establishing a republican government for the nation. Within a few months of Paine's publication, the debates between independence, and reconciliation dominated the newspapers (Document 2). With increasing numbers deciding to support independence, colonial representatives came together to speak of the matter at the Continental Congress. Furthermore, colonial legislatures had made decisions directing their representatives to support independence. The Congress advised colonies to assume complete powers of government for themselves, and Thomas Jefferson drafted the Declaration of Independence (Document 3). Therefore, Thomas Paine's literary work of Common Sense influenced American society to believe their cause was just and helped create the U.S by encouraging colonists to fight the American Revolution and gain independence.

By the time 1850 hit, Slavery was profitable and cotton had become one of the nation's most important exports. Yet slavery tore families apart and was sometimes violent. The "Peculiar Institution" of slavery in the South was making Slave Owners money, but causing rifts between the Northern U.S and Southern U. S. These sectionalist sides opposed each other on expansion of slavery into new territories.

Compromise was needed to keep the union together. Many northerners, in fact, were not abolitionists but felt as if the government was overstepping a boundary by passing a law that sent escaped slaves back to slavery and made people participate in a slave system when they were morally opposed to it. The stricter Fugitive Slave Law of 1850 eliminated the little protection fugitives once had, allowing anyone to be accused of being a fugitive slave, and requiring citizens to obey the act (Document 4). This enraged many, including Harriet Beecher Stowe, and encouraged her to write Uncle Tom's Cabin, a novel based on true life events in order to expose the evils of slavery. Stowe's novel became a propaganda phenomenon, selling 10,000 copies in the first week of publication (Document 5b). This novel enraged many while tugging at the heart strings. It greatly effected American society in that it helped cause a bigger sectional divide, helped increase abolition, and helped elect President Lincoln into office which then led southern states in the union secede, leading to the Civil War from 1861–1865. With the conclusion of the Civil War came what Stowe fought for in the first place & The abolition of Slavery.

It is easy to forget how powerful literature can influence American Society. The power literature has on shaping a country can be seen in Thomas Paine's Common Sense and Harriet Beecher Stowe's Uncle Tom's Cabin. One kickstarting a revolution that eventually led to the creation of the United States (Common Sense), and another aiding in the riddance of the "Peculiar Institution" (Uncle Tom's Cabin) from the United States. Both works, including many others had the power to influence American Society, and did greatly.

Throughout history people have spoken out against unjust situations. Two of the most famous writings that focused on American issues are Harriet Beecher Stowe's "Uncle Tom's Cabin" and Upton Sinclair's The Jungle. These two works showed the reality of major issues the United States was facing at this time. Although not always positive, the two writers got a very large reaction out of the American people.

Slavery was the hot button issue in the mid 1800's. Everyone had their own opinion, but no one knew how to use their opinion to slow the issue. Harriet Beecher Stowe used her opinion about slavery and wrote Uncle Tom's Cabin about the injustice of slavery. As stated in Document 5b, 10,000 copies of the book were sold in the first week. People in the South however as stated in Document 6 thought the book was full of falsehoods. As a response to these claims she published another book explaining the historical background to her story. People like Abraham Lincoln and Lord Palmerston read this book to help them make critical decisions about this issue. Abraham Lincoln told Stowe that "you're such a little woman who wrote a book that started a great war". This shows the huge impact the book had on America.

The Jungle by Upton Sinclair was written to expose the issues with the safety of the meat pack industry. Upton Sinclair was a muckraker, someone who exposes scandals with big business. After Sinclair wrote The Jungle American citizens were horrified by the reality of the meat they were eating. According to Document 8a people wrote Letters to Theodore Roosevelt showing their outrage. This led to many changes to the meatpacking industry to make it safer and more sanitary. The Jungle also uncovered many addictive drugs were

being put in medicine, toxic metals were being put in candy, products were mismarked and sold as something they weren't according to document 7. Not only was the products coming out of meatpacking industries bad, but they were very corrupt. They operated in secret, had unchecked power, and often conditions were unsafe for workers.

After the writing of these works The American people became more aware of what was going on in their country. The writing of Uncle Toms Cabin caused Americans to disobey laws such as the Fugitive Slave Law and harbor slaves. Upton Sinclaires work also caused a change in American People. They started to watch what they ate and became more aware of what was in their food with thing such as the Wholesome Meat Act of 1967 which shows the lasting effect this work had on the history of America.

All Americans have a voice, it is how they use that voice that makes them great. People often want to fight for things they believe but don't have the means or don't know how. People always say the pen is mightier than the sword and in Harriet Beecher Stowe's and Upton Sinclair's case this is absolutly true.

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**Document-Based Essay—Practice Paper – D**

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Throughout all of history, many books have been published, that have had a profound effect on society. Two of these such books include Uncle Tom's Cabin by Harriet Beecher Stowe and Common Sense by Thomas Paine. Both of these books have changed American History by reaching out to the people.

According to Document 1, Thomas Paine's book: Common Sense allowed for Americans to want to be independent from the colonies. Document 2 suggests that Britain's enemies will support American in a push for independence. In Document 5b it is implied that Harriet Beecher Stowe exposed slavery as inhumane and how it effected America while document 6 discusses the direct effects that Uncle Tom's Cabin had on America. This includes the Civil War, and will later play a role in the Civil Rights Movement.

All of these documents have had a tremendous impact on American history. These books were read by millions and have led us to what American is today.



The books Uncle Tom's Cabin by Harriet Beecher Stowe and The Jungle by Upton Sinclair were written in the mid-19th and early-20th-centuries, respectively. These books raised society's concern about two very important topics and helped encourage Federal intervention in systems that often hurt the lowest classes of society.

When the Constitution was written, slavery was mostly confined to the southern states. The Northwest Ordinance had outlawed slavery in that territory and the idea that the country would expand past the Mississippi River was not anticipated at that time. However, with the Louisiana Purchase and King Cotton wearing out southern soil, slavery would spread west. There was a difference of opinion in the country whether this was right. During the debate over Missouri statehood, Congress attempted to limit slavery's spread and during the Mexican American War, the Wilmot Proviso was debated and defeated. These actions strained relations between the North and the South.

Uncle Tom's Cabin was written in the 1850s during the era of growing sectional tensions in the United States. Compromises of 1820, which allowed for Maine to be admitted as a free state and Missouri as slave, and 1850, which admitted California as a free state and gave the South a harsher fugitive slave law (Doc. 4), were desperate attempts to preserve the Union. Although there was hope that both Compromises would be successful both sections were put on edge. The South began to feel that they would always be outnumbered in Congress and many people in the North such as Harriet Beecher Stowe did not want to see the new Fugitive Slave Law enforced. The discussion of the extension of slavery into the territories led to the development of the Free-Soil and Republican parties, which opposed

slavery in new territories. Both parties were supported by anti-slavery northerners. Many northerners were angered by the Dred Scott decision which undid the Compromise of 1820 by saying since a slave was considered property, Congress had no right to outlaw slavery in particular areas like above the 36°30' line. John Brown's attempt to start a slave revolt inspired abolitionists but panicked Southerners. The nation was pulling apart in the 1850s and had grown more divided over these events. Stowe's book Uncle Tom's Cabin only strengthened the resolve of many in the North to oppose slavery. Many like Harriet Beecher Stowe decided to not obey the Fugitive Slave Law and actually hide runaways. The book was hugely popular both at home and abroad, with 10,000 copies sold in the first week and millions in Britain within the year (Doc. 5b). The book showed the horrors faced by the likable hero Tom as he is separated from his family and sold to various masters, one of whom treated him so cruelly that Tom died. It showed mothers and children being separated, which tugged at readers' heartstrings, and how young girls who were enslaved could be taken advantage of by white masters. The book made people who had not thought all that much about slavery realize that slavery was not a humane system, even though Southern writers tried to defend it. Northerners became uncomfortable with sending runaways back into slavery. (Doc. 6) The working classes in Britain had been moved by Stowe's message so the book also helped prevent Britain from intervening in the eventual Civil War on behalf of the South. Although it is hard to determine exactly how many people were influenced to think differently about slavery, the large number of books sold and theater productions inspired by it gave Stowe's

viewpoint a large audience. Overall, the book made people much more aware of the horrors of slavery and this made slavery an issue much more explosive among the American people in the 1850s, contributing to the Civil War. After the war the federal government ended slavery by amendment—something the slave owners had always feared.

Upton Sinclair's The Jungle opened people's eyes to the problems that were right in front of them, just as Stowe did with her book. The book was written shortly after the period of the Gilded Age, a period in which big business became hugely powerful and there was a huge gap between the rich and the poor (Doc. 7). Writers responded to the injustices created by these conditions. Muckraker Ida Tarbell did an exposé on the corrupt practices of Standard Oil. Earlier in the 1890s writer Jacob Riis used photography in How the Other Half Lives to illustrate the depth of urban poverty. This was a time when large numbers of immigrants were arriving to work in factories. Limited federal intervention except to help big business meant little government oversight or regulation. Big companies continued to make their food + drugs using cheap and dangerous ingredients so it cost them less and they could make more of a profit. They didn't care about the consumers who bought those products or the workers who made the products. Sinclair wrote his novel about immigrants working in terrible conditions in a Chicago meatpacking plant where conditions were deplorable. The book illustrated how unsafe people's meat was being produced. Many people sent letters to Roosevelt, trying to get him to be less ambivalent about the issue, which prompted him to carry out an investigation (Doc. 8a). Not much attention was paid to the impact the meatpacking trust had on its workers but the book

made people realize that Federal intervention was needed to reign in big business and set standards to protect consumers. (Doc. 8b) This inspired the passing of laws like the Pure Food + Drug Act and the Meat Inspection Act. This book also inspired the American people to think of themselves more as consumers and showed them that they should not have to be entirely at the mercy of big corporations. The book also showed that the federal government had to do more than just help big business—it had to help and protect the consumer. The book made consumer protection legislation a goal of the Progressives and even inspired tougher laws like the Wholesome Meat Act in 1967 (Doc. 9). The federal government has taken on greater responsibility for the safety of the food supply by expanding the Food and Drug Administration which also tests and researches new drugs before they are marketed. Overall, The Jungle made people realize that completely free markets and unrestrained capitalism was not a good idea and that some federal intervention was needed to protect the basic health and safety of the American people. Although the book was not the “Uncle Tom’s Cabin of wage slavery,” eventually the federal government did intervene to protect workers rights to organize and earn a minimum wage.

Both of these eye-opening books, Uncle Tom’s Cabin and The Jungle, tackled issues that people cared about. The books inspired people to commit themselves more deeply to issues and eventually led to the federal government becoming involved to solve problems relating to these issues.

## Practice Paper A—Score Level 3

### The response:

- Develops all aspects of the task for Thomas Paine and Upton Sinclair
- Is more descriptive than analytical (*Paine*: colonists continuing to express discontent with and opposition to Britain's rule; new colonial theory limiting Parliamentary power being discussed; to protest tax on tea, group of colonists dumped boxes of tea into Boston harbor; colonists opposed Intolerable Acts because it violated their liberties; observed Britain's European enemies would likely provide support to colonies; ideas contributed to movement for independence from Britain and later Revolution; *Sinclair*: led to new legislation regarding food inspection and manufacturing; appalled by conditions of food production in United States; outraged readers wrote to President Roosevelt demanding improvement and change; investigation proved work to be accurate and government passed legislation to help improve quality of food and drugs; protecting health and safety of consumers continues to be difficult challenge for governments)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Paine*: Intolerable Acts restricted Massachusetts town meetings and shut down Boston harbor; colonists opposed taxation by Parliament because colonists did not have representation; opposition included boycotting British goods in attempt to hurt Britain's economy; Enlightenment emphasized natural rights and idea that government gets power from consent of governed; government could be overthrown by people if rights not protected; *Sinclair*: muckraker, a progressive investigative journalist who wrote about corruption in business and politics; wrote about possible harmful chemical ingredients in meat; writers chronicled corruption or poor conditions in the country following rapid industrialization and urbanization of United States)
- Includes some relevant facts, examples, and details (*Paine*: First Continental Congress; House of Burgesses instructed its congressional delegates to propose independence; *Sinclair*: horrifying conditions at meatpacking plants; Meat Inspection Act and Pure Food and Drug Act; Wholesome Meat Act, a more recent attempt to continue the improvements started by Sinclair)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state specific influences of *Common Sense* and *The Jungle*

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of historical circumstances surrounding issues addressed by both authors includes some good analytic statements that support document interpretation. Although the reference to John Locke and his ideas is well connected, the reference to Jacob Riis lacks development.

## Practice Paper B—Score Level 4

### The response:

- Develops all aspects of the task for Thomas Paine more thoroughly than for Harriet Beecher Stowe
- Is both descriptive and analytical (*Paine*: when colonists rejected the tax on tea, Parliament punished colonists with the Intolerable Acts; colonists would have to win a war against almost impossible odds; debates between independence and reconciliation dominated newspapers; colonial legislatures made decisions directing representatives to support independence; Continental Congress advised colonies to assume complete powers of government; influenced American society to believe their cause was just and helped create United States; *Stowe*: slavery tore families apart and was sometimes violent; “peculiar institution” making slave owners money but causing rifts between North and South; many Northerners not abolitionists but felt government overstepping a boundary by passing a law that sent escaped slaves back to slavery; helped cause a bigger sectional divide, helped increase abolition, and helped elect President Lincoln to office)
- Incorporates relevant information from documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information (*Paine*: after French and Indian War, relationship between Great Britain and American colonies became tenuous; Britain was in debt; Britain wanted tax money from colonists so Parliament taxed them without representation; violent acts led by Sons and Daughters of Liberty convinced Parliament to change course by ending tax on stamps; mother country-colony relationship no longer beneficial; independence would probably mean help from France, new trade opportunities, and establishing a republican government; *Stowe*: by 1840, slavery was profitable and cotton was one of nation’s most important exports; sectionalist sides opposed each other on expansion of slavery; compromise needed to keep Union together; Lincoln’s election led Southern states to secede; with the conclusion of the Civil War came the abolition of slavery)
- Supports the theme with relevant facts, examples, and details (*Paine*: Stamp Act; Stamp Act Congress; Jefferson; Declaration of Independence; Revolution; *Stowe*: stricter Fugitive Slave Law passed in 1850; propaganda phenomenon)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state powerful literature can influence American society

**Conclusion:** Overall, the response fits the criteria for Level 4. Good relevant outside information is effectively employed in the discussion, especially in the case of Paine. The discussion of the influence of each work would have benefited from further explanation.

## Practice Paper C—Score Level 2

### The response:

- Minimally develops all aspects of the task for Harriet Beecher Stowe and Upton Sinclair
- Is primarily descriptive (*Stowe*: slavery hot button issue in mid-1800s; people in South thought book full of falsehoods; as response to falsehood claims, she published another book explaining historical background; helped people such as Lincoln and Lord Palmerston make critical decisions about slavery; caused Americans to disobey Fugitive Slave Law and harbor slaves; *Sinclair*: exposed issues with safety of meatpacking industry; American citizens horrified by meat they were eating; led to many changes in meatpacking industry to make it safer and more sanitary; exposed corruption of industries who operated in secret, had unchecked power, and unsafe working conditions; American people became more aware of what was in their food; lasting effect work had on history of America); includes faulty application (*Sinclair*: uncovered addictive drugs being put into medicine, toxic metals being put in candy, and products being mismarked and sold as something they were not)
- Incorporates limited relevant information from documents 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Sinclair*: muckraker)
- Includes few relevant facts, examples, and details (*Stowe*: injustices of slavery; *Sinclair*: letters to Roosevelt showing outrage; Wholesome Meat Act of 1967)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Although a basic understanding of the documents is demonstrated, the lack of explanation and supporting facts and details weaken the effort. A few analytical statements are included; however, they lack development.

## Practice Paper D—Score Level 1

### The response:

- Mentions all aspects of the task for Thomas Paine and Harriet Beecher Stowe
- Is descriptive (*Paine*: allowed for Americans to want to be independent; suggests Britain's enemies would support America in push for independence; *Stowe*: exposed slavery as inhumane and how it affected America)
- Includes minimal information from documents 1, 2, 5, and 6
- Presents no relevant outside information
- Includes very limited relevant facts, examples, and details (*Stowe*: Civil War)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. Simple isolated summaries of document information form the basis of the response. Linking Stowe's writing to the civil rights movement lacks supporting explanation.

## Practice Paper E—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Harriet Beecher Stowe and Upton Sinclair
- Is more analytical than descriptive (*Stowe*: compromises were desperate attempts to preserve Union; strengthened resolve of many in North to oppose slavery; made people realize slavery was not a humane system even though Southern writers tried to defend it; helped prevent Britain from intervening in Civil War on side of South; large number of books sold and theater productions gave Stowe's viewpoint a large audience; *Sinclair*: limited federal intervention meant little government oversight or regulation; big companies continued to make food and drugs using cheap and dangerous ingredients; letters sent to Roosevelt to get him to be less ambivalent about conditions in meatpacking plants; not much attention was paid to the impact meatpacking trust had on its workers, but book made people realize federal intervention needed to rein in big business and set standards to protect consumers; made people realize free markets and unrestrained capitalism was not a good idea and some federal intervention was needed to protect American people)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Stowe*: Northwest Ordinance outlawed slavery in that territory; idea that country would expand past Mississippi River not anticipated; with Louisiana Purchase and King Cotton wearing out southern soil, slavery spread west; discussion of extension of slavery led to Free Soil and Republican parties; many Northerners angered by Dred Scott decision; John Brown's attempt to start a slave revolt panicked Southerners; book showed horrors faced by likable hero Tom; showed mothers and children being separated; *Sinclair*: book written shortly after Gilded Age when big business became powerful; large numbers of immigrants arriving to work in factories; made consumer-protection legislation a goal of Progressives; Food and Drug Administration tests and researches new drugs; federal government did intervene to protect workers' rights to organize and earn a minimum wage)
- Richly supports the theme with many relevant facts, examples, and details (*Stowe*: did not want to see Fugitive Slave Law enforced; book hugely popular; contributed to Civil War; *Sinclair*: Ida Tarbell; Standard Oil; Jacob Riis; *How the Other Half Lives*; terrible conditions in a Chicago meatpacking plant; Meat Inspection Act; Wholesome Meat Act of 1967)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state Stowe and Sinclair inspired people to commit to issues and helped the government get involved in solving some of the problems related to these issues

**Conclusion:** Overall, the response fits the criteria for Level 5. An analytical discussion of circumstances surrounding each issue demonstrates important political and economic understandings that provide good connections to the influence of each writer. Historical details support effective document usage and thoughtful conclusions.



# United States History and Government Specifications

## June 2018

### Part I Multiple-Choice Questions by Standard

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

### Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Places and Regions; Presidential Decisions and Actions; Diversity; Foreign Policy	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Constitutional Principles; Civic Values; Citizenship; Government; Reform Movements; Presidential Decisions and Actions; Change; Culture and Intellectual Life	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

### *Notes:*

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

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

**The *Chart for Determining the Final Examination Score for the June 2018 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 – June 2018****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													Total Essay Score											
		0	1	2	3	4	5	6	7	8	9	10				0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	3	6	10	14	17	21	25	30	34	38	Total Part I and Part IIIA Score	33	42	47	51	55	59	63	67	71	75	78	82	
	1	1	4	8	11	15	19	23	27	31	35	39		34	44	48	52	56	60	65	68	72	76	79	83	
	2	2	5	9	12	16	20	24	28	32	37	41		35	45	49	54	58	62	66	70	73	77	80	84	
	3	3	6	10	14	17	21	25	30	34	38	42		36	47	51	55	59	63	67	71	75	78	82	85	
	4	4	8	11	15	19	23	27	31	35	39	44		37	48	52	56	60	65	68	72	76	79	83	86	
	5	5	9	12	16	20	24	28	32	37	41	45		38	49	54	58	62	66	70	73	77	80	84	87	
	6	6	10	14	17	21	25	30	34	38	42	47		39	51	55	59	63	67	71	75	78	82	85	88	
	7	8	11	15	19	23	27	31	35	39	44	48		40	52	56	60	65	68	72	76	79	83	86	89	
	8	9	12	16	20	24	28	32	37	41	45	49		41	54	58	62	66	70	73	77	80	84	87	90	
	9	10	14	17	21	25	30	34	38	42	47	51		42	55	59	63	67	71	75	78	82	85	88	91	
	10	11	15	19	23	27	31	35	39	44	48	52		43	56	60	65	68	72	76	79	83	86	89	92	
	11	12	16	20	24	28	32	37	41	45	49	54		44	58	62	66	70	73	77	80	84	87	90	93	
	12	14	17	21	25	30	34	38	42	47	51	55		45	59	63	67	71	75	78	82	85	88	91	94	
	13	15	19	23	27	31	35	39	44	48	52	56		46	60	65	68	72	76	79	83	86	89	92	95	
	14	16	20	24	28	32	37	41	45	49	54	58		47	62	66	70	73	77	80	84	87	90	93	96	
	15	17	21	25	30	34	38	42	47	51	55	59		48	63	67	71	75	78	82	85	88	91	94	97	
	16	19	23	27	31	35	39	44	48	52	56	60		49	65	68	72	76	79	83	86	89	92	95	97	
	17	20	24	28	32	37	41	45	49	54	58	62		50	66	70	73	77	80	84	87	90	93	96	98	
	18	21	25	30	34	38	42	47	51	55	59	63		51	67	71	75	78	82	85	88	91	94	97	98	
	19	23	27	31	35	39	44	48	52	56	60	65		52	68	72	76	79	83	86	89	92	95	97	98	
	20	24	28	32	37	41	45	49	54	58	62	66		53	70	73	77	80	84	87	90	93	96	98	98	
	21	25	30	34	38	42	47	51	55	59	63	67		54	71	75	78	82	85	88	91	94	97	98	98	
	22	27	31	35	39	44	48	52	56	60	65	68		55	72	76	79	83	86	89	92	95	97	98	98	
	23	28	32	37	41	45	49	54	58	62	66	70		56	73	77	80	84	87	90	93	96	98	98	99	
	24	30	34	38	42	47	51	55	59	63	67	71		57	75	78	82	85	88	91	94	97	98	98	99	
	25	31	35	39	44	48	52	56	60	65	68	72		58	76	79	83	86	89	92	95	97	98	98	99	
	26	32	37	41	45	49	54	58	62	66	70	73		59	77	80	84	87	90	93	96	98	98	99	99	
	27	34	38	42	47	51	55	59	63	67	71	75		60	78	82	85	88	91	94	97	98	98	99	99	
	28	35	39	44	48	52	56	60	65	68	72	76		61	79	83	86	89	92	95	97	98	98	99	99	
	29	37	41	45	49	54	58	62	66	70	73	77		62	80	84	87	90	93	96	98	98	99	99	99	
	30	38	42	47	51	55	59	63	67	71	75	78		63	82	85	88	91	94	97	98	98	99	99	100	
	31	39	44	48	52	56	60	65	68	72	76	79														
32	41	45	49	54	58	62	66	70	73	77	80															