

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 13, 2015 — 8:30 to 11:30 a.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.

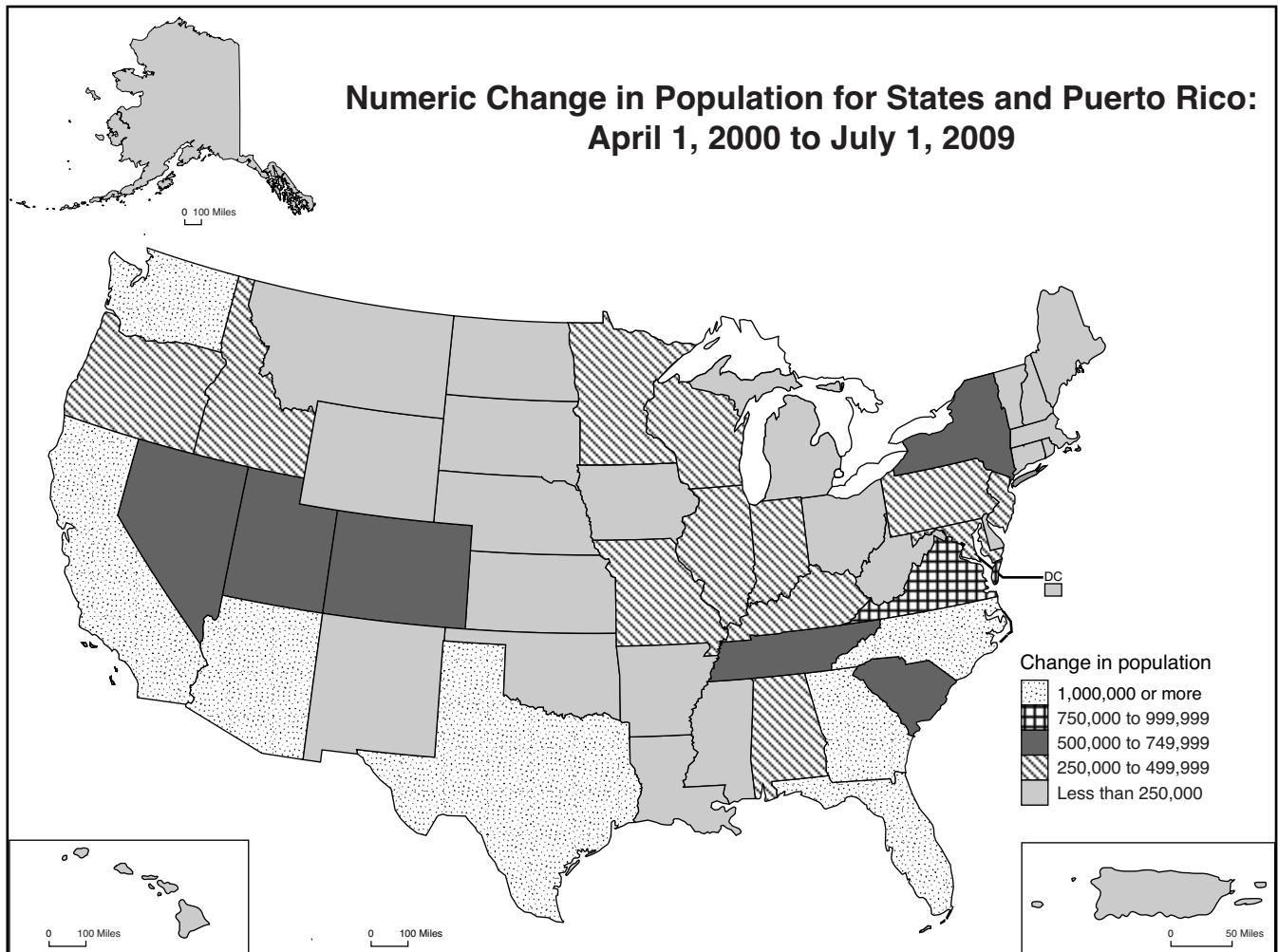
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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.

Base your answer to question 1 on the map below and on your knowledge of social studies.



Source: U.S. Census Bureau (adapted)

- 1 Information such as that shown on the map is important to state governments because it is used to
- (1) establish immigration quotas
 - (2) set Social Security taxation rates
 - (3) identify the best location for new military bases
 - (4) determine the number of seats each state will have in the House of Representatives
-

- 2 River systems were important to the development of the United States because they
- (1) allowed Americans to travel easily between the east coast and the west coast
 - (2) prevented foreign invasion of United States territory
 - (3) provided routes for shipping agricultural and manufacturing products
 - (4) made the southeast the major destination for immigrants

Base your answer to question 3 on the passage below and on your knowledge of social studies.

...that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, —that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, ...

— Declaration of Independence, 1776

- 3 This passage demonstrates that Thomas Jefferson was directly influenced by the
- (1) ideas of John Locke
 - (2) goals of the Albany Plan of Union
 - (3) belief in the divine right of kings
 - (4) traditional separation of church and state
-
- 4 At the Constitutional Convention of 1787, supporters of the Virginia plan and supporters of the New Jersey plan differed over the method for
- (1) determining congressional representation
 - (2) selecting the president's cabinet
 - (3) adopting the amendment process
 - (4) giving powers to the executive branch
- 5 Which provision of the original Constitution allows Congress to enact legislation that adapts to changing circumstances?
- (1) due process
 - (2) elastic clause
 - (3) electoral college
 - (4) Three-fifths Compromise

Base your answer to question 6 on the passage below and on your knowledge of social studies.

Article 6. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: Provided, always, that any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original states, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid. ...

— Northwest Ordinance, 1787

- 6 In which Supreme Court case did this provision of the Northwest Ordinance play an important part?
- (1) *McCulloch v. Maryland* (1819)
 - (2) *Worcester v. Georgia* (1832)
 - (3) *Dred Scott v. Sanford* (1857)
 - (4) *Plessy v. Ferguson* (1896)
-
- 7 The *Federalist Papers*, written by Alexander Hamilton, John Jay, and James Madison, were intended to
- (1) promote independence from Great Britain
 - (2) persuade voters to keep the Articles of Confederation
 - (3) win support for ratification of the Constitution
 - (4) endorse candidates running for Congress
- 8 Which provision of the Bill of Rights was influenced by the trial of John Peter Zenger?
- (1) right to bear arms
 - (2) right to an attorney
 - (3) freedom of religion
 - (4) freedom of the press
- 9 The Preamble of the Constitution demonstrates that the writers believed that sovereignty belongs to the
- (1) federal government
 - (2) state governments
 - (3) president
 - (4) people

- 10 **“Senate Rejects Supreme Court Nominee”**
“Supreme Court Declares National Recovery Act (NRA) Unconstitutional”
“Congress Overrides Truman Veto of Taft-Hartley Act”

Each of these headlines illustrates the use of

- (1) reserved powers (3) executive privilege
 - (2) checks and balances (4) federal supremacy
- 11 During the presidency of George Washington, disagreements between Alexander Hamilton and Thomas Jefferson over the interpretation of the Constitution contributed to the
- (1) impeachment of federal judges
 - (2) defeat of the Whiskey Rebellion
 - (3) formation of political parties
 - (4) elimination of the commerce clause
- 12 One reason President George Washington called for a policy of neutrality in the 1790s was to
- (1) improve his popularity among Federalist voters
 - (2) avoid United States participation in European wars
 - (3) gain support for the development of a United States navy
 - (4) enforce the Treaty of Alliance with France
- 13 Which geographical consideration had the greatest influence on President Thomas Jefferson’s decision to purchase the Louisiana Territory in 1803?
- (1) Large gold reserves were located in the territory.
 - (2) The size of the territory would create a barrier to French influence.
 - (3) The Rocky Mountain region was an outlet for future population growth.
 - (4) Full control of the port of New Orleans on the Mississippi River would be established.

- 14 The Supreme Court decision in *Marbury v. Madison* (1803) strengthened the constitutional principle of separation of powers by
- (1) defining the Court’s role in impeachment trials
 - (2) clarifying the president’s authority to veto bills passed by Congress
 - (3) denying states the right to sue the federal government
 - (4) establishing the Court’s right to review the constitutionality of federal laws

- 15 One result of the War of 1812 was that the United States
- (1) acquired French-held territory in southern Canada
 - (2) maintained its independence and its territory
 - (3) lost control of the Ohio River valley
 - (4) gained territory from Mexico

- 16 Which heading best completes the partial outline below?

I. _____ A. Missouri Compromise B. Compromise of 1850 C. Kansas-Nebraska Act

- (1) Rise of Sectionalism
- (2) Impact of Industrialization
- (3) Examples of Religious Revivalism
- (4) Events Leading to the Mexican War

- 17 The Homestead Act and grants of land to railroads were used to
- (1) raise money to finance the federal government
 - (2) limit the influence of monopolies and trusts
 - (3) support the development of state universities
 - (4) encourage settlement of the West

- 18 What was one effect of the Industrial Revolution on United States agriculture in the late 1800s?
- (1) a decrease in the size of farms
 - (2) a decrease in tenant farming and sharecropping
 - (3) an increase in agricultural imports
 - (4) an increase in productivity

- 19 As the Civil War ended, which action was supported by President Abraham Lincoln and the Radical Republicans?
- (1) abolishing the institution of slavery by a constitutional amendment
 - (2) passing Black Codes to guarantee equality for formerly enslaved persons
 - (3) putting Confederate leaders on trial for war crimes
 - (4) ending the military occupation of the South immediately
- 20 In the late 1800s, which concept was used to justify the accumulation of great wealth and economic power?
- (1) Manifest Destiny
 - (2) self-determination
 - (3) Social Darwinism
 - (4) conspicuous consumption
- 21 The Chinese Exclusion Act of 1882 and the Gentlemen's Agreement with Japan in 1907 both illustrate
- (1) the role of nativism in the development of United States policies
 - (2) imperialist attitudes in foreign affairs
 - (3) restrictive trading policies toward Asian nations
 - (4) the influence of big business on foreign policy
- 22 President Theodore Roosevelt was called a trustbuster because he
- (1) supported the building of the Panama Canal
 - (2) negotiated peace between Russia and Japan
 - (3) supported legal action against business monopolies
 - (4) protected public lands from environmental damage
- 23 President Theodore Roosevelt's commitment to the proverb, "Speak softly and carry a big stick; you will go far," was most clearly shown when he
- (1) opposed consumer protection laws
 - (2) intervened in Latin American affairs
 - (3) promoted the conservation of natural resources
 - (4) conducted the Bull Moose campaign of 1912

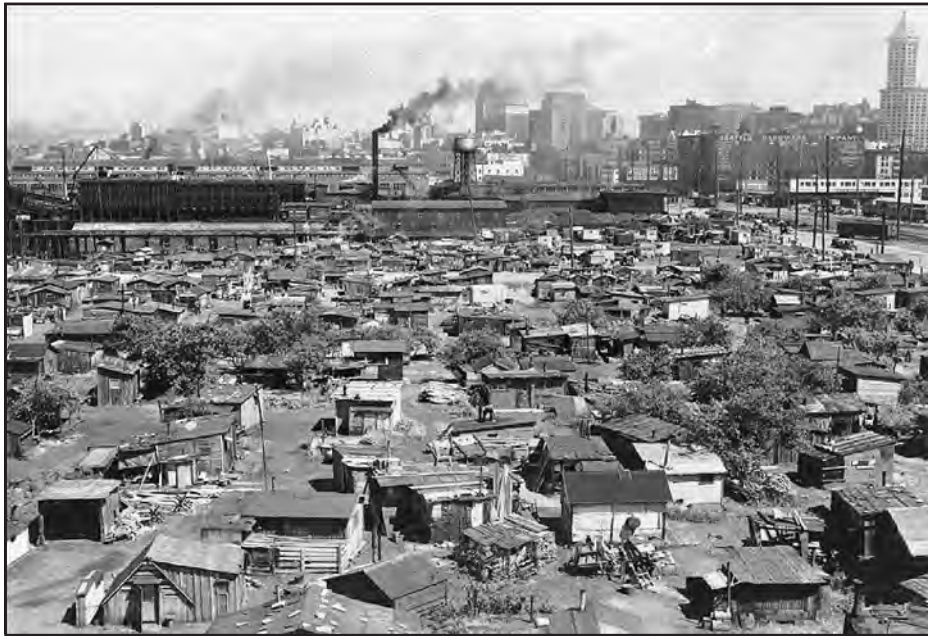
- 24 Which heading best completes the partial outline below?

- | |
|---|
| I. _____
A. Direct election of senators
B. Federal income tax
C. National woman's suffrage |
|---|

- (1) Progressive Era Constitutional Amendments
 - (2) Steps to Promote Civil Rights
 - (3) Municipal and State Actions
 - (4) Changes During World War I
- 25 One way in which the Federal Trade Commission (1914) and the Clayton Antitrust Act (1914) are similar is that both
- (1) helped to end child labor in factories
 - (2) attempted to correct abusive business practices
 - (3) advanced laissez-faire economic principles
 - (4) increased wages for factory workers
- 26 The Supreme Court decision in *Schenck v. United States* (1919) supported the position that during a national emergency
- (1) internal migration may be restricted
 - (2) civil liberties of United States citizens may be limited
 - (3) Congress may take control of the economy
 - (4) minority groups may be segregated from the general population
- 27 During the 1920s, the Palmer raids, immigration quotas, and the trial of Sacco and Vanzetti resulted from
- (1) racial prejudice against African Americans
 - (2) opposition to the Ku Klux Klan
 - (3) the fear that American values were threatened by radical ideas
 - (4) the need to strengthen national defense
- 28 Which factor led to agricultural overproduction and falling farm prices during the 1920s?
- (1) decline in European demand after World War I
 - (2) lower tariffs enacted by Congress
 - (3) lack of access to cheap credit
 - (4) decreasing population in cities of the South

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

“Hooverville,” Seattle, Washington



Source: University Libraries, University of Washington (adapted)

- 29 What was the main reason for the emergence of “Hoovervilles” like the one shown in the photograph?
- (1) Many Americans had lost jobs during the Great Depression.
 - (2) Thousands of homes had been destroyed by the effects of the Dust Bowl.
 - (3) Housing projects could not keep up with the demand for homes needed by the poor.
 - (4) Preparations for World War II had created a shortage of building materials.
- 30 The New Deal of President Franklin D. Roosevelt attempted to address the problem shown in the photograph by
- (1) expanding the armed services
 - (2) using the police to evict “Hooverville” residents
 - (3) delivering food, water, and medical supplies to residents
 - (4) providing jobs and home loans to American workers

- 31 During the early 1930s, the main goal of the Bonus Army was to pressure the Hoover administration to
- (1) strengthen the nation’s defenses
 - (2) end the military draft
 - (3) bring American troops home from overseas
 - (4) support the early payment of money promised to veterans

- 32 Opponents of the New Deal criticized President Franklin D. Roosevelt for
- (1) expanding the role and size of the federal government
 - (2) permitting banks to operate without government regulation
 - (3) weakening the executive branch
 - (4) reducing spending to balance the budget

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



Source: Office of Price Administration, 1943

- 33 The poster indicates that rationing during World War II was a
- (1) way of assuring that only the wealthy could buy certain products
 - (2) necessity caused by farm failures during the Great Depression
 - (3) program that was to be applied equally to all Americans
 - (4) policy to encourage small business owners
- 34 What was a major reason for wartime rationing?
- (1) restricting lower-priced food imports
 - (2) ensuring that troops were adequately supplied
 - (3) providing jobs for the unemployed
 - (4) preventing currency deflation

- 35 The relocation of Japanese Americans from the West Coast during World War II occurred because
- (1) most of them were not citizens of the United States
 - (2) they refused to serve in the United States military
 - (3) they were needed to work at inland defense industries
 - (4) military authorities considered them a threat to national security

Base your answers to questions 36 and 37 on the passage below and on your knowledge of social studies.

...We have agreed on common policies and plans for enforcing the unconditional surrender terms which we shall impose together on Nazi Germany after German armed resistance has been finally crushed. These terms will not be made known until the final defeat of Germany has been accomplished. Under the agreed plan, the forces of the three powers will each occupy a separate zone of Germany. Coordinated administration and control has been provided for under the plan through a central control commission consisting of the Supreme Commanders of the three powers with headquarters in Berlin. It has been agreed that France should be invited by the three powers, if she should so desire, to take over a zone of occupation, and to participate as a fourth member of the control commission. The limits of the French zone will be agreed by the four Governments concerned through their representatives on the European Advisory Commission. ...

— Joint Statement of President Franklin D. Roosevelt,
Prime Minister Winston Churchill, and
Marshal Joseph Stalin at Yalta, February 11, 1945

36 Based on this passage, a major purpose of the Yalta Conference was to

- (1) prepare for control of Germany after World War II
- (2) offer Germany generous terms of surrender to shorten the war
- (3) rebuild German industries following the war
- (4) prevent Germany's membership in the United Nations

37 The plan described in this passage contributed to the

- (1) complete removal of United States troops from Germany
- (2) authorization for Germany to join the Axis powers
- (3) long-term division of Germany into two nations
- (4) domination of Germany by France

38 Which action best illustrates the Cold War policy of containment?

- (1) participating in the Nuremberg trials
- (2) creating the North Atlantic Treaty Organization (NATO)
- (3) encouraging scientific cooperation between the Allies
- (4) recognizing the state of Israel in 1948

39 The Supreme Court under Chief Justice Earl Warren (1953–1969) is considered one of the most liberal in United States history because it

- (1) worked effectively with lower courts
- (2) gained the overwhelming support of the American people
- (3) expanded the civil rights of various groups of people
- (4) favored a strict interpretation of the Constitution

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



Source: Robert J. Day, *New Yorker*, 1954 (adapted)

- 40 Which characteristic of American life in the 1950s is illustrated in this cartoon?
- (1) growth of the elderly population
 - (2) effects of suburbanization
 - (3) decreasing use of automobiles
 - (4) declining importance of the media
- 41 Which factor directly contributed to the post-World War II development of the community shown in the cartoon?
- (1) rise in the birth rate
 - (2) decrease in school construction
 - (3) decline in the availability of home loans
 - (4) increase in the number of women in the labor force
-

Base your answers to questions 42 and 43 on the cartoon below and on your knowledge of social studies.

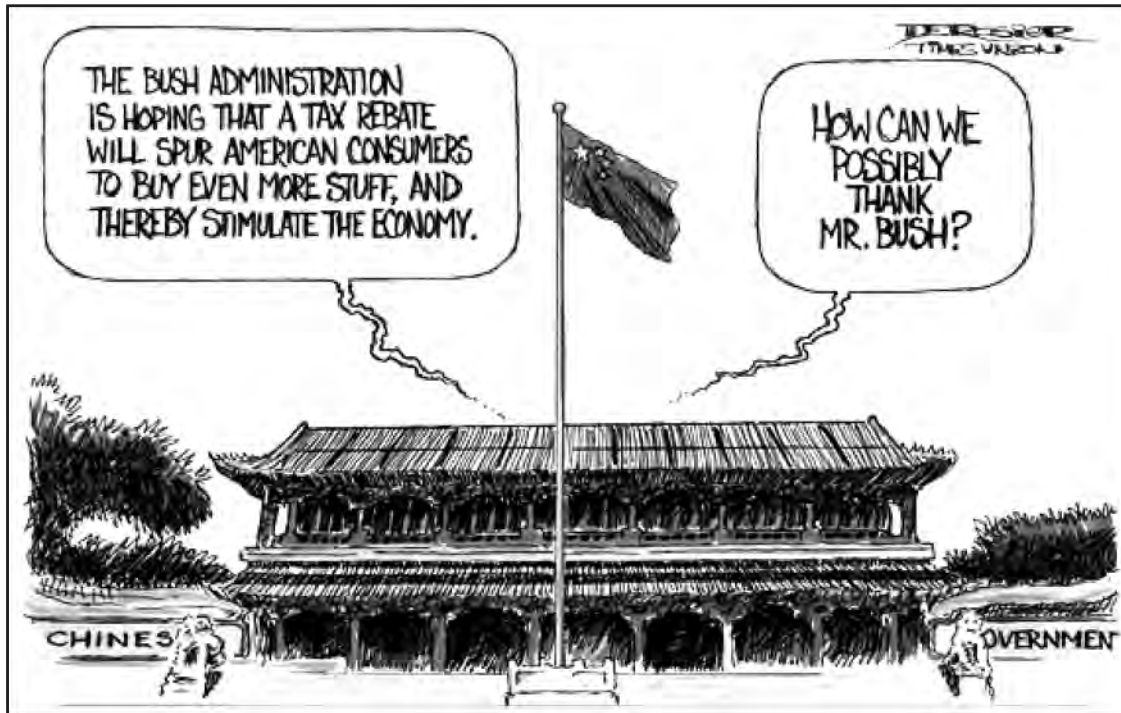
National Security Blanket



Source: Herblock, *Washington Post*, May 27, 1973
(adapted)

- 42 The main idea of this cartoon is that President Richard Nixon
- (1) refused to become involved in political activities
 - (2) supported campaign finance reform
 - (3) exercised presidential power to defend national interests
 - (4) tried to use foreign policy issues to cover up illegal activities
- 43 Based on this cartoon, one effect of President Richard Nixon's actions on the United States was to
- (1) prove that the powers of presidents are unlimited
 - (2) decrease the probability of impeachment for future presidents
 - (3) weaken the public's trust in political leaders
 - (4) demonstrate that the Supreme Court could not rule on presidential wrongdoing
-
- 44 Which statement most accurately explains why the War Powers Act (1973) was passed?
- (1) President Lyndon B. Johnson failed to send enough troops to South Vietnam.
 - (2) President Richard Nixon negotiated a peace treaty with North Vietnam.
 - (3) Congress wanted to reassert its right to authorize military action.
 - (4) Military leaders demanded limits on presidential authority during wartime.
- 45 The 1972, 1979, and 1987 missile reduction agreements between the United States and the Soviet Union are examples of the foreign policy of
- | | |
|-------------------|-----------------|
| (1) brinksmanship | (3) appeasement |
| (2) détente | (4) neutrality |

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



Source: John de Rosier, *Albany Times Union*, January 27, 2008 (adapted)

- 46 In this 2008 cartoon about a tax proposal by President George W. Bush, the cartoonist is implying that China anticipated
- (1) a more favorable balance of trade with the United States
 - (2) greater difficulty in selling its products in the United States
 - (3) the opening of new markets for Chinese goods in Europe
 - (4) an increase in United States tariffs that could cause a recession in China
-

Base your answers to questions 47 and 48 on the cartoon below and on your knowledge of social studies.



Source: Jim Day, *Las Vegas Review Journal*, February 25, 2009 (adapted)

- 47 Which statement most accurately expresses the cartoonist's point of view?
- (1) Presidents have failed to learn the right lessons from past experiences in waging war.
 - (2) Victory in Vietnam inspired later presidents to become involved in wars.
 - (3) The Iraq and Afghanistan wars ended in quick victories for the United States.
 - (4) The military tactics used in Vietnam have been effective in Iraq and Afghanistan.
- 48 The cartoonist most likely refers to the war in Afghanistan as "Obama's Vietnam" because
- (1) the war was begun during the administration of President Barack Obama
 - (2) the war ended soon after President Barack Obama took office
 - (3) President Barack Obama favored the reinstatement of the military draft
 - (4) President Barack Obama chose to continue military involvement in Afghanistan

- 49 **"President Carter Negotiates Camp David Accords"**
"President Reagan Sends Troops to Lebanon"
"President Bush Orders Operation Desert Storm"

Which United States foreign policy goal is most closely associated with these headlines?

- (1) imperialism in Latin America
- (2) globalization of trade
- (3) stability in the Middle East
- (4) delivery of humanitarian relief

- 50 During the Jacksonian Era, elections became more democratic when

- (1) the poll tax was abolished
- (2) states removed property qualifications for voting
- (3) a women's rights amendment was ratified
- (4) 18-year-old citizens were allowed to vote

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: Foreign Policy

Throughout United States history, presidents have made foreign policy decisions that have been opposed by individuals and groups. These decisions have had an impact on both the United States and on other countries and regions.

Task:

Select **two** foreign policy decisions that have been opposed by individuals and groups and for **each**

- Describe the historical circumstances that led the president to make the decision
- Discuss why an individual and/or group opposed the decision
- Discuss the impact of this foreign policy decision on the United States and/or on another country or region

You may use any foreign policy decision that has been opposed by individuals and groups from your study of United States history. Some suggestions you might wish to consider include James K. Polk’s decision to send troops to the Rio Grande (1846), William McKinley’s decision to annex the Philippines (1898), Woodrow Wilson’s support for the Treaty of Versailles (1919–1920), Franklin D. Roosevelt’s aid to Great Britain before United States entry into World War II (1939–1941), Harry Truman’s decision to defend South Korea (1950–1953), Lyndon B. Johnson’s decision to send combat troops to South Vietnam (1965), and George W. Bush’s decision to invade Iraq (2003).

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

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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 the history of the United States, different groups have faced problems in American society. These groups have included *African Americans*, *industrial workers*, and *persons with disabilities*. Individuals, organizations, and governments have addressed problems faced by these groups.

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* groups mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding a problem the group faced
- Discuss how the problem was addressed by an individual, an organization, *and/or* a government

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

This excerpt is from a petition to Congress in 1871 by African Americans in Frankfort, Kentucky, seeking protection from the Ku Klux Klan.

...We would respectfully state that life, liberty, and property are unprotected among the colored race [African Americans] of this State. Organized bands of desperate and lawless men, mainly composed of soldiers of the late rebel armies, armed, disciplined, and disguised, and bound by oath and secret obligations, have, by force, terror, and violence, subverted [undermined] all civil society among colored people; thus utterly rendering insecure the safety of persons and property, overthrowing all those rights which are the primary basis and objects of the Government, which are expressly guaranteed to us by the Constitution of the United States as amended [by the 13th, 14th, and 15th amendments]. ...

We would state that we have been law-abiding citizens, pay our taxes, and in many parts of the State our people have been driven from the polls, refused the right to vote; many have been slaughtered while attempting to vote. We ask, how long is this state of things to last? ...

Source: Petition to the United States Congress, March 25, 1871,
Miscellaneous Documents of the United States Senate, 42nd Congress, 1st Session, 1871

- 1 According to this document, what was **one** problem faced by African Americans in Kentucky? [1]

Score

Document 2

...We want full manhood suffrage, and we want it now, henceforth and forever. ...

We want the laws enforced against rich as well as poor; against Capitalist as well as Laborer; against white as well as black. We are not more lawless than the white race, we are more often arrested, convicted and mobbed. We want justice even for criminals and outlaws. We want the Constitution of the country enforced. We want Congress to take charge of Congressional elections. We want the Fourteenth Amendment carried out to the letter and every State disfranchised* in Congress which attempts to disfranchise [deny voting rights to] its rightful voters. We want the Fifteenth Amendment enforced and no State allowed to base its franchise simply on color. ...

These are some of the chief things which we want. How shall we get them? By voting where we may vote, by persistent, unceasing agitation; by hammering at the truth, by sacrifice and work. ...

*The 14th amendment provides that states denying voting rights to male citizens will lose some representatives in Congress.

Source: W. E. B. Du Bois, Niagara Movement Address, 1906 (adapted)

- 2 According to this document, what is **one** demand made by W. E. B. Du Bois regarding the rights of African Americans? [1]

Score

Document 3a

...Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument. Every American citizen must have an equal right to vote. There is no reason which can excuse the denial of that right. There is no duty which weighs more heavily on us than the duty we have to ensure that right. ...

Every device of which human ingenuity is capable has been used to deny this right. The Negro [African American] citizen may go to register only to be told that the day is wrong, or the hour is late, or the official in charge is absent. And if he persists, and if he manages to present himself to the registrar, he may be disqualified because he did not spell out his middle name or because he abbreviated a word on the application.

And if he manages to fill out an application he is given a test. The registrar is the sole judge of whether he passes this test. He may be asked to recite the entire Constitution, or explain the most complex provisions of State law. And even a college degree cannot be used to prove that he can read and write. ...

Wednesday I will send to Congress a law designed to eliminate illegal barriers to the right to vote. ...

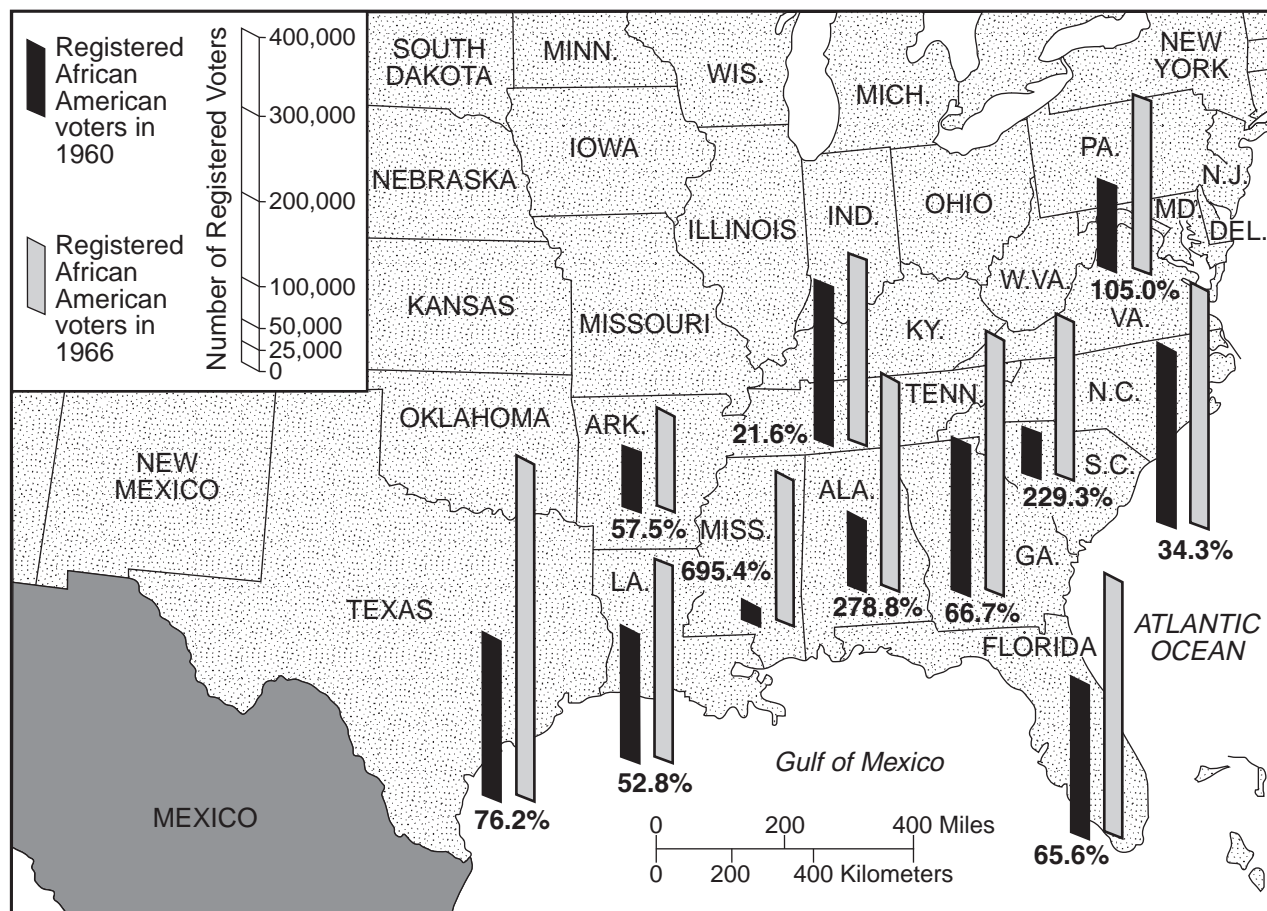
Source: President Lyndon B. Johnson, Special Message to the Congress: The American Promise, March 15, 1965

3a According to President Lyndon B. Johnson, what is **one** way African Americans are kept from voting? [1]

Score

Document 3b

**African American Voter Registration Before and After
Passage of the Voting Rights Act of 1965 (Percent Change)**



Source: Robert A. Divine et al., *America: Past and Present*, Longman, 1999 (adapted)

3b Based on this map, what was **one** effect of the Voting Rights Act of 1965? [1]

Score

Document 4

This is an excerpt from the author's account of his visit to the Homestead, Pennsylvania, steel mill.

...“How long do you work?” I asked of a young man who stood at the furnace near me.
“Twelve hours,” he replied. “The night set go on at six at night and come off at six in the morning. I go on at six and off at six.”
“For how much pay?”
“Two dollars and a quarter.”
“How much do those men get shovelling there in the rain?”
“One dollar and forty cents.” (A cut has since taken place.)
“What proportion of the men get that pay?”
“Two-thirds of the whole plant, nearly two thousand. There are thirty-five hundred men in the mills. They get all prices, of course, from a dollar and forty cents up to the tonnage men, who get five and ten dollars per day when the mills run smooth.”
“I suppose not many men make ten dollars per day.”
“Well hardly.” He smiled. “Of course the ‘rollers’ and the ‘heaters’ get the most, but there are only two ‘rollers’ to each mill, and three ‘heaters,’ and they are responsible for their product. The most of the men get under two dollars per day.”
“And it is twelve hours’ work without stop?”
“You bet! And then again you will see we only get this pay part of the time. The mills are liable to be shut down part of the year. They shut down part of the night sometimes, and of course we’re docked. Then, again, the tendency of the proprietors is to cut down the tonnage men; that is, the ‘rollers’ and ‘heaters’ are now paid by the ton, but they’ll some day be paid by the day, like the rest of us.”
“You bet they will,” said my guide, who seemed quite familiar with the facts. ...

Source: Hamlin Garland, “Homestead and its Perilous Trades—Impressions of a Visit,”
McClure's Magazine, June 1894

4 According to Hamlin Garland, state **one** problem faced by workers in the Homestead steel mill. [1]

Score

Document 5a

...We demand a reduction of the hours of labor which would give a due share of work and wages to the reserve army of labor [the unemployed] and eliminate many of the worst abuses of the industrial system now filling our poor houses and jails. The movement for the reduction of the hours of labor is contemporaneous with the introduction of labor saving machinery and has been the most faithful of all reformatory attempts of modern times, since it has clearly revealed the power of the working people to realize an improved industrial system and raises the hope that we may yet be able to stem the tide of economic, social and moral degradations, robbing those who work of four-fifths of their natural wages and keeping the whole of society within a few months of destitution. ...

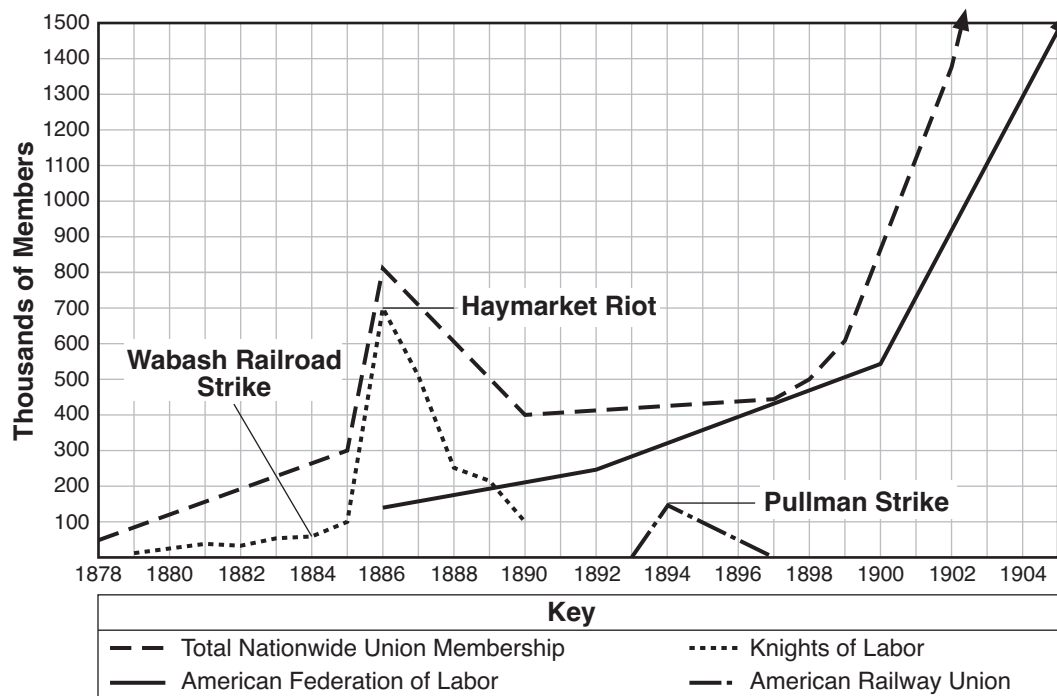
That the lives and limbs of the wage-workers shall be regarded as sacred as those of all others of our fellow human beings; that an injury or destruction of either by reason of negligence or maliciousness of another, shall not leave him without redress simply because he is a wage worker. We demand equality before the law, in fact as well as in theory. ...

And by no means the least demand of the Trade Unions is for adequate wages. ...

Source: Samuel Gompers, *What Does Labor Want?*, 1893

Document 5b

The Growth of Union Membership, 1878–1904



Source: Gerald A. Danzer et al., *The Americans*, McDougall Littell, 1998 (adapted)

5 Based on these documents, what were **two** ways workers tried to address their problems? [2]

(1) _____

Score

(2) _____

Score

Document 6a

This Act defines, as a part of our substantive [essential] law, the right of self-organization of employees in industry for the purpose of collective bargaining, and provides methods by which the Government can safeguard that legal right. It establishes a National Labor Relations Board to hear and determine cases in which it is charged that this legal right is abridged [diminished] or denied, and to hold fair elections to ascertain [determine] who are the chosen representatives of employees. ...

Source: President Franklin D. Roosevelt, Statement on Signing the National Labor Relations Act (Wagner Act), July 5, 1935

Document 6b

...After many requests on my part the Congress passed a Fair Labor Standards Act, what we call the Wages and Hours Bill. That Act—applying to products in interstate commerce—ends child labor, sets a floor below wages [minimum wage] and a ceiling over hours of labor [maximum hours].

Except perhaps for the Social Security Act, it is the most far-reaching, the most far-sighted program for the benefit of workers ever adopted here or in any other country. Without question it starts us toward a better standard of living and increases purchasing power to buy the products of farm and factory. ...

Source: President Franklin D. Roosevelt, Fireside Chat, June 24, 1938

- 6 According to President Franklin D. Roosevelt, state **two** ways workers would benefit from legislation passed during his administration. [2]

(1) _____

Score

(2) _____

Score

Document 7

...What results from segregation [of the disabled] is social isolation. Physical and psychological separation, imprisonment in an institution or in a small, dilapidated apartment building, these are the realities for numerous disabled Americans. The psychic cost is incalculable. Enforced dependency and isolation crush the self-image, and combined with other architectural and transportation barriers may prove devastating. The individual cannot find work because the workplaces are inaccessible, employers discriminate against him, and no suitable transportation is available. Because he cannot find suitable work, he cannot afford decent housing. The barriers are inescapably intertwined [connected]. ...

Source: Frank Bowe, *Handicapping America: Barriers to Disabled People*, Harper & Row, 1978

7 According to Frank Bowe, what are **two** problems faced by persons with disabilities? [2]

(1) _____

Score

(2) _____

Score

Document 8

Selected Federal Legislation for Persons with Disabilities

Date Passed	Federal Legislation	Terms
1968	Architectural Barriers Act	Requires that buildings and facilities constructed with federal funding be accessible to people with physical disabilities.
1975	Education for All Handicapped Children Act	Requires that children with disabilities have the right to a public school education in an integrated (least restrictive) environment.
1982	Telecommunications for the Disabled Act	Requires that deaf and hard-of-hearing people have telephone access at important public places.

Source: Center for Assistive Technology and Environmental Access, 2001 (adapted)

8 Based on the information in this chart, state **two** ways federal legislation has helped persons with disabilities. [2]

(1) _____

Score

(2) _____

Score

Document 9

. . . [President Bill] Clinton diffused a controversy that had threatened to mar the dedication when he sided with disabled activists who demanded that a statue be added to the memorial showing FDR [President Franklin D. Roosevelt] in a wheelchair. On Clinton's recommendation, the Senate on Thursday night passed and sent to the House legislation to add the statue. . . .

But the biggest controversy arose over the decision by the FDR Memorial Commission to stick with 1978 statue designs that were in keeping with FDR's own reluctance to be seen publicly in a wheelchair. Roosevelt went to exhausting lengths not to appear disabled.

About two dozen demonstrators sat in wheelchairs, leaned on walkers, hobbled along with crutches or walked with white canes outside the memorial before the dedication. "We are no longer hiding our disabilities," said one of the group, Becky Ogle, 41, who is a double amputee and director of disabled outreach for the White House. "When I was a child growing up, the message to me was I am sick. Well, I am not sick. We are not victims. Attitude is the last barrier for us." . . .

Source: Doug Struck, "Clinton Dedicates Memorial, Urges Americans to Emulate FDR," *Washington Post*, May 3, 1997

- 9 Based on this document, how have the attitudes of the disabled changed since Franklin D. Roosevelt was president? [1]

Score

Part B

Essay

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

Historical Context:

Throughout the history of the United States, different groups have faced problems in American society. These groups have included ***African Americans, industrial workers,*** and ***persons with disabilities.*** Individuals, organizations, and governments have addressed problems faced by these groups.

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

Choose ***two*** groups mentioned in the historical context and for ***each***

- Describe the historical circumstances surrounding a problem the group faced
- Discuss how the problem was addressed by an individual, an organization, *and/or* a government

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

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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			
14.....	134.....	262.....	393.....
23.....	144.....	273.....	402.....
31.....	152.....	281.....	411.....
41.....	161.....	291.....	424.....
52.....	174.....	304.....	433.....
63.....	184.....	314.....	443.....
73.....	191.....	321.....	452.....
84.....	203.....	333.....	461.....
94.....	211.....	342.....	471.....
102.....	223.....	354.....	484.....
113.....	232.....	361.....	493.....
122.....	241.....	373.....	502.....
	252.....	382.....	

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay
August 2015

Theme: Foreign Policy

Throughout United States history, presidents have made foreign policy decisions that have been opposed by individuals and groups. These decisions have had an impact on both the United States and on other countries and regions.

Task: Select *two* United States foreign policy decisions that have been opposed by individuals and groups and for *each*

- Describe the historical circumstances that led the president to make the decision
- Discuss why an individual and/or group opposed the decision
- Discuss the impact of this foreign policy decision on the United States and/or on another country or region

You may use any foreign policy decision that has been opposed by individuals and groups from your study of United States history. Some suggestions you might wish to consider include James K. Polk's decision to send troops to the Rio Grande (1846), William McKinley's decision to annex the Philippines (1898), Woodrow Wilson's support for the Treaty of Versailles (1919–1920), Franklin D. Roosevelt's aid to Great Britain before United States entry into World War II (1939–1941), Harry Truman's decision to defend South Korea (1950–1953), Lyndon B. Johnson's decision to send combat troops to South Vietnam (1965), and George W. Bush's decision to invade Iraq (2003).

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *each* of *two* foreign policy decisions, discussing the historical circumstances that led the president to make the decision, why an individual and/or group opposed the decision, and the impact of this foreign policy decision on the United States and/or on another country or region).
2. The historical circumstances that led the president to make a foreign policy decision may be described from a broad or narrow perspective as long as they are supported by accurate facts and details, e.g., President Johnson sending combat troops to South Vietnam as an exercise of Cold War containment or as a response to the Gulf of Tonkin incident.
3. The discussion of why an individual and/or group opposed the decision may consider immediate opposition or opposition that grew over time.
4. The discussion of the presidents' foreign policy decisions may be similar as long as each discussion includes separate and distinct facts and examples.
5. The individual and/or group who opposed the president's decision should be identified, e.g., opposition to the Treaty of Versailles by isolationists, the Senate, reservationists, or Henry Cabot Lodge.
6. The discussion of the individual and/or group who opposed the decision must include the reasons for opposition, e.g., the reasons college students opposed Lyndon Johnson's decision to send combat troops to South Vietnam included the draft, the widening of the war to Cambodia, atrocities against civilian villagers, and/or the corrupt South Vietnam regime.
7. The reason an individual and/or group opposed the decision and the impact of the decision may be discussed from any perspective as long as the position taken is supported by relevant facts and information.
8. The discussion of the impact of the presidential foreign policy decision may be either immediate or long term.
9. The same president may be chosen for both foreign policy decisions, but the facts concerning each decision must be distinct, e.g., President Harry Truman decided to introduce the Truman Doctrine and decided to defend South Korea.
10. If more than two presidential foreign policy decisions are discussed, only the first two decisions may be rated.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led presidents to make **each** of **two** foreign policy decisions, why an individual and/or group opposed the decision, and the impact **each** foreign policy decision had on the United States and/or on another country or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Woodrow Wilson's support for the Treaty of Versailles*: connects President Wilson's desire to make World War I the "war to end all wars" and his idealistic dream of an international peacekeeping organization to his stubborn battle for ratification of the Treaty of Versailles that met strong opposition from Republican Senators who were left out of the treaty negotiations and were concerned that the League of Nations would threaten United States' sovereignty, and to the formation of a weak League that failed to stop Axis aggression but set the standard for the future United Nations; *Lyndon B. Johnson's decision to send combat troops to South Vietnam*: connects the domino theory in Southeast Asia and the Gulf of Tonkin incident to President Johnson's decision to send combat troops to South Vietnam that incited protests by college students who faced conscription and were outraged over atrocities committed against civilian Vietnamese villagers, and to how President Johnson's decision resulted in an escalating military stalemate, widespread distrust of government, and eventually the extension of suffrage to 18-year-old citizens
- Richly supports the theme with relevant facts, examples, and details, e.g., *Woodrow Wilson's support for the Treaty of Versailles*: moral diplomacy; Fourteen Points; "make the world safe for democracy"; Paris Peace Talks; two-thirds vote of Senate required for treaty ratification; Henry Cabot Lodge; reservationists; irreconcilables; Article X; isolationist tradition; Washington's Farewell Address; whistle-stop tour; public disillusionment with World War I; San Francisco Conference; General Assembly and Security Council; *Lyndon B. Johnson's decision to send combat troops to South Vietnam*: containment; Ho Chi Minh; communist North Vietnamese incursion; Vietcong; Indochinese peninsula; civil war; undemocratic regime in South Vietnam; attack on United States destroyers; increase of presidential war powers; draft dodgers; Students for a Democratic Society; My Lai; Agent Orange; "real time" television coverage; unification of Vietnam under communism; Pentagon Papers; War Powers Act; Vietnam syndrome; 26th amendment
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one foreign policy decision more thoroughly than the other *or* by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Woodrow Wilson's support for the Treaty of Versailles*: discusses how President Wilson's idealistic plan to create a League of Nations to prevent future conflicts after the carnage of World War I led him to fight for ratification of the Treaty of Versailles, how Senate Republicans opposed the treaty because they believed that joining the League of Nations would violate the tradition of isolationism and force the United States to fight in future wars, and how Wilson's uncompromising support for the Treaty of Versailles resulted in Senate rejection of the treaty and weakened the League of Nations' ability to prevent World War II; *Lyndon B. Johnson's decision to send combat troops to South Vietnam*: discusses how belief in the domino theory and the Gulf of Tonkin incident led President Johnson to send combat troops to South Vietnam, how college students protested the war because of the draft and reports of atrocities against innocent civilians, and how the war failed to contain communism and created widespread distrust of the government
- 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 for ***one*** foreign policy decision have been thoroughly developed evenly and in depth, and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

A nation's social, economic and political success is often in direct correspondance with its foriegn policy. In the years following both WWI and WWII, public opinion was divided in this area. Controversy often broke out, which led to serious opposition to policies amongst individuals and social groups. Woodrow Wilson's support of the Treaty of versailles divided the government and nation, as Lyndon B. Johnson's authorization to send troops to South Vietnam created both social and political turmoil; these foriegn policy decisions had resounding effects on the U.S. and other countries, which would eventually come to define the eras of post-World Wars.

As the horrors of WWI came to an end, the Central Powers surrendered to the Allies in 1918. The Allied countries, primarily Britain, France, Italy, and the U.S. were left with rebuilding a shattered Europe and the desire to make Germany pay for a war Britain and France thought Germany had provoked. Earlier, Wilson had proposed his fourteen points, which were his goals for creating a post-war peace. After much debate, the Allies came to agree on the Treaty of versailles, which contained many compromises and one of Wilson's crucial points: Article X, or the League of Nations. By creating an international organization, the Big Four hoped to solve conflicts with words and treaties, rather than combat. Having fought so diligently for this article, Wilson proposed the Treaty to the Senate for ratification, naively expecting strong support. In a sweeping decision, the Senate rejected the treaty. Conservatives and liberals alike felt that our country had long been rooted in isolationist policies based on former President Washington's advice to avoid entangling alliances. A disappointed Wilson embarked on a cross country train

tour to campaign vigorously for public support to pass the treaty. Our nation was divided. Supporters of Wilson saw the importance of an international organization and felt it was the surest way to permanent peace. Others feared that involvement in a league of nations would threaten United States sovereignty and drag the U.S. into another WW. Reservationists, like Senator Lodge supported an amendment to the treaty, which would preserve Congress' power to declare war and limit our military support for the League of Nations. Congress refused to approve the treaty as is; Wilson refused to accept any changes and died soon after. Without United States ratification, a weak League of Nations was created, but without U.S. participation it remained ineffective. Perhaps if Wilson had received the support he hoped for, the U.S. might have strengthened the League, prevented the rise of dictators and the outbreak of WWII. But Wilson's dream of international cooperation to settle disputes peacefully would become the basis for the post-World War II creation of the United Nations. Instead of making the same mistake, and retreating into isolationism after World War II the United States took the lead in writing the United Nations' Charter and hosting the U.N. headquarters. Isolationism would no longer be considered a realistic foreign policy for the United States.

After WWII the United States intervened throughout the world in a conflict known as the Cold War. High tensions with the USSR brought about an arms race, indirect combat, and the closest the world has ever been to nuclear war. In a battle for world supremacy, Communist Russia backed the formation of new leftist governments throughout the world. In an attempt to check this growth of

communism, the U.S. adopted a new foreign policy that George Kennan called "containment." While containment was first applied to Europe, the Korean War led us to apply it throughout Asia, including in Vietnam. Lyndon B. Johnson used the domino theory to justify the sending of American troops to South Vietnam, in order to combat Ho Chi Minh's communist aggression in Vietnam and to stop the spread of communism to the rest of Southeast Asia. This decision met growing opposition among the public. Many argued that the U.S. had no justifiable cause to participate in a distant civil war in Southeast Asia that did not directly involve our country. As the draft was soon enlarged, young Americans eligible for the draft but who could not yet vote formed stubborn opposition. College students vehemently protested the escalation of the war, and boys burned their draft cards or fled the draft. Draft dodgers were imprisoned or fled to Canada. As the war dragged on without victory but with great devastation, it became clear that the government had been lying to the public, especially after the publication of the Pentagon Papers. Johnson's conduct of the war provoked anti-government feelings throughout the nation. His promises of "light at the end of the tunnel" were empty, creating a credibility gap that forced Johnson to decide not to run for re-election in 1968. The sending of troops to Vietnam directly led to the domestic social revolution. The Vietnam War would become an embarrassing failure for our country's containment policy with dispiriting loss of American and Vietnamese life, and the loss of all of Vietnam to communism. After this dismal failure, we were left with a generation who mistrusted government and a Congress that attempted to limit the war-making powers of the President.

Both president Wilson's support of the treaty of Versailles and L.B.J's decision to involve the U.S. militarily in Vietnam, met steadfast opposition and created domestic opposition. Had these foreign policies been different lives might have been saved and entire wars prevented. However, both Wilson and Johnson had enjoyed great success with numerous social reforms until their foreign policy downfalls distracted them from their domestic agenda.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing Woodrow Wilson's support for the Treaty of Versailles and Lyndon B. Johnson's decision to send combat troops to South Vietnam
- Is more analytical than descriptive (*Woodrow Wilson*: proposed his Fourteen Points which were his goals for creating a post-war peace; by creating an international organization, the Big Four hoped to solve conflicts with words and treaties rather than combat; conservatives and liberals felt that our country had long been rooted in isolationist policies, based on former President Washington's advice to avoid entangling alliances; others feared that involvement in a League of Nations would threaten United States sovereignty and drag the United States into another world war; if Wilson had received the support he hoped for, the United States might have strengthened the League, prevented the rise of dictators and the outbreak of World War II; Wilson's dream of international cooperation to settle disputes peacefully would become the basis for the post-World War II creation of the United Nations; *Lyndon B. Johnson*: communist Russia backed the formation of new leftist governments throughout the world; the Korean war led us to apply containment throughout Asia, including in Vietnam; Johnson used the domino theory to justify sending American troops to South Vietnam to combat Ho Chi Minh's communist aggression in Vietnam and to stop the spread of communism to Southeast Asia; many argued that the United States had no justifiable cause to participate in a distant civil war; young Americans, who could not yet vote, formed stubborn opposition; promises of "light at the end of the tunnel" were empty, creating a credibility gap; Vietnam War would become an embarrassing failure for our country's containment policy; left a generation who distrusted government and a Congress that attempted to limit the war-making powers of the President)
- Richly supports the theme with relevant facts, examples, and details (*Woodrow Wilson*: horrors of World War I; Britain, France, Italy, and the United States were the Allied countries; Central Powers surrendered; make Germany pay; Article X; reservationists; Senator Lodge; ratification; Senate rejected the treaty; United Nations Charter; *Lyndon B. Johnson*: Cold War; arms race; George Kennan; college students; draft dodgers; *Pentagon Papers*; loss of all of Vietnam to communism)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes these two presidential decisions defined the eras after the world wars and a conclusion that points out both presidents enjoyed success with social reforms until foreign policy downfalls distracted them

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a clear grasp of the major foreign policy trends following the world wars and the presidents' roles in provoking opposition. A strong introduction and conclusion frames a thorough discussion of the historical circumstances, opposition, and impact of each decision.

Since the United States became a country, it followed a policy of isolationism. However, as the United States started to gain power, the country became more involved in world affairs. With the United States paving its way for becoming a world power, there were some groups or individuals who opposed United States involvement in certain foreign affairs. Such opposition can be seen in the decisions concerning the annexation of the Philippines and in the signing of the Treaty of Versailles.

After the victory in the Spanish-American War, the United States was seen as a world power. Many Americans believed that the nation should expand overseas since Manifest Destiny was already complete. During the war the United States acquired the Philippine archipelago located in Southeast Asia. With the Philippines now in the hands of the United States, President McKinley prayed over what to do with it. The supporters of the annexation of the Philippines gave many reasons why annexation was beneficial to the country, one of them being ethnocentrism or the "White Man's Burden": The idea that Americans are better and they have a moral duty to "civilize and sanitize" the Filipino people. But perhaps the most important factor that led to President McKinley's decision to annex the Philippines is the fact that it could become the window of the United States to lucrative Chinese markets. This opportunity provided raw materials and overseas markets for the country as it rapidly industrialized. This decision by McKinley became part of the Treaty of Paris with Spain, which the United States Senate then had to ratify or reject. While many Americans supported McKinley and annexation, the anti-imperialists believed that annexing the Philippines meant that Filipino nationalists would fight against the United States as they had

fought against Spain. The hypocrisy of the annexation was clear to them because Americans had fought the war with Spain in order to free the country of Cuba, and now were taking control of the Philippines. The United States had always been pushing for democracy and if the United States annexed the Philippines, it would be against their beliefs in self-determination. Labor unions, like the AFL, were against the annexation because of the fear of competition from cheap Filipino labor. Despite the opposition, President McKinley still decided on annexing the Philippines which resulted in more chaos. The Filipinos refused to be controlled by another foreign country and rebelled which resulted in two years of brutal guerilla warfare. The Filipinos' dream of independence was crushed. During this era, the Supreme Court ruled that the Filipino people were not entitled to the full rights of American citizenship. The United States took overseas colonies with no intention of ever making them states, unlike the territories that were added to the Union during Manifest Destiny.

In the final year of World War I, the United States entered the war, and the Allies were able to defeat the Central Powers. The resulting Treaty of Versailles, agreed upon by the Big Four, included many of the selfish goals of Britain and France who wanted Germany to be punished for the war given the huge loss of life of British and French armies, but the reparations, loss of German territory, and demilitarization would plant bitter seeds. President Wilson, an advocate of world peace and moral diplomacy, did not seek territory or compensation for the United States, but demanded that one of his Fourteen Points, the League of Nations, be adopted. Wilson hoped that the League would be able to fix the problems that the Treaty had

created. However, many Americans, notably the isolationists in the Senate, opposed the treaty. The war had cost the United States a lot. Despite the victory, disillusioned Americans believed that the United States should not further be involved in the affairs of other countries and should instead return to its isolationist past. Also, being a member of the League of Nations was against the warning of former president George Washington about creating permanent alliances. Reservationists in the Senate warned that membership in the League would mean that the United States would be forced to fight in other countries' wars. The result was that the Senate refused to ratify the treaty and the United States did not join the League of Nations, much to the bitter disappointment of Woodrow Wilson. The public voted for a "return to normalcy" in the 1920 elections and the United States tried to isolate itself from any direct commitments that might lead to conflict. During the Roaring Twenties Americans turned against immigrants and foreign ideas. Without the United States, the League was essentially a failure in many ways like when it took no effective action against German, Italian and Japanese aggression. Many people wonder if the League would have been more successful in preventing World War II if the United States were involved but it is one of the questions that can never be answered.

Through history, the United States has always been divided when it comes to foreign policies. United States involvement in world affairs has sparked significant opposition from different groups of people and the resulting decisions have always created an impact on both the country and other foreign countries.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing William McKinley's decision to annex the Philippines and Woodrow Wilson's support for the Treaty of Versailles
- Is more analytical than descriptive (*William McKinley*: many Americans believed that the nation should expand overseas since Manifest Destiny was complete; it could become the window of the United States to lucrative Chinese markets; the hypocrisy of the annexation was clear because Americans fought the war with Spain in order to free the country of Cuba, and now were taking control of the Philippines; labor unions feared competition from cheap Filipino labor; the Filipinos refused to be controlled by another foreign country and rebelled; Supreme Court ruled that the Filipino people were not entitled to the full rights of American citizenship; United States took overseas colonies with no intention of ever making them states; *Woodrow Wilson*: treaty included many of the selfish goals of Britain and France, who wanted Germany to be punished for the war given the huge loss of life; Wilson hoped that the League would be able to fix the problems that the Treaty had created; disillusioned Americans believed the United States should not further be involved in the affairs of other countries; being a member of the League of Nations was against the warning of former President George Washington about creating permanent alliances; the Senate refused to ratify the treaty and the United States did not join the League; Americans turned against immigrants and foreign ideas; many people wonder if the League would have been more successful in preventing World War II if the United States was involved)
- Richly supports the theme with relevant facts, examples, and details (*William McKinley*: world power; archipelago; Southeast Asia; ethnocentrism; "White Man's Burden"; moral duty; "civilize and sanitize"; raw materials; rapidly industrialized; Treaty of Paris; Filipino nationalists; self-determination; AFL; two years of brutal guerilla warfare; *Woodrow Wilson*: Central Powers; Big Four; reparations; moral diplomacy; isolationist; reservationists; "return to normalcy"; Roaring Twenties; German, Italian, and Japanese aggression)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the United States gained power as it became more involved in world affairs and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response uses an in-depth discussion of historical circumstances to support a strong analysis of the two foreign policy decisions and the opposition to each.

Although the United States government has proclaimed policies of neutrality from time to time, it has still managed to get involved in various foreign affairs throughout its history. However these periodic involvements in overseas events never seem to go undisputed. Presidents Woodrow Wilson and Lyndon B. Johnson both made moves in the arena of foreign policy that aroused opposition from the American public and brought substantial impact upon the nation at home. Woodrow Wilson's support for the signing of the Treaty of Versailles met strong dispute in the Senate and shaped United States foreign relations for the years following, while Lyndon B. Johnson's action of sending troops in to aid South Vietnam against the communists in the North was protested adamantly by college students of the hippie generation.

After the United States finally entered World War I, President Woodrow Wilson presented his idealistic plan of Fourteen Points to be adopted for peace time. They included the policies of self-determination and free seas. His main point, a League of Nations, was adopted into the Treaty of Versailles which was to be signed by belligerent nations to mark the end of this international conflict. The League of Nations was the major part of this treaty which met sharp opposition in the Senate when Wilson presented it to be ratified. The League of Nations was Wilson's greatest dream because it would be an international organization of nations which would work to resolve conflicts peacefully and take any aggression to one nation as aggression to the entire league. The Senate opposed this because they saw it as a way to become quickly involved in another world war. President Wilson had made a political mistake when he failed to take any Republican

senators to the treaty negotiations at Versailles. This was a major reason Republican Senators refused all of Wilson's pleas to accept the treaty "as is" and instead pushed through a policy of isolationism which dominated the 1920s and did not completely disappear until the bombing of Pearl Harbor, marking United States entry into World War Two. Refusing to agree to Wilson's conditions, Congress never ratified the Treaty of Versailles but found other ways to officially end the nation's involvement in World War I. These actions removed the United States from any binding international peacekeeping organizations and made it easier for the country to stay isolated from European problems. While Europe struggled with economic hardships caused by the treaty, the United States entered a period of prosperity. During the Roaring Twenties businesses increased production and the stock market boomed. Americans mistakenly thought that if they ignored the rest of the world they would never have to face another world war.

At the close of World War Two in 1945, the United States entered what would become a prolonged era of Cold War with its opposing international superpower, the communist Soviet Union. The U.S. adopted a policy of containment which stated that the nation's goal was to prevent communism from spreading any farther than where it was already established. This policy drove the United States involvement in various overseas conflicts throughout the Cold War. One particularly controversial action of the U.S. government was Lyndon B. Johnson's decision to send combat troops to aid South Vietnam. The northern supported communist Vietcong had attacked and the United States felt that it was their duty as a democratic nation to fight

communism in South Vietnam to prevent other Southeast Asian countries from falling like “dominoes”. President Johnson escalated United States troop strength to aid the government of South Vietnam, involving the United States in an undeclared war. This action met bitter dispute from college students and young people back home who preached peace and love. These “doves” feared the draft, knowing it almost guaranteed that they would be sent to Vietnam to fight immediately following their graduation. Under the influence of drugs and rock and roll music, these flower children protested against fighting a war whose conflict didn’t directly involve the United States. They loudly proclaimed that if they were old enough to die for their country they should be old enough to vote. The United States foreign involvement in the Vietnam War and the opposition at home had various repercussions on the citizens and troops. This war led to an incredible loss of life both at home and overseas. Not only were troops viciously slaughtered by the lethal tactics of the Vietcong, but protesters at home were killed as well, particularly at a protest at Kent State University in Ohio. This war left the United States torn between those who desired to strictly contain communism and those who felt peace was the only answer.

Although throughout the years America has been involved in all kinds of foreign affairs, no actions of the government involving oversea conflict has been left unopposed. At the close of world war One no matter how persistently Woodrow Wilson pushed for the ratification of the Treaty of Versailles, the Senate refused to approve terms they saw unfit. Lyndon B. Johnsons deployment of troops into South Vietnam for the purpose of containing communism during the Cold War met

bitter dispute from hippies and proponents of world peace. The effects of both the affairs can be seen in the the years following these actions of government. Following the rejection of the Treaty of Versailles, the United States entered a period of isolationism and remained out of European and Asia affairs until its late entry into the second world war. The strong opposition met by the United States involvement in Vietnam was eventually answered by Richard Nixon's policy of Vietnamization, which involved the gradual handing over of the ground war to South Vietnamese troops.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing Woodrow Wilson's support for the Treaty of Versailles and Lyndon B. Johnson's decision to send combat troops to South Vietnam
- Is both descriptive and analytical (*Woodrow Wilson*: after the United States entered World War I, Wilson presented his idealistic plan of Fourteen Points to be adopted for peacetime; the League of Nations would be an international organization of nations which would work to resolve conflicts peacefully; the Senate opposed this because it was a way to become quickly involved in another world war; Republican Senators refused all of Wilson's pleas to accept the treaty; pushed through a policy of isolationism; while Europe struggled with economic hardships caused by the treaty, the United States entered a period of prosperity; Americans thought that if they ignored the rest of the world, they would never have another world war; *Lyndon B. Johnson*: the United States entered a prolonged era of Cold War with its opposing international superpower, the communist Soviet Union; the United States adopted a policy of containment; duty as a democratic nation to fight communism in South Vietnam to prevent other Southeast Asian countries from falling like dominoes; protested fighting a war whose conflict did not directly involve the United States; proclaimed that if they were old enough to die for their country, they should be old enough to vote; not only were troops viciously slaughtered, but protestors at home were killed as well)
- Supports the theme with relevant facts, examples, and details (*Woodrow Wilson*: self-determination; free seas; Roaring Twenties; increased production; stock market boomed; *Lyndon B. Johnson*: close of World War II; Northern-supported communist Vietcong; escalated United States troop strength; undeclared war; doves; flower children; Kent State University in Ohio; Nixon's policy of Vietnamization)
- Demonstrates a logical and clear plan of organization; includes an introduction that identifies the opponents of each decision and a lengthy conclusion which both reviews major points and adds comments about isolationism and Vietnamization

Conclusion: Overall, the response fits the criteria for Level 4. The response includes ample analysis of each presidential decision including discussion of the opposition and the impact of each decision.

Throughout the history of the United States, Presidents have made decisions regarding foreign policy that have been looked upon unfavorably by the people of the United States of America. From Johnson's decision of whether or not to send troops into a foreign conflict to Nixon's decision of whether or not to have friendly relations with a government unlike that of the U.S, Presidents have had to make the tough calls and suffer from the effects.

When Lyndon B. Johnson decided to send combat troops into Vietnam in 1965, he met little opposition at first. The United States, at the time, believed strongly in the "domino theory," or the theory that if one country fell to Communism, then the countries around it would do the same. In order to prevent South Vietnam from falling to Communism (which would make Laos, Cambodia and Thailand fall), Johnson sent troops in to fight against the Communists in the north led by Ho Chi Minh. After claims that the Communists had attacked United States ships in the Gulf of Tonkin, Lyndon B. Johnson pushed for even more involvement from the United States. The Gulf of Tonkin Resolution in 1964 gave Johnson as much power as he pleased to contain northern Communist aggression. In 1965 he began massive bombings and greatly increased the number of American combat troops in Vietnam. This forced a huge increase in the draft, with casualties and deaths rising as it became an American war. These decisions by the President became increasingly unpopular with many people within the United States.

The decisions of Johnson to have such a high involvement in Vietnam made many young people angry, especially college students. Many students protested the involvement in the war. They felt as if the

United States had no business being involved in a civil war when even the South Vietnamese people did not support their corrupt government. More and more young men were being drafted for a war that seemed meaningless. Students marched, chanting “hey, hey, LBJ, how many kids did you kill today?” and staged massive marches which at times shut down college campuses.

The number of Americans opposing the war grew so considerably that the President (who was now Richard Nixon in 1969) had no choice but to start a plan to get the troops out of Vietnam in a process called “Vietnamization,” where the South Vietnamese would eventually take over their own defense. Finally, in 1973, almost every troop was removed from Vietnam. Within two years, North Vietnamese forces quickly overran the South establishing one Communist country. Thousands of South Vietnamese who had fought the Communists left their homes and immigrated to the United States. Thousands of these “boat people” courageously escaped Vietnam, bringing their customs to the United States.

This war showed the Americans that they were not only beatable, but they could not just simply choose to stop Communism whenever they wanted to. It also made many Americans skeptical of using military solutions to solve foreign problems. The unpopular Vietnam war had led to negotiations with Communist countries supporting North Vietnam for “peace with honor”. Nixon and his advisor, Henry Kissinger, had started to believe that we could negotiate with both China and the USSR to play them off against each other. This was part of Nixon’s move to détente with the Soviets, especially on issues of nuclear weapons. So even before the Vietnam War ended, Nixon

became the first president to visit China. Nixon's decision to go to China was unpopular with conservatives in his own party who felt that the President was being "soft" on Communism. Nixon's decision came in spite of being in a Cold War with China and not yet officially recognizing the Communist government of China led by Mao Zedong.

Many Americans were at first stunned by this decision because they had strongly disliked any form of Communism for so long. The decision of the Nixon administration to thaw relations with the People's Republic of China opened up travel and trade with the world's most populated country. American companies would eventually be able to sell their products in China. Since then, many American products are manufactured in China and sold in the United States even though China is still a Communist country.

The Presidents' decision helped change the American outlook on Communist governments. While most Americans still feared Communism, they began to hope that we could co-exist.

The decisions about foreign policy by Johnson and Nixon greatly shaped how American society looked at foreign relations and gave Americans a new outlook.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Lyndon B. Johnson's decision to send combat troops to South Vietnam more thoroughly than Richard Nixon's decision to visit mainland China
- Is both descriptive and analytical (*Lyndon B. Johnson*: sent troops to fight against the communists in the north; Gulf of Tonkin Resolution gave Johnson as much power as he pleased to contain northern communist aggression; increased the number of American combat troops in Vietnam; forced a huge increase in the draft, with casualties and deaths rising as it became an American war; young men were being drafted for a war that seemed meaningless; in 1973, almost every troop was removed from Vietnam; within two years, North Vietnamese forces quickly overran the South, establishing one communist country; made many Americans skeptical of using military solutions to solve foreign problems; *Richard Nixon*: unpopular Vietnam War had led to negotiations with communist countries supporting North Vietnam for "peace with honor"; believed we could negotiate with both China and the USSR to play them off against each other; Nixon's decision to go to China was unpopular with conservatives in his own party who felt that the president was being "soft on communism"; many Americans were stunned because they strongly disliked Communism; opened up travel and trade with the world's most populated country; many American products are manufactured in China and sold in the United States; while most Americans still feared communism, they began to hope that we could coexist)
- Supports the theme with relevant facts, examples, and details (*Lyndon B. Johnson*: domino theory; Laos, Cambodia, and Thailand; Ho Chi Minh; attacked United States ships; massive bombings; college students; "Hey, hey LBJ, how many kids did you kill today?"; shut down college campuses; Richard Nixon; Vietnamization; "boat people"; *Richard Nixon*: détente; Henry Kissinger; first president to visit China; Mao Zedong)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes presidents often have to make tough calls and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The response shows understanding of the historical circumstances leading to Johnson's decision to intervene in Vietnam, the rise of opposition, and the impact of the war. While the discussion effectively pivots from Vietnam to Nixon's opening of China, this section lacks similar depth.

The President of the United States of America has a difficult job. Every decision he/she makes and will make will be under scrutiny by everyone. Many of these decisions will be disliked by some. Foreign Policy decisions are some of the most scrutinized decisions that are all part of the presidency. Some presidents have made calls that have been considered bad decisions.

In the Early 1960's, John F. Kennedy was elected president. He beat Richard Nixon in the very close 1960 election. Many thought that Kennedy was too young and inexperienced to be president. Mere weeks after entering the position, he learned of a secret plan of the CIA. The plan had been devised by his predecessor, Dwight Eisenhower, and was left for Kennedy to decide. The plan was to train and aid Cuban rebels to overthrow the new communist dictator, Fidel Castro. With Cuba being only 90 miles away from United States land, and the intense fear of the spread of communism during the Cold War, Kennedy decided to enact the plan. Trained Cuban exiles with the expected help of anti-Castro Cubans and air support, would invade Cuba and overthrow the communist government. However the invasion was crushed at the Bay of Pigs, due to information leaks and a lack of air support.

The invasion was an embarrassing failure for the young President, and critics questioned whether he was tough enough to stand up to communism. Critics complained that the United States did not give the air support that could have made a difference. They wondered how a small island could so easily thwart the plan of a major superpower. They looked at his decision as a failure and feared that communism would prevail, based on the "domino theory", that if one country fell

to communism, others would too. Not only was this a defeat for the United States in the Cold War, it also had a huge effect. After the Bay of Pigs, the relationship between Cuba and the Soviet Union grew stronger. In 1962–1963, the Cubans allowed the Soviets to build missile sites that could easily threaten the United States. During the Cuban missile crisis, John Kennedy used a naval blockade of Cuba to force the Soviets to remove the nuclear missiles from Cuba. Although it was a terrifying crisis, and Kennedy's previous weakness in the Bay of Pigs may have helped to bring it about, it proved Kennedy's strength and showed the world that the United States would stand up to communism.

Another foreign policy decision that was viewed dimly was President Lyndon B. Johnson sending troops to South Vietnam in 1965. Vietnam had been a powder keg, waiting to ignite. The French had occupied North & South Vietnam from the end of World War II till they were defeated by Vietnamese guerillas in 1954 at the battle of Dien ben Phu. The U.S had sent more and more military advisors to aid the South Vietnamese against the Communist North. Then in 1964, the Gulf of Tonkin happened. U.S war ships off the coast of Vietnam were fired upon. Johnson sent hundreds of thousands of troops from 1965 through 1968, becoming the biggest conflict since WWII.

The Vietnam War was viewed with great support in the beginning. But as the war raged on, the public began to distrust the government. They became more and more opposed to the war. Protests were common during the war. Martin Luther King, Jr began to speak out against the war. He pointed out that African Americans were more likely to be sent

to Vietnam than whites. He also said that poverty and economic injustice were being ignored as the war dragged on. Veterans were treated poorly and the 1960s generation of "hippies" viewed the government as a "war monger." Laws were passed in the 1970s to limit the president's power to send troops to foreign countries without a formal declaration of war. This decision brought major conflict within the U.S. and changed the U.S. forever.

Since the formation of the United States in 1776, government officials have made decisions that people did not agree with. Past Presidents have been questioned on foreign policy decisions and future Presidents will too. It is part of the democracy the U.S. was founded, allowing the people to question decisions of the Executive office.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances and impacts more thoroughly than the opposition to these decisions
- Is both descriptive and analytical (*John F. Kennedy*: he learned of a secret plan of the CIA; the plan was to train and aid Cuban rebels to overthrow the new communist dictator; the intense fear of the spread of communism during the Cold War; the invasion was an embarrassing failure for the young president; critics complained that the United States did not give the air support that could have made a difference; they wondered how a small island could so easily thwart the plan of a major superpower; after the Bay of Pigs, the relationship between Cuba and the Soviet Union grew stronger; the Cubans allowed the Soviets to build missile sites that could easily threaten the United States; showed the world that the United States would stand up to communism; *Lyndon B. Johnson*: the United States had sent more and more military advisors to aid the South Vietnamese against the communist North; Martin Luther King, Jr. began to speak out against the war; he also said that poverty and economic injustice were being ignored as the war dragged on; the 1960s generation of “hippies” viewed the government as a war monger; laws were passed in the 1970s to limit the president’s power to send troops to foreign countries without a formal declaration of war)
- Supports the theme with relevant facts, examples, and details (*John F. Kennedy*: Dwight Eisenhower; Fidel Castro; Cuba only 90 miles away from United States land; information leaks; domino theory; Cuban missile crisis; naval blockade; *Lyndon B. Johnson*: powder keg; French had occupied; 1954; Vietnamese guerillas; Dien Bien Phu; Gulf of Tonkin; biggest conflict since World War II; United States warships; veterans were treated poorly)
- Demonstrates a logical and clear plan of organization; includes an introduction that claims foreign policies are heavily scrutinized and a conclusion that points out democracy allows people to question presidential decisions

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the historical circumstances that led to both decisions is well done, with rich support. The response would have been strengthened by additional development of opposition for both selections.

Throughout the course of United States history, there have been numerous cases of societal opposition to foreign policy. In such cases, citizens would openly protest against the actions of their government. These foreign policies had a great impact on the nation as well as the other countries involved.

Franklin D. Roosevelt was a president beloved by his people. Despite his popularity, there was great controversy over his decision to aid Great Britain during World War II. Nazism was spreading like a disease throughout Europe and Britain was in danger of falling to its growing power. Hitler had already conquered much of the European continent and he vowed to complete his domination of Europe. Aid from the United States was highly needed, however economic turmoil and the memory of World War I deterred their aid. National suffering from the Great Depression encouraged the policy of isolationism in which the U.S would not involve themselves in foreign affairs and instead tend to their own troubles. This was demonstrated in the Neutrality Acts, which were meant to keep us out of future wars. Individuals opposed sending aid to Great Britain because they felt that it would unnecessarily suck them into a foreign war. Franklin D. Roosevelt nonetheless sent aid to Britain in spite of resentment. Roosevelt claimed that lending Britain the arms and goods they needed was actually our best defense. Although Congress debated the issue, Lend Lease helped save Britain in 1941 and throughout the war. This aid was critical in helping Great Britain defend against Germany. It also stimulated wartime industry and helped the United States escape the Depression.

Another foreign policy opposed by the public was involvement in the Vietnam War. This war must have been one of the most hated war

in United States history. Communist North Vietnam was threatening South Vietnam, which supported Democracy. The growing strength of the Viet Cong in South Vietnam prompted U.S. entry into the war. Lyndon B. Johnson refused to let a country fall to communism while he was president. The U.S. had been fighting the Cold War and trying to contain communism since the 1940s. Vietnam had been at war with France, which was beaten by the communists in the North. Presidents before Johnson had tried to help South Vietnam, but as things got worse in the 1960s Johnson was forced to send troops. He, however, grossly underestimated the determination of the North Vietnamese. A war that was estimated to extinguish quickly, lasted years with no real victories or gains. Carpet-bombing was a military practice used by the U.S., but this did not effectively stop the Viet Cong. Televisions displayed the terror occurring in Vietnam and opposition quickly grew. Protesters constantly attacked Johnson for continuing the war. Americans were enraged by Johnson's decision to begin bombing Cambodia in order to prevent the Viet Cong from using it as a passage into South Vietnam. After years of war, the U.S. instituted Vietnamization in which the South Vietnamese would take over the war, and the United States finally withdrew from Vietnam. There was no victory for the United States.

Opposition to United States foreign policy was common throughout history. Franklin Roosevelt's decision to aid Great Britain was largely resisted as it was believed to force the U.S. into a foreign war. Lyndon B. Johnson's decision to enter and continue war in Vietnam also faced resentment and took a great toll on the nation's moral. Despite opposition, both of these leaders entered the nation into conflict that brought about both positive and negative effects on the nation.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth for Franklin D. Roosevelt's and Lyndon B. Johnson's foreign policy decisions
- Is both descriptive and analytical (*Franklin D. Roosevelt*: Nazism was spreading like a disease through Europe and Britain was in danger of falling; Hitler already conquered much of the European continent; suffering from the Great Depression encouraged the policy of isolationism; individuals opposed sending aid to Great Britain because they felt it would unnecessarily suck them into a foreign war; lending Britain arms was our best defense; aid was critical in Great Britain's defense against Germany; stimulated wartime industry and helped the United States escape the depression; *Lyndon B. Johnson*: one of the most hated wars in United States history; Johnson refused to let a country fall to communism while he was president; United States trying to contain communism since the 1940s; underestimated the determination of the North Vietnamese; war lasted years with no real victories or gains; televisions displayed the terror occurring in Vietnam and opposition quickly grew; Americans were enraged by Johnson's decision to begin bombing Cambodia; the United States finally withdrew; there was no victory for the United States)
- Includes some relevant facts, examples, and details (*Franklin D. Roosevelt*: economic turmoil; Neutrality Acts; Lend-Lease; *Lyndon B. Johnson*: communist North Vietnam; carpet bombing; protestors; Vietcong; Vietnamization; great toll on the nation's morale)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that briefly reviews the decisions

Conclusion: Overall, the response fits the criteria for Level 3. Good analysis appears throughout the response. However, the groups opposing Johnson's decision are not identified and the response lacks specific details to support some of the generalizations.

Ever since the birth of our Nation in 1776, America has always influenced foreign nations. Particularly in the early 1900's, we had a lot of influence over international events. Woodrow Wilson and Franklin D. Roosevelt in particular were among the most influential when it came to foreign policy. FDR, & Wilson's various decisions were not strongly supported by everyone, and this opposition helped shape the nation.

The year is 1919 and World War I has just ended. Although the US did not play as long of a role as the European Nations in defeating Germany, we still felt that we should be equally represented at Versailles. When drafting the treaty, Woodrow Wilson wanted to include his points about "self-determination" or the right of suppressed nations to revolt against their oppressor. He did get another of his 14 points, a League of Nations, into the treaty. The League of Nations established a peacetime organization to prevent future wars, however it proved to be unsuccessful due to major opposition from Congress. Congress felt that we should return to our policy of isolationism and avoid foreign commitments. Because Congress refused to ratify the Versailles Treaty, the United States did not join the League, and therefore the League did not hold any real power. Wilson's failure to win approval of the League from Congress shaped the Nation because it set us up for WWII. Because of the ineffectiveness of the League, Hitler was easily able to seize power in Germany and start the second World War as the United States stayed isolated.

Fast forward to 1939 where the World is at war once again. FDR at the head of the US, decided that it was wrong to sit by and watch as

Germany took over the European continent. However, FDR wanted to obey the policy of neutrality, so in response, he got Congress to pass the "cash and carry" act which aimed to help Britain but still remain neutral. The Lend-Lease Act caused clear opposition from the American populus who didn't support helping the Allies against the Axis countries. But FDR gained Congress' support by saying that it was better for Britain to be able to keep fighting. Britain's navy helped protect us from the Nazis. Although FDR kept talking about neutrality, these two Acts went against that policy and led to us making weapons in our factories. After the bombing of Pearl Harbor, even FDR's greatest critics wanted a declaration of war.

Many Presidents have made tough decisions for the Nation, particularly Woodrow Wilson and F.D. Roosevelt. Their 2 decisions helped shape the course of history by getting the US involved in the second world war.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth for Woodrow Wilson's and Franklin D. Roosevelt's foreign policy decisions
- Is more descriptive than analytical (*Woodrow Wilson*: felt that we should be equally represented at Versailles; he got another of his Fourteen Points, a League of Nations, into the Treaty; Congress felt we should return to our policy of isolationism; refused to ratify the Treaty; the United States did not join and the League did not hold any real power; Hitler was easily able to seize power in Germany and start the second world war; *Franklin D. Roosevelt*: decided it was wrong to sit by and watch as Germany took over the European continent; aimed to help Britain but still remain neutral; the Lend-Lease Act caused clear opposition from the American populace that did not support helping the Allies; Roosevelt gained Congress's support by saying it was better for Britain to be able to keep fighting; two acts went against neutrality and led to us making weapons in our factories)
- Includes some relevant facts, examples, and details (*Woodrow Wilson*: World War I; self-determination; peacetime organization; prevent future wars; *Franklin D. Roosevelt*: "cash and carry" act; Pearl Harbor; declaration of war)
- Demonstrates a satisfactory plan of organization; includes an introduction that claims the United States had a lot of influence over foreign nations and a conclusion that states the two decisions shaped the course of history by involving the United States in World War II

Conclusion: Overall, the response fits the criteria for Level 3. The response presents an insightful overview of the tasks, but would have been strengthened with additional details and development.

Throughout United States History, presidents have made foreign policy decisions that have been opposed by individuals and groups. These decisions have had an impact on both the United States and on other countries and regions. These decisions would include Woodrow Wilson's support for the Versailles Treaty from 1919-1920, as well as Harry Truman's decision to defend South Korea from 1950-53.

After World War I the United States was a true world power. However the United States turned to a foreign policy of neutrality. When President Wilson announced his Fourteen Points he was trying to fix the major problems that he thought led to World War I. When the war ended, the peace treaty that was signed had very harsh terms for Germany. The proposal of the Treaty of Versailles included the League of Nations. This League's purpose was to prevent future World Wars. Many, in fact the majority of people opposed the League because many thought it would drag the United States into future wars. It was also the fact that the League of Nations did not have any type of military to enforce its solutions. In order to pass this treaty the Senate needed to ratify it with a 2/3 vote. The Senate did not ratify the treaty but the U.S would later find itself in many other conflicts.

In 1950, communist North Korea invaded South Korea. Seeing this the United Nations took action against this. The U.S, being part of the U.N joined as well under President Harry Truman. The United States foreign policy at the time was containment. Which was to stop the spread of communism. Many opposed the choice of Truman because they believed this war was not the responsibility of the U.S, however with a policy of containment the United States supported the South Koreans.

Both of these decisions had major impacts on the United States, some of which continue to this day. Instead of joining the League of Nations the U.S. eventually joined the United Nations as well as NATO. In spite of the goal of the U.S to stay out of future wars with their decision to not ratify the Treaty of Versailles, they would eventually become involved in World War 2. With the end of the Korean War in 1953, with an armistice, North and South Korea were divided by a line called the 38th parallel. To this day North and South Korea remain divided. Recently North Korea ended the armistice and have tested their nuclear weapons. Also North Korea has threatened to launch nuclear warheads at South Korea and U.S military bases there. These decisions by President's Truman, and Wilson continue to effect our every day lives.

Anchor Level 3-C

The response:

- Develops most aspects of the task in little depth for Woodrow Wilson's and Harry Truman's foreign policy decisions
- Is more descriptive than analytical (*Woodrow Wilson*: after World War I, the United States was a true world power; peace treaty had harsh terms for Germany; League's purpose was to prevent future world wars; many thought it would drag the United States into future wars; instead of joining the League of Nations, the United States eventually joined the United Nations and NATO; became involved in World War II; *Harry Truman*: communist North Korea invaded South Korea; United Nations took action; United States supported the South Koreans; North and South Korea were divided; North Korea has threatened to launch nuclear warheads at South Korea); includes weak analysis (*Harry Truman*: many opposed the choice of Truman because they believed this war was not the responsibility of the United States)
- Includes few relevant facts, examples, and details (*Woodrow Wilson*: neutrality; Fourteen Points; two-thirds vote; Senate did not ratify treaty; *Harry Truman*: containment; spread of communism; armistice; 38th parallel)
- 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. The response displays an understanding of both decisions and their long-term impacts but includes only a minimal discussion of opposition to Wilson's support for the Treaty of Versailles and Truman's defense of South Korea.

In America's history, many presidents made risky choices that led to the disagreement of the American people. Perhaps the most risky choices adhered to foreign policy decisions. In 1965, President Lyndon B. Johnson decided to send troops to South Vietnam. Franklin D. Roosevelt aided Britain before the start of World War II between the years 1939 and 1941. President Truman decided to drop the atomic bomb on the people of Japan. All of these presidential decisions were criticized to some degree by the American public, and they had an impact not only on U.S. citizens but on other countries and regions.

When Vietnam won its independence from China, it separated into a Northern country and a Southern country. North Vietnam was communist and controlled by Ho Chi Minh. There was constant tension between North Vietnam and the nationalist South Vietnam. Because South Vietnam was anti-communist, America felt the need to defend them against communist influence. The U.S. was afraid of the domino theory, that if one country fell to communism then all surrounding countries would follow. Johnson decided to send troops into South Vietnam so that they could take over the North and help in the U.S. mission to expel communism. However, many Americans felt that it was best if they kept out of foreign affairs that had nothing to do with American interests. The country was separated between the doves (wanted American troops to leave Vietnam) and the hawks (wanted U.S. to increase military force). With the spraying of Agent Orange, a herbicide that destroyed the Vietnamese forest, and the horrors of My Lai, the killing of innocent Vietnamese villagers in search for spies, the American people saw an ugly side of war through their television screens. The credibility gap between the government

and U.S. citizens increased as people became more aware of the destructiveness of the Vietnam War.

Preceding World War II, F.D.R. adopted a policy of neutrality which stated that we would not fight in any more wars involving our allies. However, when Germany, Britain, France, and Japan began the Second Great War, Roosevelt decided to send supplies to Britain. This interference angered not only many Americans, but also the Japanese. The Axis powers felt threatened by the U.S. involvement and was angry the U.S. was giving aid to their enemy. This helped to spark the Japanese decision to bomb Pearl Harbor.

One other controversial foreign policy decision was President Truman's decision to use the atomic bomb on Japan. He had the difficult choice of deciding between continuing with the war and having millions more die, or bombing Japanese cities. Many U.S. citizens criticized his decision as a lack of regard for human life. However, it was only after the bombing of Hiroshima and Nagasaki that Japan surrendered and the Allies won World War II.

Presidents' foreign policy decisions have a monumental impact on their country and on countries in relation to them. The sending of troops to South Vietnam, the aiding of Great Britain, and the decision to drop the atomic bomb on Japan were all important and difficult decisions that the presidents in conjunction to them made. Their impact has changed the world, and their decisions will be forever remembered.

Anchor Level 2-A

The response:

- Develops some aspects of the task in little depth for Lyndon B. Johnson's and Franklin D. Roosevelt's foreign policy decisions
- Is primarily descriptive (*Lyndon B. Johnson*: South Vietnam was anticommunist; need to defend it against communist influence; United States was afraid of the domino theory, that if one country fell to communism then all surrounding countries would follow; separated between doves [wanted American troops to leave Vietnam] and hawks [wanted United States to increase military force]; people saw ugly side of war on television; credibility gap between government and citizens increased as people became more aware; *Franklin D. Roosevelt*: Axis powers threatened by United States involvement; United States giving aid to their enemy); includes faulty analysis (*Lyndon B. Johnson*: when Vietnam won its independence from China, it separated into a northern country and a southern country; Johnson decided to send troops into Vietnam so that they could take over the North)
- Includes some relevant facts, examples, and details (*Lyndon B. Johnson*: North Vietnam was communist; Ho Chi Minh; spraying of Agent Orange; My Lai; killing of innocent Vietnamese; *Franklin D. Roosevelt*: neutrality; Allies); includes an inaccuracy (*Franklin D. Roosevelt*: decision helped spark the Japanese decision to bomb Pearl Harbor)
- Demonstrates a general plan of organization; includes an introduction that states foreign policy decisions were sometimes risky and a conclusion that notes foreign policy decisions have changed the world

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the domestic impact including why doves opposed the Vietnam War includes some good information. The remainder of the response is not developed and some statements lack understanding. The discussion of Harry Truman's decision to use the atomic bomb cannot be scored.

Throughout history there has been many situations having to do with foreign policy. Many times individuals and groups oppose these foreign policy decisions. Presidents have to make a hard decision when it comes to foreign policy and try and choose what is best for the country. Foreign policy is United States involvement in other areas of the world. Regardless of the choice of involvement or not, the United States and other regions throughout the world are impacted.

Harry Truman's decision to defend South Korea in 1950-1953 was a big decision. He felt we owed support to South Korea to help defend its independence. The past United States Presidents had helped build and propel the region and he felt they had a national promise of protection to keep. People opposed this decision because the United States was getting involved in unnecessary foreign affairs. The war in Korea had nothing to do with America so there was no reason to get involved. South Korea won its independence from North Korea. The foreign policy after this was to try and stay neutral but the US didn't want enemies and no allies when comes time for war in the United States. Some people supported this decision but many opposed.

Lydon B. Johnson's decision to send combat troops to South Vietnam in 1965 was a very controversial issue. The whole idea of "containment" was brought about. The United States were trying to stop the spread of communism. More people opposed this decision than were supportive. People held rallies and did things to try and show their support to bring the troops home. The Tinker vs. Des Moines case hit the Supreme Court when two students got kicked out of school for wearing a wrist band showing their support for peace. The Supreme Court's decision was it was allowed for them to express their perspective on the

war as long as it wasn't putting others in danger or causing major comotion. After a while even people who supported the troops going to Vietnam in the beginning had changed their minds. The War Powers Act was put into place. This said that a president has the authority to send troops to a region for 60 days but if after those 60 days congress doesn't declare war on that region the troops must come home. This effected foreign policy because it was able to get the United States out of pointless wars.

Over the years foreign policy has been changed in many different ways. All of which were to better equipt the United States in war time measuers. Although many people opposed the decisions dealing with foreign policy, they had to happen to better protect the U.S today.

Anchor Level 2-B

The response:

- Develops some aspects of the task for Lyndon B. Johnson and mentions Harry Truman's decision to defend South Korea
- Is primarily descriptive (*Harry Truman*: felt we owed support to South Korea to help defend its independence; *Lyndon B. Johnson*: the United States was trying to stop the spread of communism; two students kicked out of school for wearing wristbands to show support for peace; Supreme Court's decision allowed for them to express their perspective on the war as long it was not putting others in danger; people who supported the troops going to Vietnam changed their minds; War Powers Act was passed; a president has the authority to send troops to a region for sixty days); includes faulty and weak analysis (*Harry Truman*: the past United States presidents had helped build and propel the region and he felt they had a national promise of protection to keep; the United States didn't want enemies and no allies when it came time for war in the United States; *Lyndon B. Johnson*: if after those 60 days Congress does not declare war on that region the troops must come home; this affected foreign policy because it was able to get the United States out of pointless wars)
- Includes few relevant facts, examples, and details (*Lyndon B. Johnson*: containment; people held rallies; *Tinker v. Des Moines*); includes inaccuracies (*Harry Truman*: South Korea won its independence from North Korea; the foreign policy after this was to try and stay neutral; *Lyndon B. Johnson*: more people opposed this decision than were supportive)
- Demonstrates a general plan of organization; includes an introduction that defines foreign policy as involvement in other parts of the world and a conclusion that contains faulty analysis

Conclusion: Overall, the response fits the criteria for Level 2. The response includes almost no correct information on the Korean War or why the Vietnam War was opposed. However, it shows some knowledge of the historical circumstances and important impacts of the Vietnam War.

Throughout United States history presidents have had to make foreign policy decisions. Every decision made by a president in dealing with foreign aid was met with opposition to the decision. However, regardless of the opposition sometimes presidents need to make decisions that he feels will benefit the entire nation. Two examples of this are Lyndon B. Johnson's decision to send combat troops to South Vietnam in 1965 and George W. Bush's decision to invade Iraq in 2003. Both of these examples are foreign policy decisions that were met with opposition that the president had to make.

In 1965 Lyndon B. Johnson made a choice in foreign policy to send combat troops to Vietnam. In that time the United States took a stance against communism. Throughout the world communism was spreading and the United States decided on a policy of containment. This policy that the United States came up with was a major reason as to why Johnson sent troops into South Vietnam. The United States policy of containment was to stop the spread of communism by sending aid to those countries that were not yet communist but was surrounded by communist countries. In this way the U.S. could aid these still democratic countries from becoming communist. South Vietnam is an example of an area that was not communist but just north of it was a communist country that was threatening to spread. Therefore, based on the United States foreign policy of containment of communism Lyndon B. Johnson felt that South Vietnam needed aid and therefore combat troops were sent. This decision was met with a lot of opposition from the people. They opposed this decision because they felt that sending troops into Vietnam would not achieve anything. They still wanted to take an isolationist approach in foreign policy. The results of sending troops was a failure. The United States could not

successfully contain communism. Many American troops died in the war and the United States made no progress. Finally the northern area of Vietnam took over South Vietnam and forced America to retreat. The decision as a whole was a failure.

In 2003 George W. Bush made a decision to send troops into Iraq. This decision was made based off of the previous September 11, attacks by Al-Queda in 2001. President Bush thought to believe that Iraq had weapons of mass destruction and the U.S. had to get rid of them. Plus he thought Al-Queda was based in Iraq. For these reasons Bush thought it important to send in troops. People opposed this decision because they did not want to get involved in the Middle East & its affairs. The result of the decision was the loss of a lot of life and no found nuclear weapons. However, Osama Bin Ladin (the man who was behind the 2001 attacks was killed. Troops are still in Iraq today.

Foreign Policy is always faced with opposition. Johnson's decision to send troops to South Vietnam and Bush's decision to send troops to Iraq both met with opposition. However, the Presidents still determined their decisions must be made.

Anchor Level 2-C

The response:

- Minimally develops most aspects of the task for Lyndon B. Johnson's and George W. Bush's foreign policy decisions
- Is primarily descriptive (*Lyndon B. Johnson*: stop the spread of communism by sending aid to countries that were not yet communist; could not successfully contain communism; many American troops died in the war and the United States made no progress; *George W. Bush*: thought Iraq had weapons of mass destruction and the United States had to get rid of them; the result was loss of a lot of life and no found nuclear weapons); includes faulty analysis (*Lyndon B. Johnson*: still wanted an isolationist approach in foreign policy; *George W. Bush*: Osama bin Laden was killed)
- Includes few relevant facts, examples, and details (*Lyndon B. Johnson*: communism was spreading; containment; *George W. Bush*: September 11 attacks; al Qaeda; Middle East); includes an inaccuracy: decisions made by presidents dealing with foreign aid
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response shows understanding of the containment policy in Vietnam but is overly repetitious. An understanding of the reasons for the invasion of Iraq is shown but the response does not adequately discuss the reasons for opposition to both decisions.

As leader of the United States the president has the power to make decisions that everyone in the country doesn't always agree with. As commander in chief of the military the president can send troops to other countries and make decisions about war. The president's best interest are for the country but he also wants to keep the world safe.

One example of the president doing something the whole country wasn't for was President Franklin D. Roosevelt sending Great Britain supplies during the beginning of World War II. People were against this because they wanted America to remain neutral and they thought this would bring us into another war. FDR sent G.B. supplies because we were allies and we were on their side even when we weren't fighting in the war. By sending Great Britain supplies we became enemies with the Axis powers that were fighting against the British.

Another example is when Lyndon B. Johnson sent troops to South Vietnam. People were opposed to this idea because the American people didn't want to get involved in another war. President Johnson sent troops to help stop the spread of communism. He was trying to follow the policy of containment and contain communism in North Vietnam. The result of this was that the Vietnam War started which was not a war that was supported a lot by the American people. People thought if President Johnson would have not sent troops to South Vietnam the war wouldn't have started.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for Franklin D. Roosevelt's and Lyndon B. Johnson's foreign policy decisions
- Is descriptive (*Franklin D. Roosevelt*: wanted United States to remain neutral; thought this would bring us into another war; Roosevelt sent Great Britain supplies because we were allies; we were not fighting in the war; by sending Great Britain supplies we became enemies with the Axis powers; *Lyndon B. Johnson*: sent troops to help stop the spread of communism)
- Includes few relevant facts, examples, or details (*Lyndon B. Johnson*: containment; communism in North Vietnam); includes an inaccuracy: (*Lyndon B. Johnson*: People thought if President Johnson would have not sent troops to South Vietnam the war wouldn't have started)
- Demonstrates a general plan of organization; includes an introduction that identifies the president as commander in chief and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response includes a few general ideas about each presidential decision but fails to expand on any of them.

Throughout United States history, our Presidents have made many foreign policy decisions that affect the American people. These decisions have been opposed by many American groups and individuals and have impacted both the US and foreign countries.

One decision was in 1898 when President William McKinley chose to annex the Philippines. He made this decision to let the Philippines have their freedom because they promised it to them, they were on the other side of the world, and it would cost a lot. Many Americans disagreed though and believed it was a good place for navy ports, it made the US an imperial power, and it could help trade. Letting the Philippines be free allowed them to form a government, but took away a colony from the US.

Another presidential policy that impacted the US and other foreign nations was Woodrow Wilson's support for the Treaty of Versailles from 1919–1920. This treaty was created after World War I and Woodrow Wilson supported it. It ultimately blamed Germany for the entire war and punished them for it. Woodrow Wilson thought the treaty was fair and agreed with it. Many Germans were upset by it though and turned on the countries that ratified it. This in turn caused World War II, which impacted the US along with the rest of the world.

Over time our Presidents have made many foreign decisions that have affected many lives. Many people agreed with these decisions and many didn't. Opposition was seen from all over the world during these times.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for Woodrow Wilson
- Is descriptive (*Woodrow Wilson*: this treaty was created after World War I; many Germans were upset by it though, and turned on the countries that ratified it; this caused World War II)
- Includes no additional relevant facts, examples, or details
- 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. Although the response shows some knowledge of the Versailles Treaty, it fails to demonstrate any understanding of McKinley's decision to annex the Philippines.

In the years of U.S. History, foreign policy decisions made by presidents have been refuted against by individuals and groups. These decisions have caused a huge impact on the U.S. nation and other countries. President James Polk and Lyndon B. Johnson's decisions during times of war are examples of how opposing groups reacted.

President James Polk desperately wanted to achieve manifest destiny by annexing Mexican Territory. Polk had sent John Slidell to negotiate with Mexico for land but the Mexicans had refused. Polk then provoked war with Mexico by sending Zachary Taylor to the disputed territory by the Rio Grande which caused a battle and he declared "American blood has been shed on American soil" in order to convince Congress to declare war against Mexico and take the land he wanted. An individual by the name of Abraham Lincoln had opposed this decision as unjust by demanding to know where Mexico had started the war. This demand for evidence was called "spot resolutions". Many Whigs called the war a southern plot to expand slavery. The Mexican American War occurred from 1846–1848. It created a tremendous impact on the U.S. because now the issue of slavery had resurfaced over the question of whether the Mexican cession would be slave or free territory. David Wilmont had proposed the Wilmont proviso stating that territory acquired from the Mexican War will not have slavery. This was not passed. The compromise of 1850 admitted California as a free state, stopped the slave trade in Washington D.C. and strengthened the fugitive slave act. This foreign policy decision heightened sectionalism in the U.S. and brought the nation closer to Civil War.

Lyndon B. Johnson wanted to continue to be involved in the Vietnam War to contain communism. General Westmoreland thought he could

see "the light at the end of the tunnel" and defeat communist North Vietnam but the Tet Offensive established that the war was not over when the North had a sneak attack on South Vietnam. Congress had granted a "blank check" to Johnson for the Vietnam War called the Gulf of Tonkin Resolution. The U.S. never officially declared war on North Vietnam but president Johnson had enlarged the Draft to increase troops in South Vietnam. This decision of war was opposed by the counterculture, young "flower children" of the 60's who believed in peace and who did not want to be forced to fight, chanting "make love, not war." Facing increasing antiwar opposition, Lyndon B. Johnson declined his reelection nomination because of the war. Johnson's Great Society programs like the war on poverty had suffered as money went to the unpopular war. Democratic candidates split over the war, giving the election to conservative Richard Nixon.

Throughout history foreign policy made by presidents effected not only the nation but other countries also. Groups and individuals decided to take a stand opposing these foreign policy decisions.

There has always been opposition to decisions made by the government. Especially decisions made by the President. For years, this country has had to make choices on international relations; and for years, the people have disagreed on the Presidents choices on the matter. Foreign policy is one of the most difficult topics to make decisions on. It seems, though, there is always someone who has the opposite opinion.

At the end of World War One, for example, President Woodrow Wilson supported the Versailles Treaty. He fought hard for the treaty because it would create the League of Nations which would, hopefully, unite the world in a peacekeeping organization. Unfortunately, the congress opposed the idea of a League of Nations for the main reason that if one nation was aggressive toward another, the United States would be forced to fight in another world war.

The Congress pressed the issue of keeping out of Foreign affairs like President Washington said in his farewell adress. Ultimately, the Treaty of Versailles and the League of Nations were turned down by Congress. The League was formed in Europe, but without the United States, it was not able to prevent World War II.

We jump forward a bit to the 1960's and see the President being opposed once again. During the Cold War, the United States was trying to stop the spread of communism. North Vietnam, like North Korea, was a threat to the containment of Communism when it attacked the South hoping to make it communist. In an attempt to stop the spread, President Johnson, as Commander in Chief, began sending combat troops to South Vietnam. As the war against communism raged on, the TV news stations began showing real clips

from Vietnam. The public, seeing the brutality from not only our enemy, but from American soldiers, began to oppose the draft. American soldiers were not only hurting the enemy, but destroying villages full of innocent people as well. Americans were shocked at pictures of the slaughter at My Lai. This was a cause of the uproar of anti-war rebellion. Young people refused to turn up for duty, burned their draft cards and all together refused to cooperate with a Government that was fighting this kind of war.

The president of the United States can make decisions with the help of the congress, but the congress does not always support him. He must also get support from his people. This has been the problem for many presidents when facing Foreign policy.

Throughout United States history, presidents have made foreign policy decisions because certain circumstances. These decisions have been opposed by individuals and groups. There was an impact on both the United States and other countries and regions because of these foreign policy decisions. Both Harry Truman's decision to defend South Korea and Lyndon B. Johnson's decision to send combat troops to South Vietnam have been opposed by individuals and groups.

In 1950, the United States was practicing containment. They were trying to stop the spread of communism. North Korea wanted South Korea to become communism, but the U.S. stepped in to defend South Korea. The Soviet Union opposed Harry Truman's decision to defend South Korea. Many Americans also opposed this decision because many American soldiers were dying for another country. They were sacrificing their lives for South Korea. Americans also opposed it because all their tax money was being spent on the war in Korea. After the United States withdrew from Korea, the 38th parallel line kept North and South Korea separated. The U.S. created a new law, in which the President could only use military troops for 60 days unless Congress extends it. This was set up because the troops were used for a longer time than expected.

Lyndon B. Johnson's decision to send combat troops to South Vietnam was made because of similar circumstances of Harry Truman's decision. The U.S. was still trying to contain communism. North Vietnam was trying to force South Vietnam to join communism. Similar to the war in Korea, many Americans opposed the Vietnam war. This was because they thought the U.S. was getting involved in something they shouldn't. This war made the U.S. realize they can't contain communism and should stop trying.

Throughout History many United States presidents, if not all, have had to make important decisions involving international affairs, or more commonly known as foreign policy. These decisions have not only effected foreign regions, but have impacted the United States as well. Many individuals and groups have opposed various presidents decisions on these affairs, such as LBJ's decision to send troops to Vietnam in 1965, and George W. Bush's Command to invade Iraq in 2003.

Lyndon B. Johnson is probably best known for his devastating decision to send troops to Vietnam in 1965. This was because our allies, the French lost control of Vietnam. Shortly after the United States sent troops, the French fled, and it became a "war against Communism." While the Civil War raged, the U.S. Soldiers were stuck trying to fight an invisible enemy in a land unknown to them. This was the first "war" where U.S. troops didn't have a clue who they were fighting which lead to the death of many innocent civilians. When word surfaced of Vietnam civilians dying, women and children mostly, an uproar of anti-war protest's started. Not only did LBJ decide to no longer run for his second term, but veterans were experiencing PTSD and the criticism of their fellow Americans when most didn't want to go to war in the first place. Because of LBJ's decision to send troops in Vietnam thousands of American lives were lost for a failed attempt to stop the spread of communism in a place that had nothing to do with us.

On September 11th, 2001 the United States was attacked by a terrorist group called alquada. The physical loss was tremendous but the fear in the Aftermath was enough to change the United States

forever. America as a whole wanted revenge for the loved ones lost and the sense of safety that no longer existed. George W. Bush was president at the time of all this chaos and he manipulated America's fear, lust for vengeance and lack of information to get support to invade Iraq. The excuse was that the government had information from the CIA that Iraq was possibly making weapons of mass destruction, which is still debatable whether or not any of that was true. Many people think that Saddam Hussein was the leader of the terrorist attacks on 9/11 but it was Osama bin Laden who was the leader of al Qaeda, and hiding out in Afghanistan. Iraq had nothing to do with any attacks on the U.S. In fact there is no evidence that Saddam Hussein ever worked with Osama bin Laden. Many educated Americans protested the war in Iraq, saying we should focus on the war in Afghanistan instead and stop al Qaeda. George W. Bush's decision to send troops to invade Iraq wounded and maimed tens of thousands of American soldiers, many with severe head injuries and lost limbs. It delayed the efforts to stop the real threat, which was and is al Qaeda. Terrorism is more of a threat today than it would be if the United States had not invaded Iraq. To this day we are still fighting in Afghanistan, the longest war in American history, because of the stupid decision George Bush made to start two wars.

Being the President of the United States is an honor, but also overwhelming. Presidents not only have to deal with domestic problems but foreign affairs as well. These foreign policy decisions have been opposed by many groups and individuals and have had tremendous effects on foreign regions, and America as well.

The president of the United States of America has many responsibilities, one of which is to make decisions on foreign policy. Such foreign policy decisions always have an impact the United States, and other countries or regions involved. The president is required to consider all outcomes, and demonstrate good judgement when making such decisions but naturally not everyone is going to concur. Throughout history there have been several instances where certain groups or people of the United States opposed the President's foreign policy decision. For example, President Lyndon B. Johnson's decision to send troops into South Vietnam in 1965 was opposed by American civilians who called themselves "doves" and represented peace. Furthermore, George W. Bush's decision to go into Iraq in 2003 was not supported by many Americans. The President, is and has always had an obligation to make informed decisions regarding foreign policies, but in several cases throughout history, the people of the United States opposed the president's choice.

The Vietnam war was America's first "living room war". Americans were getting to see footage of what was going on overseas for the first time, and many began to question President Lyndon B. Johnson and the war itself. It was hard for American soldiers to tell apart the enemy from the average civilian because North Vietnamese people didn't look any different from South Vietnamese people. There began to be confusion on who they were fighting. Many innocent lives were taken, in the process. The "Doves" of America, or the people who wanted peace in Vietnam argued that the United States had no position being in Vietnam. Johnson's plan was originally to contain communism from spreading throughout Vietnam under Ho Chi Minh. But as the

South's government began to collapse due to corrupt leadership, many Americans questioned the purpose of the Vietnam War. The images revealed on television began to stir a credibility gap between the people and the government; the people believed the government wasn't providing them with all information. When soldiers returned from Vietnam they weren't welcomed or greeted with praise or honor, they were considered dishonorable by many. The USA Vietnam War veterans suffer the most from Post traumatic stress disorder; and many to this day believe it was an unnecessary war.

When George W. Bush became president he started sending troops into Iraq in 2003. Similarly to the Vietnam War war images surfaced on television and now the Internet leaving Americans with gruesome images of the tragic occurrences over seas. President Bush's intentions were to prevent Iraq and Iran from going to nuclear war, but many Americans questioned why the United States Army was there in the first place. The Obama administration has slowly removed troops from Iraq, but the damage done to Iraq is permanent and Iraq still has a lot to recover from.

Throughout United States History the President has been required to make difficult decisions on foreign policy that would not only affect the United States' people and economy but also that of people in other countries or regions. Such decisions have often been opposed by people such as the "doves" when President Lyndon B. Johnson decided to send troops into S. Vietnam, and many Americans when President George W. Bush decided to send troops into Iraq. Such wars have had a lasting impact on the United States and other parties involved; many parts of Iraq were devastated or destroyed, and Vietnam veterans suffer from

the most horrific cases of Post traumatic stress disorder, and the United States will always be influenced by not only the foreign policy decisions made by the government administration today, but also by those made throughout United States history.

Practice Paper A — Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing James K. Polk’s decision to send troops to the Rio Grande more thoroughly than Lyndon B. Johnson’s decision to send combat troops to South Vietnam
- Is both descriptive and analytical (*James K. Polk*: wanted to achieve Manifest Destiny by annexing Mexican territory; provoked war with Mexico by sending Zachary Taylor to the disputed territory by the Rio Grande; Polk declared “American blood has been shed on American soil” to convince Congress to declare war against Mexico; Abraham Lincoln opposed this decision as unjust, demanding to know where Mexico had started the war; Southern plot to expand slavery; the issue of slavery had resurfaced over the question of whether the Mexican Cession would be slave or free territory; this foreign policy decision heightened sectionalism in the United States and brought the nation closer to civil war; *Lyndon B. Johnson*: wanted to continue to be involved in the Vietnam War to contain communism; the United States never officially declared war on North Vietnam; President Johnson enlarged the draft to increase troops in South Vietnam; opposed by the counterculture, young “flower children” of the 1960s who believed in peace and who did not want to be forced to fight; Johnson’s Great Society programs suffered as money went to the unpopular war; Democratic candidates split over the war, giving the election to conservative Richard Nixon)
- Supports the theme with relevant facts, examples, and details (*James K. Polk*: John Slidell; Whigs; “spot resolutions”; Wilmot Proviso; Compromise of 1850; California as a free state; stop slave trade in Washington, D.C.; strengthened the Fugitive Slave Act; *Lyndon B. Johnson*: General Westmoreland; Tet Offensive; sneak attack on South Vietnam; “blank check”; Gulf of Tonkin Resolution; “make love, not war”; War on Poverty; declined his reelection nomination)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response includes a strong array of people and events in its discussion of Polk and the Mexican War. The discussion of Lyndon B. Johnson and Vietnam lacks similar development and analysis.

Practice Paper B—Score Level 3

The response:

- Develops most aspects of the task in some depth for Woodrow Wilson's and Lyndon B. Johnson's foreign policy decisions
- Is both descriptive and analytical (*Woodrow Wilson*: fought hard for the treaty because it would create the League of Nations; Congress opposed the idea of League; if one nation was aggressive toward another, the United States would be forced to fight in another world war; Congress pressed keeping out of foreign affairs; League was formed in Europe, but without the United States it was not able to prevent World War II; *Lyndon B. Johnson*: United States was trying to stop the spread of communism; North Vietnam attacked the South hoping to make it communist; brutality from our enemy and our soldiers; the public began to oppose the draft; American soldiers were destroying villages full of innocent people; young people refused to turn up for duty, burned draft cards, refused to cooperate)
- Includes some relevant facts, examples, and details (*Woodrow Wilson*: World War I; peacekeeping organization; President Washington; Farewell Address; *Lyndon B. Johnson*: Cold War; North Korea; commander in chief; TV news stations; real clips; My Lai; antiwar rebellion)
- Demonstrates a satisfactory plan of organization; includes an introduction that states foreign policy decisions are difficult and often opposed and a conclusion that notes the president needs support from Congress and the public

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of President Wilson's support for the Treaty of Versailles is brief and would benefit from providing stronger historical circumstances. The response does a good job with opposition to the Vietnam War, but could be strengthened by including a broader discussion of the impact of the Vietnam War.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task for Harry Truman's and Lyndon B. Johnson's foreign policy decisions
- Is descriptive (*Harry Truman*: North Korea wanted South Korea to become communist; United States defended South Korea; North Korea and South Korea separated; *Lyndon B. Johnson*: North Vietnam was trying to force South Vietnam to join communism; war made the United States realize they cannot contain communism and should stop trying); includes faulty analysis (*Harry Truman*: the United States created a new law in which the president could only use military troops for 60 days unless Congress extends it; this was set up because the troops were used for a longer time than expected)
- Includes few relevant facts, examples, or details (*Harry Truman*: containment; 38th parallel; *Lyndon B. Johnson*: contain communism)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response shows similarities between the two presidential foreign policy decisions but fails to include separate and distinct information for each decision.

Practice Paper D—Score Level 3

The response:

- Develops most aspects of the task in some depth for Lyndon B. Johnson's and George W. Bush's foreign policy decisions
- Is more descriptive than analytical (*Lyndon B. Johnson*: war against communism; Vietnam civilians dying; antiwar protests; failed attempt to stop communism; *George W. Bush*: the United States was attacked; terrorist group; physical loss was tremendous; fear in the aftermath changed the United States; manipulated America's fear, lust for revenge, and lack of information to get support to invade Iraq; educated Americans protested the war in Iraq; wounded and maimed tens of thousands of American soldiers; still fighting in Afghanistan, the longest war in American history)
- Includes some relevant facts, examples, and details (*Lyndon B. Johnson*: French lost control; civil war; invisible enemy; land unknown; PTSD; *George W. Bush*: al Qaeda; CIA; weapons of mass destruction; Saddam Hussein; Osama bin Laden); includes an inaccuracy (*Lyndon B. Johnson*: after the United States sent troops, the French fled)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response shows a good understanding of the presidential decision by George W. Bush but lacks depth and development in its treatment of the historical circumstances and opposition concerning President Johnson's decision to send combat troops to South Vietnam.

Practice Paper E—Score Level 2

The response:

- Develops some aspects of the task in some depth for Lyndon B. Johnson’s foreign policy decision and mentions George W. Bush’s decision to send troops to Iraq.
- Is primarily descriptive (*Lyndon B. Johnson*: America’s first “living room war”; hard for American soldiers to tell the enemy from civilians; many innocent lives were taken in the process; plan was originally to contain communism from spreading in Vietnam; South Vietnam’s government began to collapse; Americans questioned purpose of the war; images revealed on television; began to stir a credibility gap between the people and the government; veterans suffer from post-traumatic stress disorder; *George W. Bush*: the Obama administration has slowly removed troops; damage done is permanent and Iraq has a lot to recover from); includes weak analysis (*George W. Bush*: President Bush’s intentions were to prevent Iraq and Iran from going to nuclear war)
- Includes few relevant facts, examples, and details (*Lyndon B. Johnson*: doves; Ho Chi Minh; corrupt leadership)
- Demonstrates a general plan of organization; includes an introduction that suggests the president should make decisions based on information and good judgment and a conclusion that reiterates the negative and lasting effects of the decisions made by Presidents Johnson and Bush

Conclusion: Overall, the response fits the criteria for Level 2. All parts of the task for Lyndon B. Johnson’s decision to send combat troops to South Vietnam are addressed and the discussion about opposition to the war is especially informative, although the historical circumstances receive minimal coverage. The discussion of George W. Bush’s decision to invade Iraq is incomplete and lacks understanding.

United States History and Government Specifications

August 2015

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Foreign Policy; Presidential Decisions and Actions; Places and Regions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Individuals, Groups, Institutions; Citizenship; Civic Values; Diversity; Reform Movements; Economic Systems	Standards 1, 4, and 5: United States and New York History; 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 August 2015 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

Thursday, August 13, 2015 — 8:30 to 11:30 a.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography and 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
Content-Specific Rubric
Document-Based Question
August 2015

Document 1

This excerpt is from a petition to Congress in 1871 by African Americans in Frankfort, Kentucky, seeking protection from the Ku Klux Klan.

...We would respectfully state that life, liberty, and property are unprotected among the colored race [African Americans] of this State. Organized bands of desperate and lawless men, mainly composed of soldiers of the late rebel armies, armed, disciplined, and disguised, and bound by oath and secret obligations, have, by force, terror, and violence, subverted [undermined] all civil society among colored people; thus utterly rendering insecure the safety of persons and property, overthrowing all those rights which are the primary basis and objects of the Government, which are expressly guaranteed to us by the Constitution of the United States as amended [by the 13th, 14th, and 15th amendments]. ...

We would state that we have been law-abiding citizens, pay our taxes, and in many parts of the State our people have been driven from the polls, refused the right to vote; many have been slaughtered while attempting to vote. We ask, how long is this state of things to last? ...

Source: Petition to the United States Congress, March 25, 1871,
Miscellaneous Documents of the United States Senate, 42nd Congress, 1st Session, 1871

1 According to this document, what was *one* problem faced by African Americans in Kentucky?

Score of 1:

- States a problem faced by African Americans in Kentucky according to this document
Examples: life *or* liberty *or* property was unprotected among African Americans; organized bands of men had by force/terror/violence subverted all civil society among colored people/African Americans; safety of persons *or* safety of property had been rendered insecure; rights guaranteed by the Constitution of the United States/13th, 14th, and 15th amendments had been overthrown/they were denied their constitutional rights; African Americans had been driven from the polls; African Americans had been refused the right to vote; many African Americans had been slaughtered while attempting to vote; they were discriminated against; they needed protection from the Ku Klux Klan; terror; violence

Score of 0:

- Incorrect response
Examples: the Constitution had been upheld; the 13th/14th/15th amendments had been passed; African Americans did not pay taxes; Americans were taxed; they were law-abiding
- Vague response
Examples: organized bands; obligations; it was the state of things; guaranteed results; subverted; refused; polls; vote
- No response

Document 2

...We want full manhood suffrage, and we want it now, henceforth and forever. ...

We want the laws enforced against rich as well as poor; against Capitalist as well as Laborer; against white as well as black. We are not more lawless than the white race, we are more often arrested, convicted and mobbed. We want justice even for criminals and outlaws. We want the Constitution of the country enforced. We want Congress to take charge of Congressional elections. We want the Fourteenth Amendment carried out to the letter and every State disfranchised* in Congress which attempts to disfranchise [deny voting rights to] its rightful voters. We want the Fifteenth Amendment enforced and no State allowed to base its franchise simply on color. ...

These are some of the chief things which we want. How shall we get them? By voting where we may vote, by persistent, unceasing agitation; by hammering at the truth, by sacrifice and work. ...

*The 14th amendment provides that states denying voting rights to male citizens will lose some representatives in Congress.

Source: W. E. B. Du Bois, Niagara Movement Address, 1906 (adapted)

2 According to this document, what is *one* demand made by W. E. B. Du Bois regarding the rights of African Americans?

Score of 1:

- States a demand made by W. E. B. Du Bois regarding the rights of African Americans according to this document
Examples: full manhood suffrage/suffrage; laws enforced against whites as well as blacks *or* rich as well as poor *or* capitalists as well as laborers; justice for criminals/outlaws; enforcement of the Constitution; Congress to take charge of congressional elections; 14th amendment/15th amendment carried out to the letter/enforced; every state that attempts to disfranchise its rightful voters should lose representation in Congress; no state allowed to base its franchise simply on color

Score of 0:

- Incorrect response
Examples: to repeal the 14th/15th amendments; states should take charge of congressional elections; states can base their franchise on color; unceasing agitation
- Vague response
Examples: to get things; to disfranchise; to convict; to arrest; deny voting rights; Congress to take charge; carried out to the letter
- No response

Document 3a

...Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument. Every American citizen must have an equal right to vote. There is no reason which can excuse the denial of that right. There is no duty which weighs more heavily on us than the duty we have to ensure that right. ...

Every device of which human ingenuity is capable has been used to deny this right. The Negro [African American] citizen may go to register only to be told that the day is wrong, or the hour is late, or the official in charge is absent. And if he persists, and if he manages to present himself to the registrar, he may be disqualified because he did not spell out his middle name or because he abbreviated a word on the application.

And if he manages to fill out an application he is given a test. The registrar is the sole judge of whether he passes this test. He may be asked to recite the entire Constitution, or explain the most complex provisions of State law. And even a college degree cannot be used to prove that he can read and write. ...

Wednesday I will send to Congress a law designed to eliminate illegal barriers to the right to vote. ...

Source: President Lyndon B. Johnson, Special Message to the Congress: The American Promise, March 15, 1965

3a According to President Lyndon B. Johnson, what is *one* way African Americans are kept from voting?

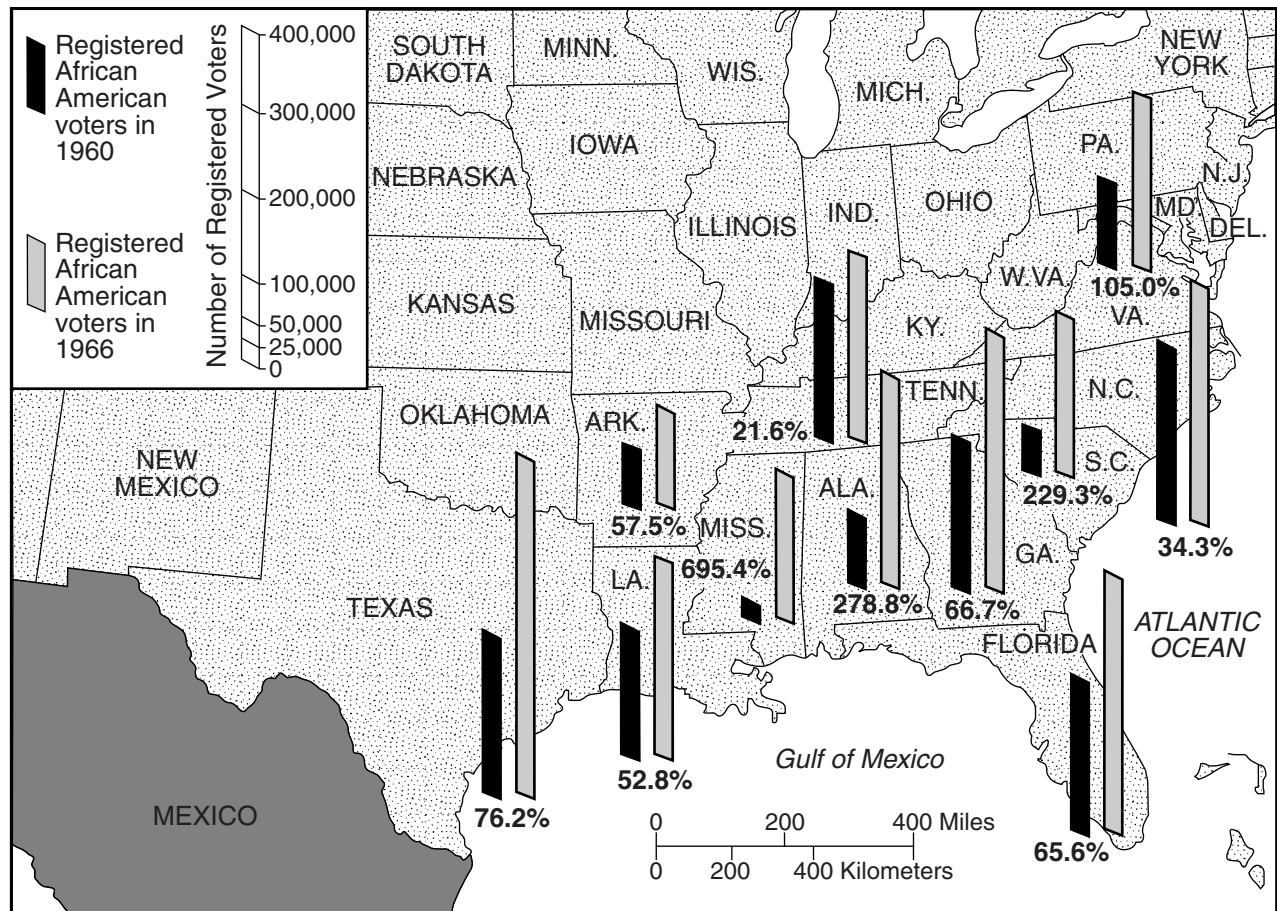
Score of 1:

- States a way African Americans are kept from voting according to President Lyndon B. Johnson
Examples: when he goes to register to vote, he may be told the day is wrong *or* the hour is late *or* the official in charge is absent; they are prevented from filling out an application/from registering; he may be disqualified because he did not spell out his middle name *or* disqualified because he abbreviated a word on the application/he is disqualified; the registrar is the sole judge of whether he passes a test; he must prove he can read/write; he may be asked to recite the entire Constitution; he may be asked to explain the most complex provisions of state law; he cannot use a college degree to prove that he can read and write; literacy tests

Score of 0:

- Incorrect response
Examples: barriers are eliminated; college degrees are used to prove that the voter can read and write; they do not have to register to vote; the issue is complex/difficult; they are denied that right
- Vague response
Examples: he has to recite; issues are difficult; use of every device; persistent
- No response

**African American Voter Registration Before and After
Passage of the Voting Rights Act of 1965 (Percent Change)**



Source: Robert A. Divine et al., *America: Past and Present*, Longman, 1999 (adapted)

3b Based on this map, what was *one* effect of the Voting Rights Act of 1965?

Score of 1:

- States an effect of the Voting Rights Act of 1965 based on this map
Examples: the number of registered African American voters increased/more African Americans became registered voters; in some states, the number of registered African American voters more than doubled; the percentage of registered African American voters increased; the number of registered African American voters increased in Texas 76.2%/in Louisiana 52.8%/in Arkansas 57.5%/in Mississippi 695.4%/in Alabama 278.8%/in Tennessee 21.6%/in Florida 65.6%/in Georgia 66.7%/in South Carolina 229.3%/in North Carolina 34.3%/in Virginia 105.0%; African American voting increased in the South

Score of 0:

- Incorrect response
Examples: the number of registered African American voters decreased; there were no eligible African American voters west of the Mississippi River; there was no/little difference in the number of registered African American voters
- Vague response
Examples: it passed; there was change; there was a before and after; percentage of change; an increase
- No response

Document 4

This is an excerpt from the author's account of his visit to the Homestead, Pennsylvania, steel mill.

...“How long do you work?” I asked of a young man who stood at the furnace near me.
“Twelve hours,” he replied. “The night set go on at six at night and come off at six in the morning. I go on at six and off at six.”
“For how much pay?”
“Two dollars and a quarter.”
“How much do those men get shovelling there in the rain?”
“One dollar and forty cents.” (A cut has since taken place.)
“What proportion of the men get that pay?”
“Two-thirds of the whole plant, nearly two thousand. There are thirty-five hundred men in the mills. They get all prices, of course, from a dollar and forty cents up to the tonnage men, who get five and ten dollars per day when the mills run smooth.”
“I suppose not many men make ten dollars per day.”
“Well hardly.” He smiled. “Of course the ‘rollers’ and the ‘heaters’ get the most, but there are only two ‘rollers’ to each mill, and three ‘heaters,’ and they are responsible for their product. The most of the men get under two dollars per day.”
“And it is twelve hours’ work without stop?”
“You bet! And then again you will see we only get this pay part of the time. The mills are liable to be shut down part of the year. They shut down part of the night sometimes, and of course we’re docked. Then, again, the tendency of the proprietors is to cut down the tonnage men; that is, the ‘rollers’ and ‘heaters’ are now paid by the ton, but they’ll some day be paid by the day, like the rest of us.”
“You bet they will,” said my guide, who seemed quite familiar with the facts. ...

Source: Hamlin Garland, “Homestead and its Perilous Trades—Impressions of a Visit,”
McClure's Magazine, June 1894

4 According to Hamlin Garland, state *one* problem faced by workers in the Homestead steel mill.

Score of 1:

- States a problem workers faced in the Homestead steel mill according to Hamlin Garland
Examples: they worked long hours; they worked twelve-hour days without stopping; most workers were paid low wages/most of the men got under two dollars per day; they did not get paid when the mills shut down; they got docked when the mills shut down at night; their pay was sometimes cut; the tendency of the proprietors is to cut down the tonnage men; most workers got lower pay than the tonnage men; poor working conditions; shoveling in the rain for low wages

Score of 0:

- Incorrect response
Examples: all workers were paid the same salary; they did not get paid; the heaters/rollers were not responsible for their product; they made ten dollars per day
- Vague response
Examples: they get a proportion; they had guides; there were tendencies; without stopping; paid
- No response

Document 5a

...We demand a reduction of the hours of labor which would give a due share of work and wages to the reserve army of labor [the unemployed] and eliminate many of the worst abuses of the industrial system now filling our poor houses and jails. The movement for the reduction of the hours of labor is contemporaneous with the introduction of labor saving machinery and has been the most faithful of all reformatory attempts of modern times, since it has clearly revealed the power of the working people to realize an improved industrial system and raises the hope that we may yet be able to stem the tide of economic, social and moral degradations, robbing those who work of four-fifths of their natural wages and keeping the whole of society within a few months of destitution. ...

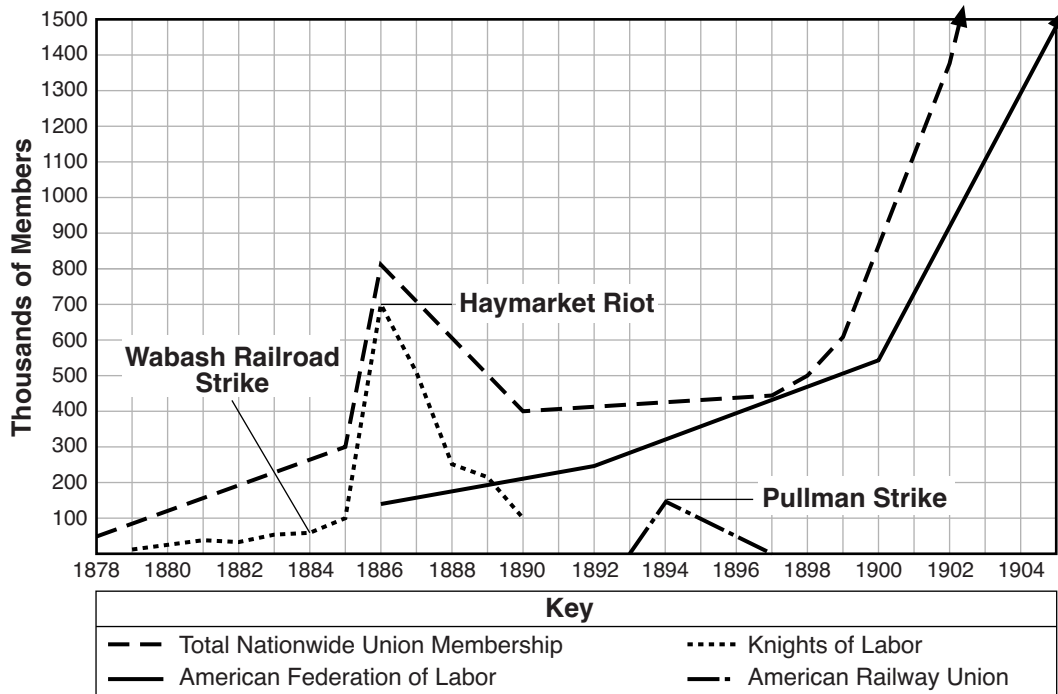
That the lives and limbs of the wage-workers shall be regarded as sacred as those of all others of our fellow human beings; that an injury or destruction of either by reason of negligence or maliciousness of another, shall not leave him without redress simply because he is a wage worker. We demand equality before the law, in fact as well as in theory. ...

And by no means the least demand of the Trade Unions is for adequate wages. ...

Source: Samuel Gompers, *What Does Labor Want?*, 1893

Document 5b

The Growth of Union Membership, 1878–1904



Source: Gerald A. Danzer et al., *The Americans*, McDougall Littell, 1998 (adapted)

5 Based on these documents, what were *two* ways workers tried to address their problems?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way workers tried to address their problems based on these documents

Examples: they demanded a reduction of hours; they demanded the unemployed be given a due share of work *or* wages; they demanded an end to the worst abuses of the industrial system/they wanted an improved industrial system; they wanted to stem the tide of economic degradations *or* social degradations *or* moral degradations/they wanted the degradation to stop; they wanted to stop the robbing of those who work of four-fifths of their natural wages; they demanded the lives/limbs of wage-workers be regarded as sacred; they demanded redress for an injury/destruction resulting from negligence/maliciousness of another; they demanded equality before the law; they joined unions/they joined Samuel Gompers in the American Federation of Labor/membership of the AFL went from 150,000 in 1886 to 1.5 million in 1905; they went on strike; they demanded adequate wages/they wanted their due share of wages

Note: To receive maximum credit, two *different* ways workers tried to address their problems must be stated. For example, *they demanded adequate wages* and *they wanted their due share of wages* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: they demanded an increase in hours; they wanted the unemployed ignored; they wanted unions abolished; the Knights of Labor failed; membership in unions dropped
- Vague response
Examples: they wanted reductions; they wanted to eliminate; they demanded in fact as well as in theory
- No response

Document 6a

This Act defines, as a part of our substantive [essential] law, the right of self-organization of employees in industry for the purpose of collective bargaining, and provides methods by which the Government can safeguard that legal right. It establishes a National Labor Relations Board to hear and determine cases in which it is charged that this legal right is abridged [diminished] or denied, and to hold fair elections to ascertain [determine] who are the chosen representatives of employees. ...

Source: President Franklin D. Roosevelt, Statement on Signing the National Labor Relations Act (Wagner Act), July 5, 1935

Document 6b

...After many requests on my part the Congress passed a Fair Labor Standards Act, what we call the Wages and Hours Bill. That Act—applying to products in interstate commerce—ends child labor, sets a floor below wages [minimum wage] and a ceiling over hours of labor [maximum hours].

Except perhaps for the Social Security Act, it is the most far-reaching, the most far-sighted program for the benefit of workers ever adopted here or in any other country. Without question it starts us toward a better standard of living and increases purchasing power to buy the products of farm and factory. ...

Source: President Franklin D. Roosevelt, Fireside Chat, June 24, 1938

6 According to President Franklin D. Roosevelt, state *two* ways workers would benefit from legislation passed during his administration.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way workers would benefit from legislation passed during President Franklin D. Roosevelt's administration based on these documents
Examples: employees in industry would get the right of self-organization for the purpose of collective bargaining *or* they could organize for the purpose of collective bargaining/they would be given the right to form unions; the government would safeguard the legal right of collective bargaining; a National Labor Relations Board would be established to hear/determine cases where collective bargaining is denied; fair elections would be held to choose representatives of workers; child labor was ended; a floor below wages was set/minimum wage was set; a ceiling over hours of labor was set/maximum hours were set; it would lead to a better standard of living; it would increase purchasing power; they would be covered by Social Security; collective bargaining

Note: To receive maximum credit, two *different* ways workers would benefit from legislation passed during President Franklin D. Roosevelt's administration must be stated. For example, *employees in industry won the right of self-organization for the purpose of collective bargaining* and *workers could organize for the purpose of collective bargaining* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the National Labor Relations Act/Wagner Act failed; workers could not organize; workers could not use collective bargaining; representatives of the workers would be appointed by the president
- Vague response
Examples: the Act was defined; gave rights; it was far-reaching; far-sighted; cases would be heard; fair elections; a ceiling and a floor were set
- No response

Document 7

...What results from segregation [of the disabled] is social isolation. Physical and psychological separation, imprisonment in an institution or in a small, dilapidated apartment building, these are the realities for numerous disabled Americans. The psychic cost is incalculable. Enforced dependency and isolation crush the self-image, and combined with other architectural and transportation barriers may prove devastating. The individual cannot find work because the workplaces are inaccessible, employers discriminate against him, and no suitable transportation is available. Because he cannot find suitable work, he cannot afford decent housing. The barriers are inescapably intertwined [connected]. ...

Source: Frank Bowe, *Handicapping America: Barriers to Disabled People*, Harper & Row, 1978

7 According to Frank Bowe, what are *two* problems faced by persons with disabilities?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem faced by persons with disabilities according to Frank Bowe
Examples: they are segregated; they face social isolation; numerous disabled Americans face physical or psychological separation; imprisonment in an institution; many live in small, dilapidated apartment buildings/they cannot afford decent housing; self-image crushed by isolation; self-image crushed by enforced dependency; architectural barriers; transportation barriers; inaccessible workplaces; discrimination from employers; lack of suitable transportation; they cannot find suitable work

Note: To receive maximum credit, two *different* problems faced by persons with disabilities must be stated. For example, *they live in small or dilapidated apartments* and *they cannot afford decent housing* are the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: they are not segregated; they are put in prison; they do not want to work
- Vague response
Examples: they are numerous; results from segregation
- No response

Document 8

Selected Federal Legislation for Persons with Disabilities

Date Passed	Federal Legislation	Terms
1968	Architectural Barriers Act	Requires that buildings and facilities constructed with federal funding be accessible to people with physical disabilities.
1975	Education for All Handicapped Children Act	Requires that children with disabilities have the right to a public school education in an integrated (least restrictive) environment.
1982	Telecommunications for the Disabled Act	Requires that deaf and hard-of-hearing people have telephone access at important public places.

Source: Center for Assistive Technology and Environmental Access, 2001 (adapted)

8 Based on the information in this chart, state *two* ways federal legislation has helped persons with disabilities.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way federal legislation has helped persons with disabilities based on the information in this chart
Examples: requires that buildings constructed with federal funds be accessible/requires improved access to public buildings; requires that facilities constructed with federal funds be accessible/requires improved access to public facilities; removed many access barriers; children with disabilities have the right to a public school education/children with disabilities have the right to a public school education in an integrated/least restrictive environment/provided education for all children with disabilities; requires telephone access for deaf/hard-of-hearing people at important public places

Note: To receive maximum credit, two *different* ways federal legislation has helped persons with disabilities must be stated. For example *requires that buildings constructed with federal funds be accessible* and *requires improved access to public buildings* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: all facilities must be accessible/all buildings must be handicap accessible; deaf/hard-of-hearing people must be provided with cell phones; children with disabilities do not have the right to a public school education; they removed all architectural barriers
- Vague response
Examples: there were architectural barriers; federally constructed buildings are required; there must be environmental access; least restrictive; access
- No response

Document 9

. . . [President Bill] Clinton diffused a controversy that had threatened to mar the dedication when he sided with disabled activists who demanded that a statue be added to the memorial showing FDR [President Franklin D. Roosevelt] in a wheelchair. On Clinton's recommendation, the Senate on Thursday night passed and sent to the House legislation to add the statue. . . .

But the biggest controversy arose over the decision by the FDR Memorial Commission to stick with 1978 statue designs that were in keeping with FDR's own reluctance to be seen publicly in a wheelchair. Roosevelt went to exhausting lengths not to appear disabled.

About two dozen demonstrators sat in wheelchairs, leaned on walkers, hobbled along with crutches or walked with white canes outside the memorial before the dedication. "We are no longer hiding our disabilities," said one of the group, Becky Ogle, 41, who is a double amputee and director of disabled outreach for the White House. "When I was a child growing up, the message to me was I am sick. Well, I am not sick. We are not victims. Attitude is the last barrier for us." . . .

Source: Doug Struck, "Clinton Dedicates Memorial, Urges Americans to Emulate FDR," *Washington Post*, May 3, 1997

9 Based on this document, how have the attitudes of the disabled changed since Franklin D. Roosevelt was president?

Score of 1:

- States how the attitudes of the disabled have changed since Franklin D. Roosevelt was president based on this document
Examples: they are willing to appear in wheelchairs/with walkers/on crutches/with canes; they no longer hide their disabilities; they no longer consider themselves sick *or* victims; they were willing to demonstrate in wheelchairs/with walkers/on crutches/with canes

Score of 0:

- Incorrect response
Examples: they still consider themselves sick *or* victims; they still think they have to hide their disabilities; they leave their wheelchairs at home; there was a big controversy; they went to exhausting lengths
- Vague response
Examples: lengths have been exhausted; messages have changed; they are reluctant; wanted a statue added; different from Roosevelt's attitudes
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2015

Historical Context: Throughout the history of the United States, different groups have faced problems in American society. These groups have included *African Americans*, *industrial workers*, and *persons with disabilities*. Individuals, organizations, and governments have addressed problems faced by these groups.

Task: Choose *two* of the groups mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding a problem the group faced
- Discuss how the problem was addressed by an individual, an organization, and/or a government

Scoring Notes:

1. This document-based question has a minimum of *four* components (discussing the historical circumstances surrounding a problem faced by *each* of *two* groups **and** how *each* problem was addressed by an individual, an organization, and/or a government).
2. The response should address a problem faced by the group. However, one or more related problems could be included as part of the overall discussion, e.g., long hours, low wages, child labor, and unsafe conditions could be included as part of the discussion of the problem of working conditions or the discussion could focus only on the specific problem of child labor.
3. The description of historical circumstances may focus on immediate or long-term circumstances, e.g., for African Americans, the conditions of slavery or the denial of voting rights during Reconstruction.
4. The discussion of how each problem was addressed may focus on an individual, an organization, a government, or any combination of these.
5. The individuals, organizations, or government do not need to be specifically identified as long as they are implied in the discussion.
6. The results of how the problem was addressed may be, but are not required to be, included in the discussion of how the problem was addressed by an individual, an organization, and/or a government, e.g., increase in purchasing power of workers as a result of passage of the Fair Labor Standards Act.
7. In the responses, the use of language that appears in the documents should not be penalized, e.g., historically accepted terms for African Americans.
8. The response may discuss how the problem was addressed from different perspectives as long as the discussion is supported with accurate historical facts and examples.
9. Only two groups who have faced problems should be chosen from the historical context. If three groups are discussed, only the first two groups may be rated.
10. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 3a, 3b, 5a, 5b, 6a, and 6b may be considered as separate documents *if* the response uses specific separate and specific facts from *each* document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances surrounding a problem **each** of **two** groups faced and how **each** problem was addressed by an individual, an organization, and/or a government
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *African Americans*: connects the return of “home rule” in the South, undermining of the 15th amendment, and the gradual disfranchisement of African Americans by 1900 to the role played by civil rights leaders in the 1960s that influenced congressional passage of the Voting Rights Act of 1965 and resulted in increased voter registration and more participation in government; *industrial workers*: connects the reasons for the deterioration of working conditions and the vulnerability of workers during the Industrial Revolution to the work of muckrakers in creating public awareness and Progressive reformers in helping to secure the passage of worker protection laws on the state and federal levels
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to problems faced by groups (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *African Americans*: Black Codes; Radical Republicans; Reconstruction; 14th amendment; Ku Klux Klan; literacy tests; poll taxes; grandfather clause; Martin Luther King Jr.; *industrial workers*: long hours; low pay; Upton Sinclair; collective bargaining; Wages and Hours Bill; Wagner Act; Fair Labor Standards 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 group more thoroughly than for the other group
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *African Americans*: discusses the gradual disfranchisement of African Americans in the South after Reconstruction using literacy tests, poll taxes, and the grandfather clause and how that led to the role played by civil rights leaders in gaining support for the passage of the Voting Rights Act of 1965, resulting in more African Americans running for public office; *industrial workers*: discusses the poor working conditions faced by laborers during the Industrial Revolution and how the work of Progressive reformers and muckrakers led to passage of state and federal legislation that guaranteed workplace protections
- 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 have been thoroughly developed evenly and in depth for **one** group and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Score of 1:

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

Score of 0:

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

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of 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.

African Americans

Key Ideas from Documents 1–3

Historical Circumstances	How Problem Addressed
<p>Doc 1—Lack of protection of life, liberty, and property of African Americans in Kentucky Subversion of civil society among African Americans by organized bands using force, terror, and violence Ignoring rights expressly guaranteed by the Constitution (13th, 14th, 15th amendments) Driving African Americans away from the polls (being refused the right to vote, many slaughtered who attempted to vote)</p> <p>Doc 2—Arrest, conviction, and mobbing of African Americans more often than whites Failure of Congress to take charge of congressional elections Failure to enforce Constitution of the United States and other laws Failure to enforce 14th and 15th amendments Disfranchisement of African Americans by states</p> <p>Doc 3—Denial of voter registration to African Americans because of wrong day, late hour, absence of official in charge, middle name not spelled out, abbreviated word on application Test for African Americans if voting application completed; determination by registrar if test passed (reciting of entire Constitution, explaining complex provisions of State law) College degree not proof of ability to read and write</p>	<p>Doc 2—Demands of W. E. B. Du Bois and Niagara Movement for enforcement of law (14th amendment, 15th amendment) Voting by African Americans where they can vote Use of persistent, unceasing agitation Sacrificing and working for rights</p> <p>Doc 3—President Lyndon B. Johnson sending a special message to Congress (every American citizen should have right to vote, no reason which can excuse denial of right to vote) President Lyndon B. Johnson sending law to Congress to eliminate illegal barriers to right to vote Congressional passage of Voting Rights Act of 1965 Increasing numbers of African Americans registering to vote under Voting Rights Act of 1965 Increased number of African Americans vote under the Voting Rights Act of 1965</p>

African Americans

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	How Problem Addressed
<p>Legacy of enslavement (no civil, political, economic liberties complicates racial attitudes about equality)</p> <p>Passage of Black Codes by Southern States</p> <p>Weakening of Radical Republican agenda by other national issues (political scandal, Andrew Johnson's impeachment, depression)</p> <p>Lack of commitment to protect African American citizenship rights after Reconstruction (resumption of political control by Redeemers in the South, economic and reconciliation priorities)</p> <p>Return of "home rule" to South with Compromise of 1877 (executive and legislative abandonment of African Americans)</p> <p>Narrow judicial interpretation of 14th and 15th amendments (<i>Civil Rights Cases</i> of 1883, <i>Plessy v. Ferguson</i>)</p> <p>Gradual disappearance of African Americans from polls and electoral office by 1900 (grandfather clauses, poll taxes, literacy tests)</p> <p>Passage of Jim Crow laws by Southern States</p> <p>Limitation of economic opportunity (tenant farming, sharecropping, workplace discrimination)</p> <p>Other forms of discrimination (housing, education, armed forces, sports)</p>	<p>Booker T. Washington and Atlanta Compromise</p> <p>Details about W. E. B. Du Bois and the Niagara Movement</p> <p>Formation of civil rights organizations (NAACP, Southern Christian Leadership Conference, SNCC, Congress of Racial Equality)</p> <p>Organization of civil rights protests (Rosa Parks, Montgomery, Martin Luther King Jr., March on Washington, Birmingham, Selma March, sit-ins, Freedom Riders)</p> <p>Passage of Congressional legislation (Civil Rights Act of 1964, Voting Rights Act of 1965, Fair Housing Act of 1968)</p> <p>Presidential advocacy for civil rights (Truman's desegregation of armed forces, Eisenhower's enforcement of <i>Brown v. Board of Education</i> at Little Rock, Kennedy's "Moral Crisis" speech, Johnson's support for poll tax amendment)</p> <p>Judicial support for 14th amendment (<i>Brown v. Board of Education</i>, <i>Heart of Atlanta Motel v. United States</i>, segregation in public transportation ruled unconstitutional)</p> <p>Inspiration of African American leadership (Jackie Robinson, Jesse Jackson, Condoleezza Rice, Barack Obama)</p>

Industrial Workers

Key Ideas from Documents 4–6

Historical Circumstances	How Problem Addressed
<p>Doc 4—Long hours (12-hour days at Homestead) Low pay ($\frac{2}{3}$ of workers at Homestead earn less than \$2 per day) Long hours of work without stopping Closing of mills for part of the year or part of the night, leading to loss of pay for workers Efforts of proprietors to cut higher-paid workers</p> <p>Doc 5—Unemployment Introduction of labor saving machinery Economic, social, and moral degradations Robbery of four-fifths of natural wages Many workers within a few months of destitution Injury and death as a result of negligence or maliciousness of another; no redress for wage workers Lack of equality before the law</p> <p>Doc 6—Lack of organization for the purpose of collective bargaining Child labor</p>	<p>Doc 5—Demands of Samuel Gompers and trade unions (reduction of hours of labor, work for unemployed, elimination of worst abuses of industrial system, equality before the law for wage workers for injuries or death as result of negligence or maliciousness of another, better wages) Strikes and riots by workers (Wabash Railroad, Haymarket, Pullman) Increase in nationwide union membership (Knights of Labor, American Federation of Labor)</p> <p>Doc 6—President Franklin D. Roosevelt signing National Labor Relations Act (Wagner Act) Federal government providing methods to safeguard collective bargaining Creation of National Labor Relations Board (to hear and determine cases where legal rights of workers abridged or denied; to hold fair elections to determine chosen representatives of employees) President Franklin D. Roosevelt’s Fireside Chat on labor (desire to increase standard of living, increase purchasing power to buy products from farm and factory) Passage of Fair Labor Standards Act (Wages and Hours Bill) by Congress (end of child labor, setting of minimum wage and maximum hours for products involved in interstate commerce) Passage of Social Security Act to benefit workers</p>

Industrial Workers

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	How Problem Addressed
Less independence because of large-scale, mass-production assembly line Increasingly impersonal workplace Difficulties in achieving the right to organize and bargain collectively (blacklists, yellow-dog contracts, strikebreakers, court injunctions, lock-outs) Proliferation of industrial accidents (lack of workmen's compensation, Triangle Shirtwaist fire) Health problems from unsanitary, noisy conditions Increased use of child labor Details about strikes (Wabash, Homestead, Pullman, Lawrence) Use of force by federal and state governments to stop strikes (Pinkertons, state militias, federal troops) Public frequently not supportive of goals Unemployment and wage decreases during economic downturns	Increase in number of strikes (Baltimore and Ohio, Homestead, sit-down strikes in auto industry) Lobbying state and federal governments by Progressive reformers for legislation to correct abuses (workmen's compensation, child labor, safety and sanitation codes) Literary exposure of bad living and working conditions (Jacob Riis' <i>How the Other Half Lives</i> , Upton Sinclair's <i>The Jungle</i> , John Spargo's <i>The Bitter Cry of the Children</i>) Presidential mediation (Anthracite Coal strike by President Theodore Roosevelt) Creation of jobs programs by President Franklin D. Roosevelt's New Deal programs (CCC, WPA, PWA)

Persons with Disabilities

Key Ideas from Documents 7–9

Historical Circumstances	How Problem Addressed
<p>Doc 7—Social isolation because of segregation Physical and psychological separation Imprisonment in institutions or small, dilapidated apartment buildings Poor self-image as a result of enforced dependency and isolation Architectural and transportation barriers Difficulty finding work (workplaces inaccessible, discrimination by employers, lack of suitable transportation) Decent housing not affordable</p> <p>Doc 8—Buildings not accessible to people with physical disabilities Difficult for children with disabilities to obtain public education Little access to telephones for deaf and hard-of-hearing people in public places</p> <p>Doc 9—President Franklin D. Roosevelt’s reluctance to appear disabled in public Decision of Franklin D. Roosevelt Memorial Commission not to include a wheelchair Treating disabilities as sickness Victimization of persons with disabilities</p>	<p>Doc 8—Passage of Architectural Barriers Act (1968) requiring buildings and facilities constructed with federal funding be accessible to people with physical disabilities Passage of Education for All Handicapped Children Act (1975) requiring that children with disabilities have the right to a public school education in an integrated environment Passage of Telecommunications for the Disabled Act (1982) requiring telephone access for deaf and hard-of-hearing people at important public places</p> <p>Doc 9—Demands by activists and recommendation from President Bill Clinton to Senate to add statue of Franklin D. Roosevelt in wheelchair to memorial Demonstrations by persons with disabilities before dedication of Franklin D. Roosevelt Memorial Change in attitudes by persons with disabilities (no longer hidden, no longer to be treated as sick, no longer to be treated as victims)</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	How Problem Addressed
<p>Details about discrimination against persons with disabilities (housing, transportation, institutional conditions, restrictive educational environments, voting accessibility) Details about social isolation (difficulties in attending cultural and sporting events; difficulties faced while shopping, taking vacations, going to restaurants; using recreation areas, using public restrooms) Details about effects of peoples’ attitudes Effects on standard of living</p>	<p>Disability rights activism (protests, sit-ins, lobbying state and federal legislatures, use of legal system, congressional testimony, disabled veterans) Deinstitutionalization (group homes) Passage of Americans with Disabilities Act (1990) Expansion of Social Security programs Adoption of inclusion programs in public schools (mainstreaming, promotion of tolerance) Formation of organizations for people with specific disabilities (Association of the Blind, Disabled Veterans of America, Special Olympics)</p>

Despite the statement in the Declaration of Independence that “all men are created equal”, groups of citizens throughout U.S. history have been subject to inequality or discrimination. The issues faced by marginalized groups have become some of the nation’s largest domestic problems. Two of the major groups who have faced problems are African Americans and industrial workers. Through individual, organizational, and governmental action, these groups have gained more equal rights. For both African Americans and industrial workers, government legislation was the most effective measure taken to address the issues faced by the group of citizens.

African Americans faced discrimination ever since Africans were brought to America as slaves. The Civil War and its Union victory ensured the abolition of slavery, but this did not lead to the end of African Americans’ problems. After the Civil War, African Americans faced discrimination, segregation, and disenfranchisement especially, but not exclusively, in the Southern and formally slave-holding states. Whites in the South did not change their racist attitudes towards blacks simply because a law had forbade slavery. In some ways labor contracts established by Black Codes were a form of slavery. In fact, many whites actively persecuted blacks. After the Civil War, racist white-supremacy groups such as the Ku Klux Klan arose in Southern states. The KKK terrorized African Americans, as described in Document 1. The KKK physically attacked blacks, burned their churches and schools and also tried to prevent them from exercising their right to vote. The KKK and other white power groups tried to prevent blacks from being able to protest and whites from helping them through intimidation and fear. The KKK was later

glorified in the movie "Birth of a Nation" as they continued their discrimination of African Americans into the twentieth century. In the 1950s and 1960s, in cities such as Montgomery and Birmingham many African Americans were still being intimidated and denied the right to vote by the KKK. African Americans were discouraged from registering or were given an unfair test by the registrar and deemed to have failed (Document 3a). After Reconstruction the Southern states had basically decided to ignore the 15th amendment.

Individuals, organizations, and ultimately the government took steps to address the disenfranchisement and other problems faced by blacks. A group of African Americans in Kentucky wrote a petition to Congress in 1871, seeking protection from the KKK (Document 1). Although Congress responded that soldiers could be sent to protect African Americans while voting they didn't get much support from local officials, some of whom were secretly KKK members themselves. They continued to address their problems by more appeals to the government. In a speech, white racism was criticized in the Niagara Movement Address, given by leading civil rights leader W. E. B. Du Bois in 1906. In this speech, Du Bois demanded that Congress do what they should have after the Civil War and enforce full manhood suffrage and enforce the amendments already passed, ensuring African Americans their citizenship rights. He stated that African Americans should address their problems by voting, by agitating for change, and by working toward equality, not just waiting for it to happen. Du Bois' work with the NAACP to fight lynching and segregation, and to demand 15th amendment rights modeled a more aggressive approach to civil rights that would be taken in the 1950s

and 1960s. Victories in Brown and the Civil Rights Act of 1964 led to more desegregation. The biggest changes were the result of government action. In 1965 President Lyndon Johnson sent to Congress a law designed to eliminate illegal barriers to the right to vote. This law became the Voting Rights Act of 1965 and, as shown in Document 3b, it had a dramatic effect on the number of African Americans who were registered to vote in Southern States. Due to the eradication of barriers preventing blacks from registering to vote, a large increase in registered African Americans occurred by 1966, a year after the law was passed. The Voting Rights Act and many other advances for African Americans that occurred during the 1960s finally guaranteed the equality Du Bois had demanded. Individuals like Martin Luther King Jr. and groups such as SCLC, which advocated for civil rights by means of nonviolent protest, successfully carried on the work begun by early civil rights advocates in the early 1900s.

Industrial workers were another group that faced problems in U.S. society, most notably in the late 1800s and early 1900s. Industrial workers became a mainstay of the American economy following the birth of the Industrial Revolution in the 1850s. The federal government was largely laissez-faire towards industry in the late 1800s, and this sometimes led to corrupt business practices and to the common occurrence of employers exploiting their workers. Industrial workers commonly faced problems such as low wages, long working hours, and dangerous conditions. A lack of government regulation meant that industries could force ridiculous hours, pay, and conditions on their workers with no fear of punishment, and also meant that workers had little means to protest. If a worker protested,

often he was simply fired because the employer could easily find another worker to fill his spot. These were the issues faced by workers in the Homestead steel mill: low wages and 12-hour work days which they were powerless to do anything about. However by the late 1800s, workers were finding ways to address their problems. Skilled and unskilled, blacks and whites, men and women worked together in the Knights of Labor to improve their situation. Having such a diverse membership made them less effective than the American Federation of Labor which was a union for skilled workers. Workers banded together to form these unions to protect their rights. A speech by Samuel Gompers, the leader of the union American Federation of Labor, stated his union's demands for reduced hours of work, "adequate wages", and equality before the law. In the graph showing union membership in the late 1800s the general trend was an increase in union membership as the public became more concerned about the power of big business. Unions enjoyed some successes in the early 20th century such as higher wages and fewer hours. It would take federal government intervention in the 1930s to help workers overcome problems which had worsened because of the Great Depression. FDR in the 1930s proposed and Congress passed legislation to establish a National Labor Relations Board to ensure that workers rights to organize and use collective bargaining were not interfered with. The Fair Labor Standards Act ended child labor, and set a minimum wage and maximum working hours in factories involved in interstate commerce.

African Americans and industrial workers both faced significant problems, such as disenfranchisement and long working hours,

respectively. Through organizations, unions, and government intervention, the problems faced by these groups were largely overcome.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for African Americans and industrial workers
- Is more analytical than descriptive (*African Americans*: whites in South did not change racist attitudes simply because a law forbade slavery; Ku Klux Klan, a racist white-supremacy group, terrorized African Americans by physically attacking them and trying to prevent them from exercising right to vote; W. E. B. Du Bois demanded Congress enforce full manhood suffrage and enforce amendments already passed; Voting Rights Act of 1965 led to large increase in registered African Americans by 1966; *industrial workers*: lack of government regulation meant industries could force ridiculous hours, pay, and conditions on workers with no fear of punishment; Gompers, leader of AFL, stated union's demand for reduced hours of work, adequate wages, and equality before law; union membership increased as public became more concerned about power of big business; federal government intervention in 1930s helped workers overcome problems of Great Depression)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*African Americans*: faced discrimination ever since they were brought to America as slaves; Union victory ensured abolition of slavery; Ku Klux Klan burned their churches and schools; Ku Klux Klan discrimination of African Americans continued into 20th century in cities such as Montgomery and Birmingham; Martin Luther King Jr. and Southern Leadership Conference used nonviolent protests; *industrial workers*: federal government was largely laissez-faire toward industry in late 1800s; led to corrupt business practices and to employers exploiting workers; skilled and unskilled, blacks and whites, and men and women worked together in Knights of Labor to improve their situation; diverse membership of Knights made them less effective than AFL, which was a union for skilled workers)
- Richly supports the theme with many relevant facts, examples, and details (*African Americans*: Black Codes; *Birth of a Nation*; NAACP; *Brown*; Civil Rights Act of 1964; President Lyndon Johnson; *industrial workers*: Homestead steel mill; low wages; twelve-hour work days; National Labor Relations Board; collective bargaining; Fair Labor Standards Act; end of child labor; minimum wage; maximum working hours)
- Demonstrates a logical and clear plan of organization; includes an introduction that states legislation was the most effective measure to address inequalities and discrimination faced by citizens and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 5. Critical analysis about how the problems of African Americans and industrial workers were addressed is effective and demonstrates a thoughtful approach to the task. Thorough document interpretation provides a good connection to relevant outside information as shown in the discussion of the Ku Klux Klan.

The history of the United States is marked by instances of oppression, illustrating suffering groups in need of support. Two of these groups include African Americans and industrial workers that were denied rights in an effort to suppress the masses due to their standing on the proverbial ladder. With the help of not only the government, but organized groups and certain individuals as well, both African Americans and industrial workers were able to rise up and succeed in earning their desired rights.

As the United States became industrially stronger in the period called the Gilded Age, there was an increase in the amount of industrial workers. With the rise of big corporations thanks to men like J.P. Morgan, J.D. Rockefeller and Andrew Carnegie, big business became more powerful with vertically and horizontally incorporated monopolies and partnerships over industries like steel, oil, and investment. These corporations allowed for an increase of employees but the owners of such companies sought for the greatest monetary gain by paying low wages and at times decreasing wages. During a depression in 1894 the Pullman Company did this to their workers living in their company town. This led to Eugene Debs leading a strike of the American Railway Union that failed when federal troops were sent to end it. Companies such as Carnegie's Homestead Steel Company thought nothing of increasing hours and shutting down their mills to save money. They did this while suppressing bargaining workers unions with blacklists, lockouts, and Pinkerton strikebreakers. The greatest output of goods with little monetary output to workers and a bigger profit for the business owner were their goals. This was a problem for industrial workers.

Many workers were faced with issues such as an unsafe work environment whether they were in textile mills or factories such as Triangle Shirtwaist in New York City where conditions led to many fatalities in a fire. Twelve hour work days, and getting paid pennies on the hour without a break at Homestead was abusive and was exposed in a muckraking effort by Hamlin Garland in "McClures". In an attempt at bettering conditions, unions were formed such as the Knights of Labor a mix of skilled and unskilled wage workers led by Terence Powderly. The American Federation of Labor was made up of skilled laborers and led by Samuel Gompers. Unions would seek to negotiate but were often not taken seriously and would strike. Although the Wabash Railroad Strike was successful most were not. Many labor protests such as Haymarket, Homestead, and Pullman became violent. With violence came less public support for unions and less interest in the problems of workers. It would not be until FDR's New Deal that workers would be given the legal right to organize and bargain collectively in the Wagner Act. This encouraged union membership to increase despite continuing violence. Congress was also able to pass acts settling a minimum wage and a maximum amount of work hours as stated during one of FDR's famous fireside chats over the radio. All of this proceeded to the betterment and benefit of the industrial workers rise to the middle class.

Even after the Civil War and the freeing of slaves Southern states passed Black Codes to limit the freedom of African Americans. During Reconstruction when the 13th, 14th, and 15th Amendments were passed, African Americans were still oppressed and discriminated against as demonstrated in the complaints about the KKK in the

petition to Congress. With the passing of Jim Crow Laws in southern states, the 14th Amendment to the Constitution was circumvented through Supreme Court decisions legalizing separate but equal public facilities for blacks and whites. By the 1900s Southern society was defined by segregation. Drinking fountains, schools, and hospitals kept whites separate from blacks maintaining white superiority over African Americans. African Americans were often only allowed to register to vote under the conditions that they can read and write. Requiring poll taxes and grandfather clauses barred African American suffrage seemingly in violation of the 15th Amendment. African Americans stood up against racial discrimination and with the help of Congress and men like Booker T. Washington, W.E.B. DuBois and Martin Luther King Jr., they were able to gradually achieve their goals.

African Americans sought the rights guaranteed to them by Reconstruction Amendments added to the Constitution. Some advocates gave speeches such as Booker T. Washington's Atlanta Compromise. Others such as W.E.B. DuBois helped form organizations such as the NAACP. Often in the early 1900s W.E.B. DuBois advocated for educational opportunities and immediate social and political equality while Booker T. Washington preached for gradual assimilation and acceptance and didn't advocate for integration. In the 1950s Rosa Parks stood up for civil rights and was an inspiration for many for refusing to move for a white man on a public bus. She influenced Martin Luther King Jr and his leadership of the Montgomery bus strikes where blacks refused to ride city buses for more than a year. The marching of the Kentucky Nine into a public

high school by protection of the National Guard was a scream for true equality and the beginning of the end to "separate but equal". Martin Luther King Jr's "I Have A Dream" speech inspired blacks and whites to work together to finally make "all men are created equal" a reality in America. African Americans continued to march for voting rights, free from persecution in cities such as Selma, Alabama and President Johnson stood up for their voting rights in his American Promise address to Congress. With the passing of the Voting Rights Act of 1965, voting registration of African Americans increased drastically, leading to more African American voters, and eventually more African Americans winning local, state, and federal political offices. They were beginning to reach their goals.

Individuals, groups, and the government allowed for groups like African American and industrial workers to attain the basic rights they desperately deserved for the betterment of not only their livelihood but also that of generations to come.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for industrial workers and African Americans
- Is more analytical than descriptive (*industrial workers*: big business became more powerful with vertically and horizontally incorporated monopolies and partnerships; many faced issues such as an unsafe work environment; unions sought to negotiate but often not taken seriously and would strike; with violence came less public support for unions and less interest in problems of workers; Wagner Act gave workers legal right to organize and bargain collectively, encouraging union membership to increase despite continuing violence; *African Americans*: when the 13th, 14th, and 15th amendments were passed, they were still oppressed and discriminated against; by 1900s, southern society was defined by segregation; often only allowed to register to vote under condition that they could read and write; 1965 Voting Rights Act increased voting registration of African Americans; more African Americans were winning local, state, and federal political offices)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*industrial workers*: Eugene Debs led a strike of American Railway Union that failed when federal troops were sent to end it; Terence Powderly led a mix of skilled and unskilled workers in Knights of Labor; Samuel Gompers led American Federation of Labor made up of skilled laborers; *African Americans*: Supreme Court decisions legalizing “separate but equal” facilities; poll taxes and grandfather clauses barred suffrage; W. E. B. Du Bois advocated for educational opportunities and immediate social and political equality; Booker T. Washington preached for gradual assimilation and acceptance and not integration; Rosa Parks influenced Martin Luther King Jr.; King’s “I Have a Dream” speech inspired blacks and whites to work together to make “all men are created equal” a reality)
- Richly supports the theme with many relevant facts, examples, and details (*industrial workers*: J. P. Morgan, J. D. Rockefeller, Andrew Carnegie; blacklists, lockouts, Pinkerton strikebreakers; textile mills; factories; twelve-hour work days; minimum wage; maximum work hours; *African Americans*: Black Codes; Ku Klux Klan; Jim Crow laws; Montgomery bus strikes; Selma, Alabama; President Johnson; American Promise address); includes a minor inaccuracy (*African Americans*: Kentucky Nine marched into a public high school)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions African Americans and industrial workers as groups in need of support from oppression and a brief conclusion that states African Americans and industrial workers improved not only their livelihood but that of generations to come

Conclusion: Overall, the response fits the criteria for Level 5. Historical details and analytical statements support good document interpretation throughout the discussion. A good understanding of the role played by individuals and the influence of key events demonstrates knowledge of the problems faced by industrial workers and African Americans.

Many groups throughout history have been discriminated against. This included the Puritans who decided to leave England, where they were discriminated against because of their religion, and form their own colony in North America. The colonies eventually broke away from England to form the United States. And yet, even though many of the ancestors of U.S. citizens had been discriminated against in their native lands they turned around and soon discriminated against others here in America. This included the later freed African slaves, who became U.S. citizens after the Civil War. The industrial workers in the late-19th and early-20th centuries also faced problems of discrimination as wage slaves in factories. However, the U.S. government eventually sided with these unfortunate groups, helping them with their plights.

During the Industrial Revolution in the U.S., when companies first started hiring mass amounts of workers to man their factories, owners of factories found it easy not to pay very much to their workers, who worked long hours in generally unsafe environments for little pay. This is seen in Doc. 4, in which Hamlin Garland interviews one worker at a steel mill to find his impression of working conditions. The worker states that their pay is low (\$1-\$2) for long work hours (6 am-6 pm). Exhaustion made safety an issue and put "lives and limbs" in jeopardy. The physical and mental health of workers suffered. These problems were brought into public view by "muckrakers", who published images and information about working conditions to make the general public more aware. Upton Sinclair's novel discussed the difficult work done by immigrants packing meat in Chicago. John Spargo wrote a book about how bad child labor was in

factories and mines. Organizations started to form to help these workers, such as labor unions (Doc. 5a/5b). Unions organized strikes against companies, sometimes effectively halting production or shipments of goods during railroad strikes. But the companies retaliated with black lists to bar union members from jobs or with Pinkerton employees at Homestead to break the strike. Sometimes the government stepped in on behalf of companies and sent troops to end strikes such as Pullman. It took the Great Depression to improve the situation for workers when Congress enacted the National Labor Relations Act, allowing unions to organize legally and use collective bargaining to achieve their aims (Doc. 6a/6b). Three years later the Wages and Hours Bill was passed, setting a minimum wage and maximum hours for companies involved in interstate commerce. Workers could feel more confident and many more would join unions.

After fighting the Civil War and the passage of the 14th/15th Amendments, African Americans were still discriminated against. This did not just occur in the South, but in areas across the country. In the South, though; it was particularly bad. The 15th Amendment guaranteed voting to African Americans, but when the military left and the whites regained control of government Southern States found ways around this with literacy tests and poll taxes (Doc. 3a). Many white southerners couldn't imagine that former slaves would actually be voting or be elected to political office or live with them as equals. States also started to pass Jim Crow laws to segregate whites and African Americans. Plessy v. Ferguson's "separate but equal" ruling for Louisiana railroads effectively legalized segregation despite the

14th Amendment. An uphill battle for rights already guaranteed to them in the Constitution came to a head in the 1960s, when African Americans across the U.S. had finally had enough. Peaceful protests followed, and sometimes turned violent through police action like in Birmingham, getting the attention of the country and eventually leading to the landmark Civil Rights Act of 1964. This act was passed by Congress and signed whole-heartedly by Lyndon Johnson ending segregation in public places. This was later followed by the Voting Rights Act of 1965, barring literacy tests and other means of blocking African American voter registration for federal, state, and local elections (Doc. 3b). The problem of discrimination had finally been countered by the government, civil rights organizations, and individuals who fought for civil rights.

In the end, there might always be some discrimination against African Americans and others, and some unfair labor practices, but the actions of organizations and also the government helped to resolve some of these issues. Today, we live in a better society thanks to these actions, closer to the ideals laid out in the Constitution.

Anchor Level 4-A

The response:

- Develops all aspects of the task for industrial workers and African Americans
- Is both descriptive and analytical (*industrial workers*: owners of factories found it easy not to pay very much to workers; exhaustion made safety an issue and put lives and limbs in jeopardy; physical and mental health suffered; unions organized strikes against companies; National Labor Relations Act allowed unions to organize legally and use collective bargaining; *African Americans*: discrimination occurred not only in the South but in areas across the country; many white southerners could not imagine that former slaves would actually be voting or be elected to political office or live with them as equals; peaceful protests led to Civil Rights Act of 1964, ending segregation in public places)
- Incorporates relevant information from documents 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*industrial workers*: faced problems of discrimination as wage slaves in factories; muckrakers published images and information about working conditions to make public more aware; Upton Sinclair's novel discussed work done by immigrants packing meat in Chicago; John Spargo wrote a book about child labor in factories and mines; strikes sometimes effectively halted production or shipments of goods; companies retaliated to strikes with blacklists; Pinkerton employees used at Homestead to break strike; sometimes government sent troops to end strikes such as Pullman; *African Americans*: freed African slaves became citizens after the Civil War; guaranteed voting by 15th amendment, but when military left the South and whites regained control of government, southern states found ways around it; states passed Jim Crow laws to segregate whites and African Americans; *Plessy v. Ferguson*'s "separate but equal" ruling for Louisiana railroads effectively legalized segregation despite 14th amendment)
- Supports the theme with relevant facts, examples, and details (*industrial workers*: long hours; unsafe environments; Wages and Hours Bill; minimum wage; maximum hours; interstate commerce; *African Americans*: literacy tests; Voting Rights Act of 1965)
- Demonstrates a logical and clear plan of organization; includes an introduction that describes early discrimination in the United States and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information supports document interpretation in the discussion of historical circumstances; however, additional development of how the problems were addressed would have strengthened the response. Good historical concepts are included in the response, but lack of development detracts from their effectiveness.

Throughout America's past, there have been numerous groups that faced discrimination and hardships. These groups were degraded in their communities and societies, often times by government officials themselves. Through effort and determination, however, these groups were able to overcome the adversity placed against them. They fought for their rights, and in the end they won many of their battles.

One such group consisted of the African Americans. African Americans both free and enslaved have been discriminated against for a long time in America. Africans were brought to America during the colonial period and they were enslaved in both the North and the South, but most were forced to work on Southern Plantations.

Gradually the North abolished slavery, but after the cotton gin was invented, the South wanted more slaves. Slavery became an issue leading to the secession of Southern states and the Civil War. After the Union won the Civil War the hardships for African Americans were supposed to be over. But, as it turned out, decades of animosity and superiority could not be undone with just one horrible war.

Discrimination against African Americans in both the North and the South continued after the Civil War with things like the Jim Crowe Laws, which were state laws that segregated many public facilities.

Even with the passage of the 13th, 14th, and 15th amendments – amendments designed to expand and protect the rights of African Americans, the discrimination did not end. The federal government did not seem to be interested in fully enforcing those amendments.

They seemed to think that passing those amendments was enough.

Even the United States Supreme Court helped by giving interpretations to those amendments that sided with conservative

Southern views. They basically left the South alone to do what they wanted. Groups like the KKK still “secretly” attacked African Americans, sometimes so severely that Blacks asked the Government for help, like the letter some African Americans from Kentucky sent to the government, asking for protection. But sometimes, the government was the “enemy” against the Blacks. Like WEB Du Bois said during his Niagara Movement Address in 1906, Congress should take a stand and guarantee enforcement of the 15th amendment. Du Bois asserted that Blacks were tired of being treated as inferior and demanded that they be given the full equality they were entitled to. And yet, even in the 1960s African Americans were being barred from exercising their voting rights through the use of unfair “literacy” tests, and the continued use of a high poll tax. Lyndon B. Johnson, the President during this time period who believed in the “Great Society” saw the inequality represented through the use of those barriers, and vowed to put a stop to it. He said, during a Message to Congress in 1965, that he would abolish the “illegal barriers” that prevented African Americans to vote, and supported the Voting Rights Act of 1965. This led to a great increase in the number of African Americans that were registered to vote, and symbolized a large accomplishment for African Americans as a group. The African Americans also fought to gain their own rights. Through the use of civil disobedience and sit-ins, the Blacks demonstrated their views regarding the unfair laws that created a racially segregated society. Martin Luther King Jr. gave the Blacks a common goal, and a sense of having a united purpose in nonviolent protests and in his “Letter from a Birmingham Jail”. Movements like the Black Power movement, and groups such as the

Black Panthers, led by more radical leaders such as Malcom X questioned the use of nonviolence. It was the efforts of many different individuals combined with the Federal aid of sympathetic government officials like Lyndon B. Johnson that helped earned them their equality.

Factory and labor workers also struggled throughout American history. As America became an industrialized nation, the need for factory workers and cheap labor greatly increased. But due to low wages and poor working conditions, these workers had a very low standard of living. Factories were dangerous, and many people worked long shifts, earning little pay. A writer for McClure's Magazine interviewed a man in 1894 who worked a 12 hour shift everyday, earning only a little over \$2 for his efforts. This angered the workers, especially as the cost of living increased. As an individual the worker had little bargaining power. To combat these issues, workers joined labor unions where they could join with other workers to help gain fairer standards and improve their living and working conditions. Samuel Gompers made a speech on behalf of his American Federation of Labor in 1893, stating that workers deserved shorter hours and an increase in pay. Many labor unions before his made similar demands, and when businesses refused to comply with their demands, the unions held large scale strikes against the offending businesses. Many Americans opposed striking and without public support strikes failed and sometimes unions failed. However the AF of L led to the increased union membership of skilled workers. In time the Government began to reevaluate labor conditions in America. In 1935 FDR proposed the National Labor Relations Act, creating a board to

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

oversee and protect the rights of the workers to organize and bargain collectively. And in 1938, the Wages and Hours Bill was passed, setting a minimum wage and a cap on the length of factory shifts in interstate industries. In the end, it was the combined efforts of the workers and the Government that earned the people their freedom from oppressive working conditions.

Groups that struggled throughout history were able to earn their freedom and equality through the use of hard work and help from the Government.

Anchor Level 4-B

The response:

- Develops all aspects of the task but discusses African Americans more thoroughly than industrial workers
- Is both descriptive and analytical (*African Americans*: decades of animosity and superiority could not be undone with just one horrible war; government did not seem to be interested in enforcing 13th, 14th, and 15th amendments; Supreme Court gave interpretations to amendments that sided with conservative southern views; W. E. B. Du Bois wanted Congress to guarantee enforcement of 15th amendment and demanded they be given full equality; Voting Rights Act of 1965 symbolized a large accomplishment; *industrial workers*: with industrialization, need for factory workers and cheap labor greatly increased; low wages and poor working conditions led to low standard of living; workers joined labor unions to help gain fairer standards and improve living and working conditions; Samuel Gompers, head of American Federation of Labor, stated workers deserved shorter hours and an increase in pay; combined efforts of workers and government earned people freedom from oppressive working conditions)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*African Americans*: gradually the North abolished slavery but after cotton gin was invented the South wanted more slaves; barred from exercising voting rights with unfair literacy tests and continued use of a poll tax; President Lyndon B. Johnson vowed to put a stop to inequality of voting; Martin Luther King Jr. gave blacks a united purpose in nonviolent protests and his “Letter from a Birmingham Jail”; Black Panthers led by radical leaders questioned use of nonviolence; *industrial workers*: when businesses refused to comply with workers’ demands, unions held large-scale strikes; many Americans opposed striking, and without public support, strikes and unions sometimes failed)
- Supports the theme with relevant facts, examples, and details (*African Americans*: Jim Crow laws; Niagara Movement Address; Great Society; civil disobedience; sit-ins; Malcom X; *industrial workers*: factories dangerous; long shifts earning little pay; National Labor Relations Act to protect rights of workers; Wages and Hours Bill set a minimum wage; cap on length of factory shifts in interstate industries)
- Demonstrates a logical and clear plan of organization; includes an introduction that states groups who faced discrimination were able to overcome adversity and a very brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of African Americans has good relevant outside information and analytical statements that support document interpretation. Document interpretation frames the discussion of industrial workers with supporting facts and details.

The United States of American was founded upon the promise that “all men are created equal.” However, our history reveals that, despite this claim, numerous groups have faced discrimination in our society. In America’s early days, its southern agricultural economy was slave-based. Even after abolition occurred, African Americans still faced issues of disenfranchisement, discrimination, and segregation. However, inequality occurred not only due to differences of race, but also of class. Historically, industrial workers in the United States were treated extremely poorly, working long hours under dangerous conditions for little pay. It is clear that the discrimination faced by African Americans was addressed by government intervention and the work of activists, whereas the injustice faced by industrial workers was addressed through the work of unions and government officials.

The goal of full voting rights for African Americans was achieved through the combined efforts of government forces and activists. Although the Fifteenth Amendment stated that voting rights could not be based on color, well-organized former confederate white-supremist groups like the KKK used violence to prevent blacks from voting (Doc 1). Even where violence was not used, southern states saw ways around the Fifteenth Amendment and used measures like Poll taxes, the grandfather clause, and so-called “literacy tests”. All of these were discriminatory practices which prevented the Amendment from being carried out (Doc 3a). Many blacks gave up trying to vote and some just assumed that they no longer had this right. Activists like W. E. B Du Bois advocated for the cause, demanding immediate change and an immediate end to voting restrictions. (Doc 2). He also

suggested that schools be integrated and equal economic opportunity be available. He helped organize the NAACP which took cases to courts to challenge discrimination and segregated schools. Their success in *Brown vs. Board of Education* helped begin a civil rights movement that would lead to the actual enforcement of voting rights. Increased Education for African Americans would enable them to get better jobs and advance in society. Finally, almost 100 years after the Fifteenth Amendment was ratified the government passed the Voting Rights Act of 1965, drastically increasing the number of African American voters in the South by rendering numerous discriminatory practices illegal (Doc 3b).

The long work hours and low wages experienced by industrial workers were finally resolved by government intervention and the work of unions. Not only was work in factories and mills dangerous, but it became more hazardous when one worked for twelve hours straight, with no breaks to allow recuperation (Doc 4). Furthermore, the low wages paid to workers often rendered it difficult for them to live in decent housing and feed their families (Doc 4). Living in tenements and faced with having to send their children to work and having little hope for improving their future, workers started to join labor unions. Unions, led by activists such as Eugene Debs, began to agitate for their rights, staging protests and strikes in order to make their voices heard (Doc 5b). Debs and his American Railway Union led a strike against the Pullman Company which resulted in his going to jail for defying a federal injunction. Despite setbacks as time went on, numbers in Samuel Gompers AF of L grew, enabling them to expand their efforts for higher wages and shorter hours. (Doc 5b). For instance,

Samuel Gompers was able to write and publish their demands for skilled workers raising awareness further (Doc 5a). Finally, the government responded. In 1935, Congress passed the Wagner Act, which permitted collective bargaining, the organization of unions, and created the National Labor Relations Board to oversee conflicts based on alleged rights violations (Doc 6a). The Wagner Act finally encouraged unskilled workers to organize the CIO. Three years later, Roosevelt and Congress attempted to improve conditions further by establishing a minimum wage, a maximum number of hours one could work, as well as banning child labor in companies shipping products between states. (6b). These measures served to dramatically improve the conditions industrial workers had faced for so many years.

It is clear that the actions of activists and government officials improved conditions for African Americans, and workplace injustice was improved through actions taken by labor unions and the government. As time goes on, and our society works to eliminate discrimination in all its forms, perhaps one day we will finally be able to genuinely say that in America, all are created equal.

Anchor Level 4-C

The response:

- Develops all aspects of the task for African Americans and industrial workers
- Is both descriptive and analytical (*African Americans*: after abolition of slavery, issues of disfranchisement, discrimination, and segregation continued; well-organized former confederate groups used violence to prevent blacks from voting; 15th amendment states voting rights could not be based on color; many blacks gave up trying to vote; W. E. B. Du Bois demanded immediate change and an end to voting restrictions; Voting Rights Act of 1965 rendered numerous discriminatory practices illegal; *industrial workers*: injustices addressed by unions and government officials; work in factories and mills became more hazardous when one worked for twelve hours straight with no breaks; having little hope for improving their future, they started to join labor unions; unions began to agitate for rights, staging protests and strikes to make voices heard; numbers in AFL grew enabling them to expand efforts for higher wages and shorter hours)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*African Americans*: Du Bois suggested schools be integrated and equal opportunity be available; Du Bois helped organize NAACP which took cases to courts; success in *Brown v. Board of Education* helped begin a civil rights movement; *industrial workers*: low wages often rendered it difficult for workers to live in decent housing and feed their families; Eugene Debs and his American Railway Union led a strike against Pullman; Wagner Act encouraged unskilled workers to organize the CIO)
- Supports the theme with relevant facts, examples, and details (*African Americans*: Ku Klux Klan; poll taxes, grandfather clause, and literacy tests; *industrial workers*: Samuel Gompers; Wagner Act; collective bargaining; National Labor Relations Board; minimum wage; maximum number of hours; banning child labor in companies shipping products between states)
- Demonstrates a logical and clear plan of organization; includes an introduction that states America was founded on the promise that all men are created equal and that should apply to African Americans and industrial workers and a conclusion that states society continues to work to eliminate discrimination in all forms

Conclusion: Overall, the response fits the criteria for Level 4. Although thoughtful statements about the experiences of African Americans and industrial workers are included, further development would have strengthened the response. Good conclusions are drawn from document information, but they would have benefited from additional factual support.

The time period spanning from the post-Civil War era to the 1960s was one of great change in the United States. Many different groups were demanding changes to be made to create a more equal, safer society in America. Two of the most prominent groups were the African Americans and the industrial workers. The African Americans strived to obtain equal rights granted to them in the 13th, 14th, and 15th amendments, while the industrial workers wanted safer working environments and fair pay. Both groups were able to achieve legislation that met their demands by using public demonstrations to air their grievances (sp?).

The African American community gained the legislation they demanded after the Civil War. With the passage of the 13th, 14th, and 15th amendments slavery was ended and African Americans gained the right to vote. For the most part the Northern states accepted gains made by African American's in society, but the Southern states did not. Although the 14th amendment guaranteed equal protection, laws known as the Jim Crow laws were passed in the South to segregate the white people from the African American people. The Supreme Court agreed that separate could be equal. The creation of the Ku Klux Klan also limited the exercise of political freedoms of the African Americans (Doc. 1). One of the major issues African Americans faced was the fact that although they legally had the right to vote, poll taxes and literacy tests made it nearly impossible for them to do so (Doc. 3a). Leaders of the African American community such as W. E. B. Du Bois saw this as a problem and demanded that these restrictions be lifted (Doc. 2). Despite having fought in two world wars and being drafted to fight in Korea and Vietnam, African Americans were still

trying to get their rights in the 1950's and 1960's. Those decades marked a major surge in the Civil Rights movement when the call for equal rights became louder and better organized. Boycotts were being held and court cases such as Brown v Board of Education and Heart of Atlanta were being presented to the supreme court in an attempt to end discrimination and the Jim Crow segregation laws. The breakthrough for voting happened in 1965 with the Voting Rights Act signed by President Lyndon B. Johnson. This Act eliminated literacy tests which allowed more eligible African Americans to vote. As a result of this, the number of registered African American voters jumped at least 34.3% in the Southern States (Doc. 3b). This shows that through acts of public protest the African American community was finally able to have the unrestricted right to vote.

The plight of the industrial workers started with the industrial revolution. In the 1830's, working conditions did not seem so awful, as seen with the Lowell Mill girls, who had working conditions better than those of their European counterparts. In time however conditions for the Lowell girls deteriorated and they organized in hopes that their work day would be shortened and conditions would improve. After the Civil War as demand for manufactured goods increased, working conditions decreased. Workers at Homestead worked for an average of 12 hours per day and were payed very little. (Doc 4). In an attempt to change this, people continued joining unions and striking, which did very little, but brought some negative public attention to the workers. (Doc 5a). At the turn of the century, muckrakers such as Jacob Riis and Upton Sinclair wrote books and photographed people living and working in horrible conditions. Those books led to more public

attention for the workers and some Progressive improvements, but change came slowly. In the 1930's in the midst of the Great Depression. President Franklin D. Roosevelt's New Deal for workers included the Wagner Act that created the National Labor Relations Board (Doc. 6a & Doc. 6b) which enabled workers to get fairer pay through union representation and collective bargaining and working conditions related to hours and wages were improved by the Fair Labor Standards Act in 1938.

Both African Americans and industrial workers were able to improve their status in society by making the public aware of their plights which then got the government more involved. In both cases, those groups were able to achieve some of their goals and improve American society in the process.

Anchor Level 3-A

The response:

- Develops all aspects of the task with some depth for African Americans and industrial workers
- Is more descriptive than analytical (*African Americans*: worked to obtain equal rights granted in 13th, 14th, and 15th amendments; northern states accepted gains made by African Americans but southern states did not; creation of Ku Klux Klan limited exercise of their political freedoms; Voting Rights Act allowed more eligible African Americans to vote; registered African American voters jumped at least 34.3 percent in southern states; *industrial workers*: wanted safer working environments and fair pay; at Homestead workers worked average of 12 hours per day; people continued joining unions and striking; working conditions related to hours and wages improved with Fair Labor Standards Act)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*African Americans*: Jim Crow laws passed in South to segregate white people from African Americans; Supreme Court agreed separate could be equal; still trying to get their rights in 1950s and 1960s, despite having fought in two world wars and being drafted to fight in Korea and Vietnam; boycotts held and cases such as *Brown v. Board of Education* and *Heart of Atlanta* presented to Supreme Court in attempt to end discrimination and Jim Crow laws; *industrial workers*: plight started with Industrial Revolution; in 1830s, working conditions of Lowell Mill girls better than European counterparts; conditions for Lowell girls deteriorated and they organized in hopes that conditions would improve; muckrakers such as Jacob Riis and Upton Sinclair wrote books and photographed people living and working in horrible conditions; books of muckrakers led to more public attention for workers and some Progressive improvements)
- Includes some relevant facts, examples, and details (*African Americans*: Ku Klux Klan; poll taxes; literacy tests; W. E. B. Du Bois; *industrial workers*: Wagner Act; National Labor Relations Board; union representation; collective bargaining)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that mention changes made by African Americans and industrial workers with the help of the government

Conclusion: Overall, the response fits the criteria for Level 3. Good relevant outside information is scattered throughout the response and sometimes that information is well developed. Although the response is primarily descriptive, a few analytical statements are included.

Throughout the history of the U.S., different groups have faced problems in American Society. These groups have included African Americans, industrial workers, & persons with disabilities. Individuals organizations, & government have addressed problems faced by these groups. Two groups that needed help were the African American & the industrial workers. Currently, blacks & whites are no longer legally segregated when it comes to public facilities or places; the industrial workers are protected by the laws and they have rights to protest unfair treatment. Both African American & the industrial workers suffered from poor treatments from the white racists or the factory owners. They had limited rights & they struggled to make a living. The problems faced by the African Americans & industrial laborers that had been addressed by different ways have had a big impact on today's society.

During the civil war era, Abraham Lincoln's Emancipation Proclamation had begun to abolish slavery & the 13th Amendment officially brought an end to slavery. (OI) African-Americans were no longer properties & the black males gained rights to vote due to the 14th and 15th Amendments. Aside from all the positive improvements, the violation of African American's natural rights was still an intense issue. A group of white racists known as the Ku Klux Klan was still angry at African-American in 1870s for the loss of Civil War. African American in Kentucky and elsewhere were terrorized by KKK & they were stopping them from voting. (Doc #1). According to President Lyndon B. Johnson, Negro citizens may go to register only to be told that the day is wrong, or the hour is late, thus, those African American were denied the vote. (Doc #3a). As a result of

this happening for so long, the African American were furious & frustrated and they decided to protest this unfair treatment. Unsuccessful since the days of W.E.B. Du Bois' demands, African Americans had enough. A group of African American gathered in Selma, Alabama demanding the rights to vote. The Selma Campaign was televised & many white American watched the "Bloody Sunday" protest in terror. (OI) Finally, in 1965, the Voting Rights Act was finally passed, the number of registered African American voters had dramatically increased in 1966 from what it was in 1960. President Lyndon B. Johnson, succeeding President John F. Kennedy, supported the Civil Right Act of 1964 which ended discrimination in employment based on race, religion, sex, & country of origin. Both Civil Rights Act of 1964 & Voting Rights Acts of 1965 helped ensure that African American could enjoy the Unalienable Rights stated in the Declaration of Independence which is Life, Liberty & pursue to happiness.

Ever since industrialization took place in the U.S., the demand of cheap labor had increased & problems such as harsh working conditions had occurred. For instance, people who worked in Homestead Steel mill suffered from working over time & low pay. (Doc 4), they didn't get what they deserved. As time went by, the problem grew severe & many workers turned to labor unions for help. Some workers joined the Knights of Labors which was one of the 1st American labor unions & some join the American Federation of Labor Union led by Samuel Gompers. (OI) Workers demanded a reduction of the hours of labor & a fair wage; more & more workers joined the labor union to gain their rights between 1878 – 1904. (Doc. 5). However, sometimes

strikes went violent. The Pullman Company Strike happened when the company laid off many workers & reduced their wages due to an economy crisis, & the federal troops were sent to end the workers' uprising. (OI) Similarly, the Great Strike of 1877 & the Haymarket Riot changed the image of labor union. In response to strikers, companies hired strikebreakers & often had the workers signed the Yellow Dog Contract in which the workers were not allowed to join the labor union. More over, during another era of economic crisis in the 1930s President Roosevelt supported the Wagner Act which established a National Labor Relation Board for the workers & set up the possibility of fair wages & better treatment for the workers through the legalization of unions and collective bargaining. (Doc 6) Other laws like Social Security Act & Federal Labor Standard Act also protected workers rights. The government helped the workers by passing bills & encouraging labor unions in the interests of workers.

African American & Industrial workers had suffered a lot from unfair treatment & they received aid from the individual & government. The Civil Rights Act of 1964 & the Voting Rights of 1965 helped African American gain more right & equality. The Wagner Act & Fair Labor Standard Act helped industrial workers by improving the wages & working hours. The solutions that addressed the problems faced by African American & industrial workers still impact American Society today. African Americans are treated the same as other races & they are no longer legally segregated. Industrial workers received protections under the laws & enjoy better welfare than before.

Anchor Level 3 B

The response:

- Develops most aspects of the task with some depth for African Americans and industrial workers
- Is more descriptive than analytical (*African Americans*: blacks and whites are no longer legally segregated; 13th amendment brought an official end to slavery; violation of natural rights still an issue; may go to register only to be told day is wrong or hour is late; voters registered dramatically increased in 1966 compared to 1960; *industrial workers*: protected by laws and have rights to protest unfair treatment; demand for cheap labor increased and problems such as harsh working conditions occurred with industrialization; Homestead workers suffered from working overtime and low pay; more workers joined labor unions between 1878 and 1904; Wagner Act set up possibility for fair wages and better treatment through legalization of unions and collective bargaining)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*African Americans*: Selma campaign demanding right to vote televised and many white Americans watched Bloody Sunday protest; Civil Rights Act of 1964 ended discrimination in employment based on race, religion, sex, and country of origin; *industrial workers*: joined Knights of Labor, one of first labor unions; Pullman Company strike happened when company laid off many workers and reduced wages due to an economic crisis; federal troops sent in to end workers' uprising; Great Strike of 1877 and Haymarket Riot changed image of labor unions; company hired strikebreakers; workers signed yellow-dog contracts)
- Includes some relevant facts, examples, and details (*African Americans*: Ku Klux Klan; Civil Rights Act; Voting Rights Act; inalienable rights of life, liberty, and pursuit of happiness; *industrial workers*: Samuel Gompers; American Federation of Labor; National Labor Relations Board; Social Security Act; Fair Labor Standards Act; Voting Rights Act of 1966)
- Demonstrates a satisfactory plan of organization; includes an introduction that states problems faced by African Americans and industrial workers and a conclusion that reviews how the problems for both groups were addressed

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of historical circumstances surrounding problems faced by African Americans and how these problems were addressed employs good outside information to support document interpretation. The discussion of industrial workers is not as strong with weak historical circumstances.

Throughout American history, different groups have faced problems in society—from the discrimination of African Americans to the unfair treatment of industrial workers. However, individuals, organizations, and government have addressed these problems and taken steps to create change. Despite the racism that has sometimes plagued our society or the unfair conditions of workers that came about during the Industrial Revolution, the actions taken by groups and individuals have molded a society of increased equality and fairness.

African Americans have long faced racism and discrimination, first coming to America as slaves and denied human rights. By the mid-1800s, they had gained the right to freedom, to become a citizen, and to vote, with the introduction of the 13th, 14th and 15th amendment. However, these rights were often violated and ignored by states in the South. For example, the Ku Klux Klan, well known for their bitter acrimony towards Blacks, used “force, terror, and violence” to make colored people feel unsafe. They drove Blacks from polls and even lynched some of those that tried to vote (Document 1). The Ku Klux Klan wanted African Americans to stay at the bottom of society. Whites who lynched Blacks were often not arrested and if they were courts did not convict them. This problem of interfering with African Americans right to vote was evident in many areas of the South. If they could not vote, their views would probably not be taken seriously and few could hope to be elected to political office. In President Johnson’s message to congress, he recognizes that colored people were deterred from voting by being told the voting registration had been moved to a different day or a different hour. Others were disqualified

for not spelling out their middle name or even just abbreviating a word. Even if they completed everything, they would be given a ridiculous task such as reciting the Constitution (Document 3a). If you were not registered, you could not vote. Some southern states had few African American voters because of this. In order to rectify this, the Voting Rights Act of 1965 was passed and subsequently, the amount of African American voters dramatically increased (Document 3b). Congress was finally doing something about a problem that W. E. B DuBois spoke about in 1906. Many speeches and protests had to take place before African Americans could go to vote and not be tested or pay a poll tax.

Another group that faced hardship was the Industrial workers. They were subjected to long hours and low wages. In an interview with a young man at the Homestead Steel Mill in Pennsylvania, it was revealed that he, along with many others, worked for 12 straight hours, without a break. This was a common experience faced by workers during the Industrial Revolution. After such hard work, many would be paid a meagerly 2 dollars and a quarter. The jobs were also inconsistent, and workers could go for months without a job, and subsequently no pay (Document 4). These statistics might have been shocking or surprising to readers of McClure's magazine but there seemed to be little interest in doing anything about it. So workers decided to do something themselves. As a way to rectify this and bring a change to the workplace, some workers joined unions that tried to use collective bargaining to fight for better working conditions. These unions, such as the American Federation of Labor and the Knights of Labor held strikes in order to gain more rights. They

struck for 8-hour days and higher wages. The Wabash Railroad strike, Haymarket Riot and Pullman strike marked anger of steel, railroad, and other workers in the late 19th century (Document 5). They felt exploited by big business. The government being mostly laissez-faire at this time did not do much to help matters. They usually helped big business owners and did not recognize labor unions. President Roosevelt worked to rectify workers' problems and with the Wagner Act signed in 1935, he established the rights of unions. They would be allowed to collective bargain as well as vote for their representatives. Furthermore, if their rights were violated, their case would be heard by the National Labor Relations Board (Document 6a). In one of his Fireside chats, radio talks to the American public, he talks of the Fair Labor Standards Act that would eliminate child labor, create a minimum wage, as well as create a ceiling to the amount of hours that could be worked in certain industries. (Document 6b). This, would begin to bring an end to those long 12 hour days with unfairly low pay. This has led to current day working conditions that are for the most part better and sometime include employee vacations, 8 hour work days, and health insurance.

African Americans and Industrial workers have long faced problems in American society. Thanks to the work of the government, as well as individuals and groups, reforms have been brought to create a society of more equality and justice.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for African Americans and industrial workers
- Is more descriptive than analytical (*African Americans*: gained right to freedom, become a citizen, and vote with 13th, 14th and 15th amendments; Ku Klux Klan drove blacks from polls in many areas of South; Ku Klux Klan wanted them to stay at the bottom of society; if they could not vote, their views would not be taken seriously; might have to recite Constitution; *industrial workers*: could go for months without a job and no pay; some joined unions to fight for better working conditions; felt exploited by big business; if rights were violated, the case would be heard by National Labor Relations Board)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*African Americans*: whites who lynched blacks were not often arrested or convicted; few could hope to be elected to political office; if not registered, you could not vote; many speeches and protests had to take place before they could vote and not be tested or pay a poll tax; *industrial workers*: government usually helped big business owners and did not recognize labor unions; led to working conditions that are better and include employee vacations, eight-hour work days, and health insurance)
- Includes relevant facts, examples, and details (*African Americans*: few African American voters in southern states; Voting Rights Act of 1965; W. E. B. Du Bois; *industrial workers*: Industrial Revolution; 12 straight hours; low wages; Homestead; American Federation of Labor; Knights of Labor; Wabash Railroad Strike, Haymarket Riot, and Pullman Strike; Wagner Act; Fair Labor Standards Act)
- Demonstrates a satisfactory plan of organization; includes an introduction that states actions taken by groups and individuals have molded a society of increased equality and fairness and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of problems faced by African Americans and industrial workers includes outside information that is limited in scope and at times repetitive. Although there are some good conclusions, much of the response is focused on simplistic statements of document information.

In the years since its creation, the United States of America have had a long history of discrimination and lack of assistance to certain groups and people. While these problems persisted for a long time, many people, groups, and governmental organizations attempted to rectify the situations. Solutions may not have been immediately successful and many struggled for a prolonged period of time. African Americans and persons with disabilities were some of these discriminated groups and there were a number of efforts by the government and other people to improve these groups' circumstances.

African Americans suffered through the practice of slavery and endured the Civil War, but still faced attempts to prevent them from exercising their right to vote. Document 1, a petition to the US Congress by African Americans of Frankfort, Kentucky, tells of some of the more violent actions taken to prevent them from voting. The Ku Klux Klan would use force, terror, and violence to intimidate or kill African Americans. Document 3a, a message from President Lyndon B. Johnson, further elaborates on prevention of voting by detailing the more subversive and political means of disenfranchisement. African Americans would be forced to take tests, prove their literacy, made to recite the Constitution, made to explain complex state laws, and often ignored or unfairly disqualified when trying to register to vote. All in all, a number of social and political methods were used by those who wanted to maneuver around the 13th, 14th, and 15th amendments.

While many sought to limit the rights of African Americans, many more attempted to rectify the situation. Document 3b, a map showing the effects of the Voting Rights Act on the number of registered African American voters, illustrates governmental action to

end the disenfranchisement of African Americans. After the Voting Rights Act was passed, voter enrollment greatly increased throughout the South in a very short period of time, in Mississippi it even increased by 695.4%. Document 2, an excerpt from the Niagara Movement Address by W.E.B. Du Bois, describes actions made by a group. Here, African Americans met together to draw up a list of their desires and the problems that they were facing. Efforts by the government and groups such as these represent a few of the attempts made to assist African Americans facing voting discrimination.

Persons with disabilities have endured a number of problems over the history of the U.S, in particular lack of accessibility to buildings and transportation. Document 7, an excerpt from the book Handicapping America: Barriers to Disabled People by Frank Bowe, elaborates on some of the issues people with disabilities face. Many buildings, both public and private, were not built or modified to be accessible by the disabled and forms of public transportation are also unaccommodating. When people are unable to travel or enter most buildings they are severely isolated and limited in what activities and jobs they can do for themselves, forcing them to be dependent on others. This limitation on accessibility was a long time problem and inconvenience that many faced.

Both the government and a number of groups and people have taken action to improve the conditions that handicapped people deal with. Document 8, a compilation of three legislative works pertaining to people with disabilities, discusses some of the governmental achievements in helping this situation. The Architectural Barriers Act, passed in 1968, required that buildings and facilities constructed

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

with federal funding be accessible to people with disabilities. Document 9, an excerpt from an article by Doug Struck, also provides an example of other groups working for change. Struck details the protests by people at the FDR Memorial to get the American government and public to understand and accept handicapped people. The work done by the government and other groups has greatly improved the accessibility that persons with disabilities experience.

All in all, African Americans and people with disabilities have been forced to overcome numerous obstacles. Voter discrimination and limited accessibility, respectively, were major issues that needed to be dealt with. Through the actions of the government, organizations, and individual people, the circumstances faced by African Americans and the disabled have been greatly improved.

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

- Minimally develops all aspects of the task for African Americans and persons with disabilities
- Is primarily descriptive (*African Americans*: subversive and political means used to disfranchise them; often ignored or unfairly disqualified when trying to register to vote; social and political methods used to maneuver around the 13th, 14th, and 15th amendments; effects of Voting Rights Act illustrates government action to end disfranchisement of African Americans; voter enrollment greatly increased throughout South in a short period of time; *persons with disabilities*: many buildings not built or modified to be accessible; public transportation not accommodating; people isolated and limited in activities and jobs they can do for themselves; people protested at the FDR Memorial to get American government and public to understand and accept handicapped people)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents little relevant outside information (*African Americans*: suffered through practice of slavery and endured the Civil War)
- Includes few relevant facts, examples, and details (*African Americans*: Ku Klux Klan; forced to take tests; made to recite Constitution; Mississippi voter enrollment increased by 695.4 percent; W. E. B. Du Bois; *persons with disabilities*: Architectural Barriers Act of 1968)
- 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. Relevant document information frames the response. There is a chronology problem in the discussion of African Americans. Although some good conclusions are made statements are generally presented without explanation.

Many groups have come to face societal issues throughout the history of the United States. Specifically, African Americans and industrial workers have faced brutal conditions to get where they are today. In each struggle, either individuals, organizations, or the government has stepped in to resolve these issues.

African Americans have been fighting for equality ever since they were freed from slavery. However, despite legally being granted equality and the right to vote, many were still abused and denied civil liberties. For example, in Kentucky, many African Americans could not vote without being attacked (Doc 1) in some way shape or form. Some were slaughtered while attempting to vote. Legally, African Americans were equal to whites, but they were still treated as inferior citizens. In 1906 at the Niagara Movement Address, W.E.B. Du Bois demanded that the law be enforced equally to both rich and poor, capitalist and laborer, blacks and whites (Doc. 2). Following the passage of the Voting Rights Act of 1965, the number of African Americans registered to vote increased everywhere, nearly doubling in some places (Doc 3b). Although they were mistreated for many years, African Americans were finally starting to be treated as equals.

Industrial workers were also faced by a host of their own issues. At the turn of the 20th century, many worked long, hard, twelve hour shifts for very low pay (Doc 4). Conditions were mainly hot, and most of the time dangerous. Workers began forming labor unions and going on strikes in an effort to try and force employers to meet their demands (Doc. 5a). Between 1878 and 1904, labor unions rose from barely 100,000 members to a million and a half. They were finally starting to gain support. President Franklin D. Roosevelt got Congress to pass the Fair Labor Standards Act, which created a minimum wage

and limited the number of hours one could work (Doc. 6b). Roosevelt was also able to implement the National Labor Relations Board, which protected labor unions and resolved disputed cases (Doc. 6a). By putting up with bad conditions and harsh treatment, industrial workers gained better conditions for fair pay and shorter work days.

In the history of the United States, many groups have had their fair share of issues in society. Groups such as African Americans and industrial workers have earned their equality and respect through prevalence and determination. From being slaughtered while voting, African Americans were able to finally be treated as equals. Worker got shorter work days for fair pay. No matter what the problem is, organization and determination will almost always bring about a solution.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for African Americans and industrial workers
- Is primarily descriptive (*African Americans*: despite being legally granted equality and right to vote, many still abused and denied civil liberties; some in Kentucky slaughtered while attempting to vote; after passage of Voting Rights Act of 1965, number of African Americans registered to vote nearly doubling in some places; although mistreated for many years, finally starting to be treated as equals; *industrial workers*: working conditions dangerous; workers began forming labor unions and going on strikes to try to force employees to meet their demands; between 1878 and 1904, labor unions rose from barely 100,000 members to a million and a half; Franklin D. Roosevelt got Congress to pass Fair Labor Standards Act; Roosevelt also able to implement National Labor Relations Board, which protected labor unions and resolved disputed cases)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*African Americans*: fighting for equality since they were freed from slavery)
- Includes few relevant facts, examples, and details (*African Americans*: Niagara Movement; W. E. B. Du Bois; *industrial workers*: twelve-hour shifts for very low pay; minimum wage and limited number of hours one could work)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that summarizes conclusions made in the essay

Conclusion: Overall, the response fits the criteria for Level 2. Relevant document information generally frames the response. Occasional statements of analysis are weakened by a lack of supporting facts and details.

Throughout the history of the United States, multiple different groups of people have had hardships trying to blend in with the social fabrics of society. Some of these groups include African Americans, industrial workers, and persons with disabilities. These groups have done whatever it takes to fit in and with the help of the government are now a more integrated part of society.

Since the signing of the Emancipation Proclamation by President Lincoln in the mid-1860's, which freed all African Americans, they still faced many troubles cohering to society. One example of this is the refusal of the right to vote. African Americans were often terrorized and abused by members of the Ku Klux Klan and others while trying to vote. In a petition to the United States congress in 1871, a group of African Americans stated that, "Organized bands of desperate and lawless men, mainly composed of soldiers of the late rebel army, armed, disciplined, and disguised, and bound by oath and secret obligations, have, by force, terror, and violence, subverted all civil society among colored people; thus utterly rendering insecure the safety of persons and property, overthrowing all those rights which are the primary basis and objects of the government, which are expressly guaranteed to us by the Constitution of the United States as amended. (1)" They were unhappy because their constitutional rights were being taken away. Another way in which these rights were being taken away was unfair testing at polls. In a special message to congress from president Lyndon B. Johnson in 1965, while explaining how difficult it is for most African Americans to vote he says, "And if he manages to fill out an application he is given a test. The registrar is the sole judge of whether he passes this test. He may be asked to recite

the entire constitution, or explain the most complex provisions of the state law. And even a college degree cannot be used to prove that he can read and right.” (3a) He then created a law eliminating illegal barriers to the right to vote.

Another group of people who had trouble blending in with society were the disabled. The disabled were isolated because of something that they could not help. They had many issues integrating into society, one of which was finding a job. Because it was hard to get into public buildings and other workers were discriminatory towards them, disabled people could not find work, which in turn led to them not being able to find suitable housing. (7) Congress did a lot to help the disabled, such as passing the Architectural Barriers Act, which “requires that buildings and facilities constructed with federal funding be accessible to people with physical disabilities.” And the Education for all Handicapped Children Act, which “requires that children with disabilities have the right to a public school education in an integrated environment.” Other acts were passed to help those who are disabled to integrate into society. (8)

Throughout history, many groups have found trouble in blending in with society. With some government assistance, these groups have been integrated into the world around them.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for African Americans and persons with disabilities
- Is primarily descriptive (*African Americans*: constitutional rights being taken away; unfair testing at the polls; President Lyndon B. Johnson explained how difficult it was for most African Americans to vote; created a law eliminating illegal barriers to right to vote; *persons with disabilities*: hard to get into public buildings; other workers were discriminatory toward them; disabled could not find work; could not find suitable housing)
- Consists primarily of relevant information copied from documents 1, 3, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*African Americans*: refused right to vote; Ku Klux Klan; *persons with disabilities*: isolated; Architectural Barriers Act; Education for All Handicapped Children Act); includes an inaccuracy (*African Americans*: Emancipation Proclamation freed all African Americans)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that states these groups are now a more integrated part of society

Conclusion: Overall, the response fits the criteria for Level 2. The response, which is dominated by direct quotations from the documents, demonstrates a basic understanding of the task. The discussion would have been strengthened by additional supporting facts and details.

Throughout the history of the United States, different groups have found problems in American society. For example, African Americans and the disabled. Many individuals, organizations and the government have addressed these problems to help make life better.

African Americans faced such problems as being able to vote, killed by white supremacists, and judged unfairly. The 13th, 14th and 15th amendments protect African American rights. W.E.B. DuBois helped them fight for their rights. Finally, President Lyndon Johnson gave a message to congress to help them obtain the right to vote.

The disabled of America also faced problems. They were physically and psychologically isolated and imprisoned in institutions. They also couldn't work, discriminated against and couldn't afford decent housing. The Architectural Barriers Act of 1968, Education for all Handicapped Children Act of 1975 and Telecommunications for the Disabled Act of 1982 all helped end these problems for the disabled.

Therefore, throughout the history of the U.S., different groups have faced problems in American society. Such as, African Americans and the disabled. Many individuals, organizations and the government has addressed these problems to help improve lives.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task
- Is descriptive (*African Americans*: being judged unfairly; 13th, 14th, and 15th amendments protect African American rights; W. E. B. Du Bois helped fight for their rights; President Lyndon Johnson helped African Americans obtain the right to vote; *persons with disabilities*: physically and psychologically isolated; imprisoned in institutions; discriminated against; could not afford decent housing); lacks understanding and application (*African Americans*: faced problems such as being able to vote; *persons with disabilities*: could not work)
- Includes minimal information from documents 1, 2, 3, 7, and 8
- Presents very little relevant outside information (*African Americans*: killed by white supremacists)
- Includes very few additional relevant facts, examples, and details (*persons with disabilities*: Architectural Barriers Act of 1968; Education for All Handicapped Children Act of 1975; Telecommunications for the Disabled Act of 1982)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. A minimal understanding of the task is demonstrated by the use of single, unexplained statements. Information from the documents is sometimes incorrectly interpreted.

Anchor Paper – Document-Based Essay—Level 1 – B

Blacks have faced many challenges throughout history. Even after the abolition of slavery, they faced harsh racism and judgement. It took many years to gain such rights as suffrage and right to own property. Some even argue that blacks are still treated unequally into the 21st century. Without a doubt, African Americans have faced some hardships throughout the decades.

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

- Minimally mentions all aspects of the task for African Americans
- Is descriptive (*African Americans*: faced many challenges throughout history; took many years to gain such rights as suffrage and right to own property; some argue still treated unequally into 21st century)
- Includes information inferred from documents 1, 2, and 3
- Presents no relevant outside information
- Includes no additional relevant facts, examples, and details
- Demonstrates a general plan of organization; contains a single paragraph which includes an introductory and concluding sentence

Conclusion: Overall, the response fits the criteria for Level 1. All aspects of the task for one group are implied. A limited understanding of the task is demonstrated despite generalizations and overall brevity.

Over the course of the history of the United States of America, there are many groups that have faced issues or have been oppressed in some way. Two specific examples of this were African Americans and industrial workers. These people lived under social and political scrutiny for long periods of time, and government intervention was needed to give aid to these people.

After the Civil War, and during Reconstruction, African Americans enjoyed a brief time of expanded rights and liberties that they had never experienced before. This was short lived, however, because as soon as Reconstruction ended Blacks were back to having their rights taken away from them by things such as the Jim Crow laws. In an 1871 petition to Congress by African Americans in Frankfort, Kentucky, the Blacks state that violence is being committed against them without cause by the KKK and various other rebel armies. They are also being denied the right to vote and killed when they try to exercise this right. One thing the government did to combat this many years later was the Voting Rights Act of 1965. According to the map of African American Voter Registration before and after the Passage of the Voting Rights Act of 1965, voter registration among Blacks rose substantially. The government also passed other acts in the mid-1900's such as the Civil Rights Act.

Another group that has faced problems in American history in the past was industrial workers. Since the beginning of factories and sweat shops, administration has taken advantage of the workers that are under them. Due to things such as the Pinkerton Armies and strike breakers or scabs, there was little the factory workers could do about their situation. According to an account of an author's visit to

the Homestead, Pennsylvania Steel Mill, workers were forced to work ridiculous hours and for very little pay. These problems, among others such as facing injury and poor working conditions, were what industrial workers often faced. However, government action was eventually taken to improve working conditions for these people. In one of President FDR's fireside chats on June 24th, 1938, Roosevelt explained how Congress had finally passed the Fair Labor Standards Act to end child labor, set minimum wage floors, and also to set price ceilings. Another act that was passed by Roosevelt to improve working conditions was the Wagner Act.

African Americans and industrial workers are two groups who received more than their fair share of hardships in their histories. For nearly a century after the Civil War, Blacks were unjustly discriminated against and had violent crimes committed against them. Industrial workers were also denied rights and forced to work in brutally harsh conditions with minimal pay. However, government intervention for both of these groups helped them at last gain the rights that they deserved. In conclusion, even though America claimed to be a country protecting life, liberty, and pursuit of happiness, this was not always the case for many groups throughout history.

Throughout American history, problems have arisen that affect specific groups of people. And, the majority of the time the affected groups take various forms of action to find solutions to their problems. Both workers and African Americans exemplify this. Though problems have been experienced by workers and African Americans, through hardwork and dedication to their cause change took place.

After the Civil War, America began to industrialize at a fast pace. More factories and cities were developed than ever before during this time period. Along with this development came a new work force. The nation was changing from a rural and agriculture based society, to an urban and industrial society. Because of this many people left their family farms and headed to the cities to find industrial jobs. Many immigrants from southern and eastern Europe also arrived in American cities to find jobs and new opportunities. Though the appeal of factory jobs was strong to many people, it was soon discovered that many of the conditions workers had to face were less than ideal. As a factory worker expressed to Hamlin Garland in an interview, workers would work 12 hours (or more) for very low wages at places like the Homestead Steel Mill (Doc. 4). With so many workers wanting jobs, the factory owners knew they could take advantage of them. Since the government followed laissez-faire policies toward large corporations, workers had no protection from unfair labor practices. Men, women, and children were all subjected to very low wages and very long workdays. The conditions in the factory itself were also unsafe the majority of the time. Crowded rooms without windows and lots of pollutants in the air made the factory an unhealthy place. If a worker

became seriously ill that was it. Workers often couldn't afford a doctor or food for their families if they were not working. They had no disability rights or health insurance. Because of these problems, workers began to take action. As is displayed by the graph, strikes and riots were used by the workers with the hopes of forcing change. With so many workers available and unemployed, strikers could easily be fired and new workers hired. Major unions were formed such as the AFL for skilled workers after membership in the Knights of Labor declined after the Haymarket riot. (Doc 5b). Despite membership in labor unions working conditions and wages were slow to improve for many workers, especially the unskilled. Often they did not even have a union to join. Eventually, the government began to recognize the problems faced by workers and more reforms were passed. Besides work projects such as the CCC and the WPA, FDR proposed several reform acts with the hope of benefitting workers and the economy. The National Labor Relations Act of 1935 and the Fair Labor Standards Act did both. (Doc 6a and 6b). Through these government legislations and the actions of the workers themselves, change was made. Workers could organize and choose representatives to bargain collectively for them. They could earn at least a decent wage and would be able to work reasonable hours in certain industries.

The issue of racial equality has long plagued the United States. Slavery began in the colonial period a few years after the settlement of Jamestown and helped cause our nation to divide itself during the Civil War Era. During Reconstruction, the 13th, 14th, and 15th Amendments were passed and supposedly ensured the rights of African Americans. However, discrimination continued to be an

issue, especially in the South, for decades to come. Many Southern governments found ways to get around the amendments and deny African Americans their rights. They generally got away with it because the United States was too busy industrializing and imperializing. Grandfather clauses, poll taxes, and literacy tests were the most popular ways to keep African Americans from voting. As expressed in a letter to Congress, the Klu Klux Klan was also terrorizing and hurting African Americans and would continue to do so long after those Amendments were passed (Doc 1). At the dawn of the 20th century, African Americans began to fight for change as discrimination toward them worsened. Leaders such as W.E.B. Du Bois and organizations such as the NAACP organized and wrote newsletters trying to gain attention for their cause. In a speech from 1906, Du Bois expresses the Niagara Principles that African Americans wanted equality and wanted to be treated the same as every white U.S. citizen (Doc 2). The efforts of African Americans continued on into the 1950's and 1960's as did segregation and efforts to keep them from voting. African American efforts to gain equality became the Civil Rights Movement under leaders such as Martin Luther King Jr. Eventually, Government leaders began to take notice of protests like the Montgomery Bus Boycott and sit-ins at lunch counters and began to push for change. President Johnson continued President Kennedy's support for a Civil Rights Act further desegregating American society and he supported the Voting Rights Act of 1965 greatly increasing the political rights of African Americans. As is shown on the map, the number of African Americans registered to vote substantially increased after the passage

Document-Based Essay—Practice Paper – B

of the Voting Rights Act (Doc 3b). Through efforts of African Americans and the resulting involvement of the government, racial discrimination decreased and equality became much more widespread.

In American history, many cases exist of groups that experienced problems. However, those who were able to address those problems were the ones that became active for their cause and were able to gain attention from the government. Both workers and African Americans are groups that fought for change and received it.

African Americans and industrial workers faced many problems throughout history due to the lack of protective legislation. African Americans faced political discrimination after the Civil War through loopholes in the law and discriminatory “Jim Crow” laws which were fixed through the efforts of President Lyndon Johnson and his Civil Rights Act of 1964 and his Voting Rights Act of 1965, while industrial workers were faced with economic abuse due to the lack of protective legislation for workers and unions. Fixes for these problems that came about during the administrations of Theodore Roosevelt, Taft, Wilson and, later, Franklin Roosevelt.

Technically African Americans had gotten their freedom, citizenship, and right to vote after the Civil War with the 13th, 14th, and 15th amendments. The problem was, was that their freedom was constantly under attack by rogue groups of terror-mongers and negligent or malicious southern governments even in the former Union border state of Kentucky. (Doc 1). The Constitution just wasn’t being enforced (Doc 2). And then there were the state Jim Crow Laws that reinforced inferiority and inequality and were designed to keep the races separate on buses, in theaters, and in schools. Laws were also passed that required African Americans to complete complex tasks such as “recite the entire Constitution” or “explain the most complex provisions of [the law]” in order to vote (Doc 3a). Other laws required that a voter’s grandfather had to be a voter, disqualifying black voters whose families had been slaves for years to come. Finally, in 1965, after being presented by President Johnson to Congress, the Voting Rights Act of 1965 was passed eliminating many of the loopholes used by Southern governments to prevent African Americans from

voting (Docs 3a & 3b).

Industrial workers had it tough for the longest time. Not only were they working the hardest jobs, but they were getting very little pay for long hours of work (Doc 4). Unions went unprotected and workers couldn't strike for fear of losing their jobs to scabs. Not to mention the fact that the workers had to compete for jobs with child labor, which, on top of being a harsh and immoral practice, was a much cheaper source of labor than adults. During the administrations of progressive trustbusters Theodore Roosevelt, William Taft, and Woodrow Wilson, bad big business practices were attacked by Progressive laws. Some to protect the consumer, however others to protect children and women in the workplace. Although the Supreme Court ruled some Progressive labor laws unconstitutional, gains were made on the state and federal level. There were some fair labor practices recommended including the protection of unions and their ability to exist and negotiate with employers. Theodore Roosevelt supported union workers during the anthracite coal strike as part of his Square Deal. Laws were passed and labor rights were reinforced under the Franklin Delano Roosevelt administration with several New Deal Acts. One of those acts, the National Labor Relations Act, preserved the right of labor unions to exist and negotiate with their employers as well as created a government office in charge of ruling on labor disputes. Another law was the Fair Labor Standards Act which outlawed child labor, set a floor for wages, and limited the number of hours an employee could work in factories involved in interstate commerce (Doc 6a and 6b).

Although the United States was founded on democratic principles and the ideal that “all men are created equal” those principals haven’t always been put into practice. Many different groups have faced trouble obtaining civil rights. Two very prominent occurrences of this, during our history, was with African-Americans and with industrial workers. Both of these demographics faced hardships. When this plight, however, was recognized on a wider scale the government and many individuals and organizations took action to address their problems.

African-Americans have faced racial prejudice and discrimination since they first arrived in the New World. Often looked down upon because they were once used as slaves, that prejudice carried over, even after the Civil War, when African-Americans were liberated from slavery and considered American citizens. Although considered full citizens, they were often denied the rights that others received. Many southern states took extreme measure to disregard the 15th amendment and ensure that blacks, were prevented from voting. Many states “nullified” the amendment and gave blacks extremely difficult “qualification” tests, to show that they were qualified to vote. These tests were designed with the intent to discourage blacks from voting, and many blacks were at a disadvantage because they were poorly educated and did not perform adequately on tests. The tests were almost impossible to pass since African Americans had few educational opportunities until the Freedmen’s Bureau was established, and that didn’t last long. Many blacks were also denied proper due process legal rights when they were arrested, and a biased jury often ensured the blacks were unfairly prosecuted and convicted

at higher rates than whites. At the same time individuals and groups involved with harassment of blacks such as the KKK and crimes such as lynching were not brought to justice. Generally blacks were not allowed to serve on juries and there were few black judges or lawyers. The plight of African Americans, seemed to be ignored for a long time and many parties, both individuals and the government recognized the need to alleviate African-American inequality. W.E.B Du Bois was a strong advocate for African-American equality. He brought a viewpoint different from Booker T. Washington's about the problems that African Americans faced, especially in terms of their denial of the proper legal and voting rights. He encouraged blacks to stand up for the rights that were theirs. He urged them to fight for their rights throughout the 20th century. Their efforts eventually led to civil rights reform and presidential support. President Lyndon Johnson recognized the denial of voting privileges, and attempted to pass legislation to end discrimination. The Voting Rights Act of 1965 had a positive effect on African Americans ensuring that more of them had the right to vote because they could more easily register and didn't have to pass tests. African Americans are a demographic that has faced adversity in the nation, and was able to overcome it.

Industrial workers in the United States have also faced hardships as well. The factory system had changed their working lives. They often worked extremely long hours, in unfit conditions, and were paid extremely low wages for the work they performed. They were not given fair representation and they often had to be subject to the demand of their employer, as many were not in a position to argue a better stance, due to the power their employer had over them. They could be fired and

easily replaced with other workers who needed jobs. Like African Americans, however, they did not endure their hardships for long without demanding change. Organizing strikes were common, as their purpose was to put their employers in a state of desperation so that their demands would be met. This did not often happen the way workers thought it would. Although the occurrence of strikes was low initially, the number of strikes grew by the end of the 19th century.

Organizing of unions, where workers of a specific trade would gather together in organized groups such as the AF of L in an attempt to establish a representative party for themselves and gain influence in negotiations. Although wages and working conditions improved for many skilled workers, unskilled workers were often without union support. The growth of union membership was initially very inconsistent, often growing and shrinking periodically. During the early 20th century, the AF of L increased success caused an increase in their level of membership growth. Federal legislation was later passed that would ensure that laborers had better rights. Being guaranteed the right to organize led to the formation of more unions. In 1938, Congress passed the Fair Labor Standards Act, where a minimum wage was established, as well as regulation for conditions and a maximum working time in industries involved in interstate commerce. Social Security was also established which enabled older workers to retire with a monthly income. Workers overcame hardships and gained equal rights.

Since the birth of the United States, various groups in American society have encountered troubles, which have then been addressed by entities including government, organizations, and individuals. Amongst the most prominent of these troubled groups are industrial workers, who faced numerous problems throughout the seventeenth century, and blacks, who have faced discrimination since the colonial era.

The societal role of industrial worker changed in the eighteen hundreds, when numerous new technologies, such as the steam engine and bessemer process, led to the beginning of large scale manufacturing in the U.S. by Andrew Carnegie and others. As manufacturers became richer, workers became poorer. Working conditions were extremely unpleasant, involving twelve hour days on minimal pay at his Homestead Steel Mill. (Doc 4) Conditions that were really not very conducive to human welfare, especially in industries such as meat-packing where a lack of ventilation and unsanitary conditions sometimes led to chronic illness. The issue of workers were eventually improved by a many-sided attack on the condition in factories. In the earliest days of the movement, unions played a key role in fighting the abuses of large corporations. Throughout the eighteen hundreds, union membership went through ups and downs but rapidly increased in the 1890s (Doc 5b) along with the organization of massive strikes (Doc 5b), such as the one at the Homestead steel plant where wages of workers were decreased. Union negotiators did not always have a large base from which to work when dealing with company representation because not every worker belonged to the union. It would be many years before union

membership could make a real difference in the lives of workers. Another factor in the resolution of labor's problems was the muckrakers, journalists who went and investigated factories and broadcasting to the world the horrors found within. Upton Sinclair's The Jungle exposed harsh working conditions in meatpacking but people were more concerned about meat that would make them sick. Government also played a role in promoting labor rights, passing laws such as the Fair Labor Standards Act and the Social Security Act to promote workers' welfare (Doc. 6b). They guaranteed the right of self-organization and disability rights for those hurt on the job or unable to work because of serious illness.

The plight of blacks in America began when Africans were brought to English and Dutch colonies in the 1600s, marking the beginning of a long period of slavery followed by discrimination after their freedom. Slavery was discussed but not abolished with the writing of the Constitution: it was decided that the slave trade would not be outlawed until 1808 and in a compromise slaves would be counted as $\frac{3}{5}$ ths of a white man. It was not until the Civil War however, that blacks were at last emancipated in the 13th amendment and made citizens in the 14th amendment. After the war, bitterness led organizations such as the KKK to commit numerous hate-crimes, violating even their most basic rights (Doc 1). Many state governments limited blacks' rights to vote by imposing different regulations even though the 15th amendment had been passed. (Doc 3). Demands for equal voting rights and civil rights by black leaders such as WEB Du Bois (Doc 2) eventually led to the passage of the Voting Rights Act under Lyndon B. Johnson (Doc 3). The fight for

Document-Based Essay—Practice Paper – E

equality did not end there, however. Protests continued throughout the '60s during the civil rights movement and efforts to reach equality continue to this day.

Throughout the history of America, many groups have suffered violations of rights and other such problems. Such groups, including industrial workers and blacks, often solve their problems via a combination of organizations, governments and individual efforts, a trend that continues to this day.

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

- Minimally develops all aspects of the task for African Americans and industrial workers
- Is primarily descriptive (*African Americans*: after Civil War and during Reconstruction, they enjoyed a brief time of expanded rights and liberties; violence committed against them by Ku Klux Klan; killed when trying to exercise right to vote; after passage of Voting Rights Act of 1965, voter registration among blacks rose substantially; *industrial workers*: workers forced to work ridiculous hours for very little pay at Homestead steel mill; Fair Labor Standards Act ended child labor and set minimum wages); includes faulty application (*African Americans*: expanded rights and liberties ended as soon as Reconstruction ended; violence committed by other rebel armies; *industrial workers*: Fair Labor Standards Act set price ceilings)
- Incorporates limited relevant information from documents 1, 3, 4, and 6
- Presents little relevant outside information (*African Americans*: rights taken away by Jim Crow laws; Civil Rights Act passed in mid-1900s; *industrial workers*: since beginning of factories and sweatshops, workers taken advantage of; use of Pinkerton armies, strikebreakers, scabs)
- Includes very few additional relevant facts, examples, and details (*African Americans*: denied right to vote; *industrial workers*: faced injury and poor working conditions); includes an inaccuracy (*industrial workers*: Wagner Act passed by Roosevelt)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that summarizes points made in the essay

Conclusion: Overall, the response fits the criteria for Level 2. Occasional outside information is included in a response that is dominated by document information. Although some good conclusions are made, additional facts and details would have strengthened the effort.

The response:

- Develops all aspects of the task for industrial workers and African Americans
- Is both descriptive and analytical (*industrial workers*: with so many wanting jobs, factory owners knew they could take advantage of them; strikers could easily be fired and new workers hired; working conditions and wages slow to improve despite membership in labor unions; workers could organize and choose representatives to bargain collectively; could earn at least a decent wage and be able to work reasonable hours in certain industries; *African Americans*: discrimination continued to be an issue in South after Reconstruction; W. E. B. Du Bois and organizations such as NAACP organized protests and wrote newsletters to gain attention; wanted equality and to be treated same as every white citizen; through their efforts and involvement of government, racial discrimination decreased and equality became much more widespread)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*industrial workers*: nation changed from rural and agricultural to an urban and industrial society; immigrants from southern and eastern Europe arrived in American cities to find jobs; crowded rooms without windows and pollutants in the air made factory unhealthy; no disability rights or health insurance; *African Americans*: slavery began in colonial period and helped cause nation to divide during Civil War; grandfather clause, poll taxes, and literacy tests most popular ways to keep them from voting; efforts to gain equality became civil rights movement under leaders such as Martin Luther King Jr.; President Johnson continued President Kennedy's support for a Civil Rights Act)
- Supports the theme with relevant facts, examples, and details (*industrial workers*: very low wages; very long workdays; Homestead; Haymarket; AFL for skilled workers; Knights of Labor; National Labor Relations Act; Fair Labor Standards Act; Franklin D. Roosevelt; *African Americans*: 13th, 14th, and 15th amendments; Ku Klux Klan; Montgomery bus boycott; sit-ins at lunch counters; Voting Rights Act of 1965)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is in the treatment of historical circumstances and well-placed outside information. Less reliance on document information would have strengthened the discussion of how problems of industrial workers and African Americans were addressed.

The response:

- Develops all aspects of the task with little depth for African Americans and industrial workers
- Is more descriptive than analytical (*African Americans*: faced political discrimination after Civil War due to loopholes used by Southern governments; got freedom, citizenship, and right to vote after Civil War; Constitution not being enforced; Voting Rights Act of 1965 eliminated many of loopholes used by Southern governments to prevent them from voting; *industrial workers*: worked hardest jobs and got very little pay for long hours of work; had to compete for jobs with child labor, a much cheaper source of labor than adults; Theodore Roosevelt supported union workers during the anthracite coal strike as part of his Square Deal; National Labor Relations Act preserved right of labor unions to exist and negotiate with employers and created government office in charge of ruling on labor disputes)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 6
- Incorporates some relevant outside information (*African Americans*: Jim Crow laws reinforced inferiority and inequality and were designed to keep races separate on buses, in theaters, and in schools; laws required a voter's grandfather had to be a voter, disqualifying black voters whose families had been slaves; *industrial workers*: during administrations of Theodore Roosevelt, William Taft, and Woodrow Wilson, bad business practices attacked by Progressive laws; Progressive laws protected consumer and children and women in workplace; some Progressive labor laws ruled unconstitutional by Supreme Court)
- Includes some relevant facts, examples, and details (*African Americans*: Civil Rights Act of 1964; 13th, 14th, and 15th amendments; rogue groups of terror-mongers; negligent, malicious southern governments; *industrial workers*: scabs; Franklin Delano Roosevelt; New Deal Acts; Fair Labor Standards Act)
- Demonstrates a satisfactory plan of organization; includes an introduction that summarizes problems faced by African Americans and industrial workers and mentions how these problems were addressed, but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The treatment of African Americans is framed by document information and lacks any actions taken by this group to gain their rights. Outside information about Progressivism establishes a good segue to the New Deal response to problems faced by industrial workers.

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing African Americans more thoroughly than industrial workers
- Is both descriptive and analytical (*African Americans*: often looked down on because they were once used as slaves; many southern states took extreme measures to disregard 15th amendment; many states gave blacks extremely difficult qualification tests designed to discourage them from voting; blacks were unfairly prosecuted and convicted at higher rates than whites; W. E. B. Du Bois urged them to stand up and fight for their rights; Voting Rights Act of 1965 ensured more African Americans had right to vote; *industrial workers*: factory system changed working lives; not given fair representation and often subject to demands of employer; could not argue for better conditions as they could be fired and easily replaced with workers who needed jobs; growth of union membership initially inconsistent, often growing and shrinking periodically; being guaranteed right to organize led to more unions)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*African Americans*: racial prejudice carried over even after Civil War; tests almost impossible to pass since they had few educational opportunities until Freedmen's Bureau; many denied proper due process legal rights when arrested; those involved with harassment of blacks were not brought to justice; generally not allowed to serve on juries; few judges or lawyers; *industrial workers*: occurrence of strikes was low initially, but number grew by end of 19th century; workers of a specific trade organized American Federation of Labor; unskilled workers were often without union support; Social Security enabled older workers to retire with a monthly income)
- Supports the theme with relevant facts, examples, and details (*African Americans*: biased jury; Ku Klux Klan; lynching; President Lyndon Johnson; *industrial workers*: long hours; unfit conditions; low wages; Fair Labor Standards Act in 1938; minimum wage; regulation for conditions and maximum working time in industries involved in interstate commerce)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the United States was founded on democratic principles, but they have not always been put into practice and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Good outside information supports the thesis that democratic principles were historically not applied to the African American experience. Document analysis leads to some good conclusions about industrial workers; however, some repetitiveness in the discussion detracts from the effort.

The response:

- Develops all aspects of the task with little depth for African Americans and industrial workers
- Is more descriptive than analytical (*industrial workers*: as manufacturers became richer, workers became poorer; unions played a key role in fighting abuses of large corporations; union membership rapidly increased in 1890s along with organization of massive strikes; would be many years before union membership could make a difference in lives of workers; acts guaranteed right of self-organization and disability rights for those hurt on job or unable to work because of serious illness; *African Americans*: emancipated with 13th amendment and made citizens in 14th amendment; bitterness led organizations to commit numerous hate crimes; many state governments limited right to vote)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*industrial workers*: societal role changed when new technologies led to beginning of large-scale manufacturing by Andrew Carnegie; lack of ventilation and unsanitary conditions sometimes led to chronic illness; massive strike at Homestead where wages of workers decreased; union negotiators did not always have a large base from which to work when dealing with company representatives because not every worker belonged to the union; muckraking journalists investigated factories and broadcasted to world the horrors found; Upton Sinclair's *The Jungle* exposed harsh working conditions in meatpacking plants, but people were more concerned about meat that would make them sick; *African Americans*: brought to English and Dutch colonies in 1600s; when writing Constitution, it was decided that slave trade not be outlawed until 1808; slaves to be counted as three-fifths of a white man; protests continued throughout 1960s)
- Includes some relevant facts, examples, and details (*industrial workers*: twelve-hour days; minimal pay; steam engine; Bessemer process; Fair Labor Standards Act; Social Security Act; *African Americans*: Ku Klux Klan; 15th amendment; W. E. B. Du Bois; Voting Rights Act; President Johnson; civil rights movement); includes an inaccuracy (industrial workers faced problems during the 17th century)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of industrial workers includes good relevant outside information and supporting facts and details; however, the treatment of African Americans would have been strengthened by further document analysis and outside information.

United States History and Government Specifications

August 2015

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Foreign Policy; Presidential Decisions and Actions; Places and Regions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Individuals, Groups, Institutions; Citizenship; Civic Values; Diversity; Reform Movements; Economic Systems	Standards 1, 4, and 5: United States and New York History; 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 August 2015 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 – August 2015**Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)**

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 44 would receive a final examination score of 80.

	Total Essay Score										
	0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	3	6	9	12	15	19	23	27	31	35
	1	4	7	10	13	17	20	24	28	32	37
	2	5	8	11	14	18	22	26	30	34	38
	3	6	9	12	15	19	23	27	31	35	40
	4	7	10	13	17	20	24	28	32	37	41
	5	8	11	14	18	22	26	30	34	38	42
	6	9	12	15	19	23	27	31	35	40	44
	7	10	13	17	20	24	28	32	37	41	45
	8	11	14	18	22	26	30	34	38	42	47
	9	12	15	19	23	27	31	35	40	44	48
	10	13	17	20	24	28	32	37	41	45	50
	11	14	18	22	26	30	34	38	42	47	51
	12	15	19	23	27	31	35	40	44	48	53
	13	17	20	24	28	32	37	41	45	50	55
	14	18	22	26	30	34	38	42	47	51	56
	15	19	23	27	31	35	40	44	48	53	57
	16	20	24	28	32	37	41	45	50	55	59
	17	22	26	30	34	38	42	47	51	56	60
	18	23	27	31	35	40	44	48	53	57	61
	19	24	28	32	37	41	45	50	55	59	63
	20	26	30	34	38	42	47	51	56	60	65
	21	27	31	35	40	44	48	53	57	61	66
	22	28	32	37	41	45	50	55	59	63	67
	23	30	34	38	42	47	51	56	60	65	68
	24	31	35	40	44	48	53	57	61	66	70
	25	32	37	41	45	50	55	59	63	67	71
	26	34	38	42	47	51	56	60	65	68	72
	27	35	40	44	48	53	57	61	66	70	74
	28	37	41	45	50	55	59	63	67	71	75
	29	38	42	47	51	56	60	65	68	72	76
	30	40	44	48	53	57	61	66	70	74	77
	31	41	45	50	55	59	63	67	71	75	79

Total Essay Score												
	0	1	2	3	4	5	6	7	8	9	10	
Total Part I and Part IIIA Score	32	38	42	47	51	56	60	65	68	72	76	80
	33	40	44	48	53	57	61	66	70	74	77	81
	34	41	45	50	55	59	63	67	71	75	79	82
	35	42	47	51	56	60	65	68	72	76	80	83
	36	44	48	53	57	61	66	70	74	77	81	84
	37	45	50	55	59	63	67	71	75	79	82	85
	38	47	51	56	60	65	68	72	76	80	83	87
	39	48	53	57	61	66	70	74	77	81	84	88
	40	50	55	59	63	67	71	75	79	82	85	89
	41	51	56	60	65	68	72	76	80	83	87	90
	42	53	57	61	66	70	74	77	81	84	88	91
	43	55	59	63	67	71	75	79	82	85	89	92
	44	56	60	65	68	72	76	80	83	87	90	93
	45	57	61	66	70	74	77	81	84	88	91	94
	46	59	63	67	71	75	79	82	85	89	92	94
	47	60	65	68	72	76	80	83	87	90	93	95
	48	61	66	70	74	77	81	84	88	91	94	96
	49	63	67	71	75	79	82	85	89	92	94	97
	50	65	68	72	76	80	83	87	90	93	95	97
	51	66	70	74	77	81	84	88	91	94	96	97
	52	67	71	75	79	82	85	89	92	94	97	98
	53	68	72	76	80	83	87	90	93	95	97	98
	54	70	74	77	81	84	88	91	94	96	97	98
	55	71	75	79	82	85	89	92	94	97	98	98
	56	72	76	80	83	87	90	93	95	97	98	98
	57	74	77	81	84	88	91	94	96	97	98	99
	58	75	79	82	85	89	92	94	97	98	98	99
	59	76	80	83	87	90	93	95	97	98	98	99
	60	77	81	84	88	91	94	96	97	98	99	99
	61	79	82	85	89	92	94	97	98	98	99	99
	62	80	83	87	90	93	95	97	98	98	99	99
	63	81	84	88	91	94	96	97	98	99	99	99
	64	82	85	89	92	94	97	98	98	99	99	100